

Great Hollands Primary School

Curriculum Statement



GREAT HOLLANDS
PRIMARY SCHOOL

2024-2025
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Our School Mission

Great Hollands Primary School's Mission is to ...

- Provide care, stability and purpose in a structured environment.
- Build – and often rebuild – children's self-belief.
- Teach children the things they really need to know and show them how to learn for themselves and with others.
- Ensure our pupils progress as fast as possible and achieve as much as possible (outperforming both similar schools and many with fewer challenges).
- Give children opportunities, responsibility and trust in an environment which is both stimulating and humanising.
- Listen to our pupils, value their views and reflect and act on what they say.
- Build trust with parents, families and communities, working in partnership with other professionals.
- In short, we put the child at the centre of everything we do, with high aspirations, expectations and achievement underpinning our work.

Our Intent

Curriculum Overview

- All pupils will make strong progress in all subjects.
- All pupils will learn to read accurately, fluently and confidently so they can access all areas of the curriculum.
- All pupils will develop their knowledge of the world through reading quality texts across the curriculum for information and enjoyment.
- All pupils will develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- The well-planned curriculum will allow pupils to build on previous learning.
- The curriculum enables pupils to demonstrate their understanding in line with age related expectations.
- The curriculum will be 'tilted' so that it meets the needs of disadvantaged pupils by giving them academic advantages. Where vulnerabilities and learning gaps exist, a modified curriculum offer will rapidly fill these gaps.
- The curriculum will reflect our ethos and belief that every child can achieve GREATness regardless of any barriers to learning.
- Our broad and balanced curriculum will incorporate all of the subject areas of the National Curriculum.
- Our constructed curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and **cultural capital** they need to succeed in life.
- The curriculum will enable pupils to value and enjoy learning; become confident communicators who develop a wide vocabulary and talk confidently, appropriately and sensitively.
- Speech and communication will lie at the heart of classroom practice and will deepen pupil understanding through dialogue with teachers and peers.
- Pupils will be given opportunities to visit places of interest, which deepens their understanding of a subject.
- Exemplary and responsive quality first teaching and assessment for learning will be evident in all areas.



PD - Personal Development (Personal, Social and Health Education Spiritual, Moral, Social and Cultural)

- The curriculum will support knowledge and understanding of healthy living, the environment, cultural understanding and respect of democracy, individual liberty and the rule of law.
- The curriculum will develop pupil skills of collaboration, effective communication and oral presentation.
- The curriculum will ensure pupils understand, accept, embrace and celebrate different faiths and cultural differences within the school community and beyond.

Implementation

Pedagogical Principles

- Pupils' use of academic vocabulary and subject specific vocabulary are developed.
- Effective structures exist so that teaching is rigorous and engaging, impacting positively on pupil learning in the context of a rich, relevant, broad and balanced curriculum.
- All lessons include shared success criteria, which are referenced during lessons; modelling and clear exposition; effective questioning cycles; appropriate support and use of resources; learning flow and challenge maintained throughout; positively managed behaviour that eliminates disruption; evidence of SMSC in the learning environment and lesson; well organised classrooms with high quality displays and working walls.
- A rigorous approach in lessons is used to ascertain if all children have achieved certain criteria to demonstrate acquisition of knowledge both currently and over time by achieving mastery of the curriculum offered.
- Feedback, questioning and discussion is structured around the intended learning and whether pupils know more and remember more.
- Shared reading and oracy practice are drivers for developing independent writing.
- Pupils are given opportunities to read extended texts with a view to develop decoding, inference and vocabulary acquisition.
- Key concepts and knowledge are built upon and revised so that knowledge is embedded in the long-term memory.
- Pupils are schooled to select and use resources independently.
- Exercise books are used as key resources showing progress across a subject, and empowering pupils to talk about their learning.
- Home learning opportunities are used to consolidate and extend knowledge and skills.
- Teachers will use their subject knowledge to ensure that pupils deeply understand their learning and how it fits within the broader context of the subject and wider curriculum.

Phonics, Reading and Maths Schemes

Great Hollands Primary School follows the Read Write Inc. Phonics programme. Mathematics Provision is developed from Singapore maths and the INSPIRE maths programme.

Questioning, Assessment and Feedback

- Hands down questioning and effective questioning cycles allow for targeted questions.
- Disadvantaged pupils have priority questions.
- Teachers and pupils use a variety of questions when teaching which develops thinking at different levels (Blooms Taxonomy).



- Clear Age Related (ARE) and Greater Depth (GD) expectations are in place for each year group, allowing pupils to demonstrate mastery of each subject – knowledge, skills and understanding.
- Assessment materials are standardised across the school and the timing of their use is planned for key points in the academic year.
- Teacher assessments are moderated by subject leaders through our professional enquiry process.
- Outcomes achieved in summative assessments are shared with pupils and parents as appropriate, allowing pupils and parents to develop a shared understanding of their attainment in relation to year group expectations.
- Feedback in books is focussed on addressing misconceptions or deepening their understanding by outlining next steps or posing a question for pupils to respond to.
- Both formative and summative assessments allow teachers to observe whether learning is embedded through carefully chosen questioning which in turn informs future planning.
- Termly tracking meetings allow further discussions on individual pupil's progress between leaders and teachers.
- Through careful data analysis, misconceptions are addressed at either an individual, class or cohort level adjusting teaching as necessary.
- Regular book scrutinies, lesson observations/learning walks and discussions with pupils about their learning enables leaders to hold focussed improvement conversations with staff, leading to a clear understanding of how effective teaching and learning is executed.
- Adults in lessons provide pupils with verbal feedback linked to achieving the learning objective.
- Annual written report outcomes do not come as a surprise to pupils and parents

Enrichment opportunities

- Pupils have opportunities to meet interesting visitors and visit locations to support their learning.
- All children are offered after school clubs and opportunities to take part in school/area wide competitions and events

Impact

Outcomes (Measurable and Visible)

- Teaching results in positive progress for all pupils, evidenced by pupils' books, interviews and data.
- All pupils learn to read a range of quality texts confidently with accuracy and fluency for information and enjoyment so that they can access the curriculum and develop their knowledge of the world.
- All pupils develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- Pupils enjoy learning and are confident communicators who develop a wide vocabulary.
- Reading and oracy strategies support the school's wider strategies.
- Pupils visit places of interest which deepens their understanding of a subject.
- Quality first teaching and assessment for learning is exemplary.
- Pupils learn about significant people and understand the impact they have had.
- Pupils are motivated by questioning to extend thinking with a balance of talk & listening and doing & watching.
- Pupils are able to articulate the intended learning and say what they need to do to achieve it, demonstrating excellent attitudes to learning and self- discipline.



- Pupils demonstrate by the outcomes produced, positive progress towards the Learning Objective and achievement of the Success Criteria.
- Pupils evaluate their own progress towards the intended learning and identify next steps.
- Pupils access the intended learning, maintaining active engagement and motivation throughout.

PD - Personal Development (Personal, Social and Health Education Spiritual, Moral, Social and Cultural)

- Pupils articulate knowledge and understanding of healthy living, the environment, cultural understanding and respect of democracy, individual liberty and the rule of law.
- Pupils articulate knowledge and understanding of healthy living, the environment, cultural understanding and respect of others.
- Pupils understand, accept, embrace and celebrate different faiths and cultural differences within the school community and beyond.
- Pupils show effective skills of collaboration, effective communication and oral presentation.
- Pupils' Behaviour for Learning and conduct are positively impacting on their learning.
- Attendance is not a barrier to learning.
- Bullying is dealt with effectively.
- Values are shared by the whole school community.

Implementation methods

Effective Teaching

Our high expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; the teacher's priority is to support children so that they can keep up with the pace of learning and make steady progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Great Hollands Primary School see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Our Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.



The five areas of Effective Teaching at GHPS are:

1. Quality first teaching

- Highly focussed lesson design with clear objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

2. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps.
- Day to day, Periodic and Transitional assessments used effectively.
- Responsive Teaching (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self-evaluation.

3. Intervention through targeted support

- Individuals and groups who are not making sufficient progress are identified.
- Provision for intervention is mapped according to needs analysis (PiXL) Key marginals.
- Diagnosis of gaps in learning are completed and actions taken to fill gaps in learning whilst maintaining progress in current learning.
- Support is evaluated and relevant adjustments are made.
- Leaders and staff regularly meet to discuss current and future support actions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

4. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs.
- The use of learning resources and IT developed to allow children to work independently and successfully.
- Displays to be a mixture of celebration of children's work, supportive resources and information.

5. Supporting children's wider needs

- We maintain close communication with parents and carers.
- We develop and maintain multi agency links to support vulnerable children.
- GHPS employs Family Safeguarding Advisor, Play Therapist, Canine Therapy Worker, Emotional Literacy Support Advisors and 'SEN' TA Team as a support network for our stakeholders.

Effective Learning

We acknowledge that people learn in different ways, and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer different ways for children to learn including:

- investigation and problem solving,
- open ended tasks,
- reasoning,



- research and exploration, with independent access to a range of resources,
- group work, paired work and independent work,
- effective questioning,
- presentations and drama,
- use of ICT,
- visitors and educational visits,
- creative activities, designing and production,
- use of multimedia, visual or aural stimulus,
- participation in physical or athletic activity,
- homework,
- extra-curricular clubs and activities,
- collaboration with local libraries and publishers (Usborne),
- subjects/themes that cross subjects/curriculum.

The Right of Withdrawal from Religious Education:

Religion and belief have become more visible in public life in recent years, making it important that all pupils should have an opportunity to engage in Religious Education. However, the parent of a pupil at a community, foundation or voluntary school (or pupils themselves if they are aged 18 or over) may request that they be excused from all or part of the Religious Education (RE) provided.

Parents who wish to withdraw their children from Religious Education should be aware of its aims and what is covered in the Religious Education curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given

Important - limitations to withdraw

- If pupils are withdrawn from Religious Education, schools have a duty to supervise them, though not to provide additional teaching. A pupil may be required to work in another area of the school, such as library or break out area.
- Whilst parents or carers have a right to withdraw children from Religious Education, they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.
- On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or citizenship (PSHE). For example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.

Managing the Right of Withdrawal

If pupils are withdrawn from Religious Education, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises where it is feasible and appropriate.

Where a request for withdrawal is made, the school must comply and excuse the pupil until the request is rescinded. Though not legally required, it is good practice for the school to invite parents to discuss their written request.

Requests should be marked for the attention of the Headteacher and sent via the school office. (Section 71(3), School Standards and Framework Act 1998).

Our Curriculum

EYFS (Early Years Foundation Stage) Curriculum

In Reception, we follow the Early Years Statutory Framework for 2021 and the non- statutory Development Matters 2021 to support our curriculum. The 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

Our EYFS curriculum is driven by the acquisition and development of language. This underpins all areas of learning and is vital for success in reaching the expected standard at the end of EYFS, i.e., the early learning goals (ELGs). Children need to develop their skills in all the Prime Areas, so these remain a key focus throughout a child's learning journey in our EYFS.

At GHPS, we believe it is crucial for children to develop a life-long love of reading which is why we have a strong emphasis on it from when children first start at GHPS. We use the Read, Write, Inc. Programme to teach synthetic phonics (word reading) and language comprehension (understanding). Children have daily phonics lessons that develop all aspects of Literacy.

At GHPS, our curriculum is delivered through a range of pedagogical approaches. Our children learn through play, adults modelling, observing each other, and through guided learning and direct teaching. These approaches are used across our curriculum to ensure all our children have the best possible start to their formal education. The balance in these approaches changes throughout the year so pupils near the end of their foundation stage, have more guided learning. This ensures they have the knowledge and skills needed to succeed with the National Curriculum in Year 1 and beyond.

Much of our curriculum is developed through continuous provision through enabling learning environments which promote high quality play-based learning, both indoors and outside. This learning, which teachers use to support and extend learning, helps children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is taught in sequenced units in Guided Reading, GPS sessions, English lessons and in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We follow the National Curriculum and use Read, Write Inc. for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books, poetry and plays. Guided reading also develops the children's comprehension skills and vocabulary. Parents are given clear expectations about reading at home which is enhanced through Accelerated Reader.

We develop writing skills so that our pupils have the stamina and ability to write at the age



expected standard. To support children in moving towards independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express and exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences, every child (Y1-6) has a piece of their written work on display at all times in the school.

Guided, reciprocal and modelled reading is taught daily to all pupils once they have completed the RWI programme. Handwriting, Spelling and Grammar skills lessons are taught discreetly each day and are then applied in English and writing across the curriculum lessons. A range of extra activities are used to promote literacy within the school including, Henley Literary Festival, World Book Day and author visits plus reading challenges.

National Curriculum English Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

At GHPS we embrace the mastery approach to teaching mathematics. Our teachers ensure that mathematical skills are taught every day following the Inspire Maths (Singapore) programme. This uses a spiral progression to develop fluency, reasoning, and problem solving and conceptual understanding for mastery. Pupils are introduced to concepts in a highly scaffolded way, enabling all children to develop critical thinking skills, make mathematical connections and become confident mathematicians.

To ensure secure foundations and deep understanding of mathematical concepts learning is built on a concrete - pictorial - abstract approach. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to solve a range of problems. Speaking frames are used to support articulation of vocabulary and mathematical processes, enhancing pupil's oracy. Whenever possible they also use cross curricular opportunities to apply their mathematical skills.

Each day begins with 'Morning Maths' during our rolling start registration where we develop our mathematical fluency. Skills are further developed at home through online platforms of Mathletics and PiXL times table app.

National Curriculum Mathematics Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

At Great Hollands Primary School, we believe that science education provides the opportunity for pupils to understand the world around them and we encourage our pupils to be curious about natural phenomena. To help support this, where possible, science links to our wider topics. This approach allows children to explore science in a wider context and provides extended learning opportunities. This starts in EYFS where the children explore their natural environment through seasonal changes and some key physical processes.

Progress in science is important to us and we focus on developing key scientific skills with our children so they are well prepared for the expectations in the next key stage. Scientific enquiry skills include: asking questions, making predictions, setting up experiments, observing and measuring, recording data, interpreting results and evaluating. Pupils are encouraged to use scientific vocabulary with teachers planning in explicit opportunities to develop these skills in each unit of work.

Whilst at GHPS, children will learn about plants, animals including humans, materials, seasonal

change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. Where appropriate, visits by specialists, alongside links with local secondary schools, will enhance the delivery of our science curriculum.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Art and Design

At GHPS, we value Art and Design as an important part of developing children's creativity and to express their ideas and understanding. Our Art curriculum develops creativity, sets challenges, engages and inspires children. We provide them with the knowledge and skills so that they can experiment, invent and create their own works of art, craft and design. The art curriculum will develop the children's understanding of their own and others cultural heritages through the study of a diverse range of artists, designers and craft persons.

The teaching and implementation of the Art and Design curriculum at Great Hollands Primary School is based on the National Curriculum. The skills and knowledge that the children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge helps the children understand the context of the artwork as well as the artists they are learning about. A similar focus on skills means that children are given opportunities to express their creative imaginations, as well as practise and develop mastery in the key processes of art.

At EYFS: Pupils will be introduced to a range of skills and artists, where they will use different materials to express their imagination, ideas and experiences.

At Key Stage 1: Pupils learn drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

At Key Stage 2: Pupils are taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They use sketchbooks to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They learn about great artists, architects and designers in history.

National Curriculum Art
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

Design and Technology

At GHPS, we provide pupils with opportunities to use their creativity and imagination to design and make purposeful products. Our DT curriculum is carefully created to equip all pupils with practical skills and knowledge of different techniques and an understanding of the characteristics of a range of materials. Through a variety of activities and projects, pupils work individually or as part of a team to apply their knowledge and understanding to design, plan, make and evaluate, considering any interlinked social, cultural and environmental issues.

We teach the National Curriculum with the intent that DT should be taught in all year groups through at least one topic per term, including cooking and nutrition activities. Pupils develop basic skills in the Early Years, such as cutting and joining, which are built on and developed in Key Stages 1 and 2.



At Key Stage 1, pupils learn how to design, plan and communicate their ideas effectively to design a product with purpose, which they achieve through drawing, talking, templates and mock-ups. They learn how to select and work with different tools, equipment and materials, giving them shape using simple finishing techniques and mechanisms. During these processes, pupils often work together to evaluate existing products and use critical thinking to identify what could be done differently or how they could further improve their work. In cooking and nutrition activities, pupils gain knowledge about the basic principles of a healthy diet and an understanding of where the food comes from.

At Key Stage 2, pupils build on existing skills and use research to create their own design criteria, develop models and communicate through annotated sketches, cross-sectional diagrams, patterns and computer-aided design. They can select from a wider range of tools to perform practical tasks and technical knowledge is further developed. Pupils apply their understanding of how to strengthen and reinforce more complex structures, for instance when building with wood, and evaluate their work against their own criteria. The use of mechanical and electrical systems gives opportunities to explore movements and circuits using pulleys, cams and bulbs, with some projects using computing to program, monitor and control. In cooking and nutrition, children follow safe food procedures to create dishes with a focus on seasonality of products.

National Curriculum Design & Technology
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Drama techniques used in literacy lessons aid the development of speaking, listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, and our curriculum provides opportunities to perform to wider audiences. Drama is used across the curriculum to bring learning to life.

Computing

At Great Hollands Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world.

Knowledge and understanding of ICT is of increasing importance for children's future, both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross-curricular learning throughout all subjects, to engage children and enrich their experiences in school.

We teach the National Curriculum, supported by a computing scheme to provide clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding. Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to develop their ideas through writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solve relevant, worthwhile problems such as, understanding safe use of internet, networks and email. In computer



science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

At GHPS, we teach a progression of Computing vocabulary to support children in their understanding. Online safety is taught within each Computing lesson as well as during internet safety week and school assemblies. Online safety procedures are communicated with all staff and parents.

National Curriculum Computing Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

At GHPS, our French curriculum is informative, enjoyable, current, well-structured and includes the four main language skills of listening, speaking, reading and writing, enabling development of key language learning skills set out by the national curriculum and fostering a love of languages and curiosity about other cultures.

Children have lessons in French throughout Key Stage 2, using the Salut! French programme of study, which is comprehensive and encourages verbal and written skills, building on vocabulary, sentence structure and pronunciation to aid communication.

In Years 3 and 4 the areas covered include learning how to greet people and introduce themselves, discuss family, pets and the weather. Children also learn the language necessary to talk about their local environment, describe people, body parts and the sports they play.

In Years 5 and 6 they will build upon past knowledge and skills in order to further their verbal and written communication, through subjects such as, being on holiday, hobbies, seasons, the environment, life in France, the future and jobs.

Pupils are taught to listen and show understanding in various ways; by joining in and responding through conversation, asking and answering questions, expressing opinions and ideas. They are encouraged to speak in sentences, using familiar vocabulary, phrases and basic language structures, while developing accurate pronunciation and intonation. They learn to appreciate stories, songs and poems and explore the patterns and sounds of the French language. They will be taught to read carefully, show understanding of words and phrases and to complete simple writing tasks, writing phrases from memory and adapting these to create new sentences and express ideas clearly. They will also develop an understanding of basic grammar and key features of the language, how to apply these and how they differ from or are similar to English.

When children leave Great Hollands, they will have a secure basic understanding and developed fluency in a Latin-based language which will stand them in good stead for learning other languages effectively and successfully in secondary school and beyond.

National Curriculum Language Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

At GHPS we provide a broad and balanced music curriculum that covers many different genres and music styles. We provide children with the cultural capital that they need to succeed in life by teaching Western classical music, its periods and influences; and music from English and other, national and world heritages. By working with others, children develop skills of music

collaboration. Learning music from other cultures embeds the British values of tolerance, respect and cultural understanding. Children develop their creativity through improvisation of a tune and through composition.

Early Years and Key Stage 1 children use their voices expressively and creatively by singing songs and speaking chants and rhymes. All children play tuned and untuned instruments musically. Key Stage 2 children will use their voices with increasing accuracy, control and expression and develop their aural and theoretical knowledge. They will develop an understanding of the history of music, the language of music and music notation.

We follow the 'Charanga Musical School' programme, which is an integrated approach to music. This includes vocal warm up games and other musical activities; which focus on the interrelated dimensions of music. Singing and playing instruments, are all linked to a particular style of music within each unit. Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The development of skills is not linear but spiral as skills are revisited over time. Children develop their listening and appraising skills as other skills are learnt. They learn to find the pulse in a tune and about the pitch and rhythm through engaging interactive activities and games including those which are tailored to the needs of SEND children.

National Curriculum Music Programmes of Study:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

Physical Education (PE)

At GHPS, we prioritise the importance of regular physical activity to aid children's physical and mental wellbeing. Our aim is to equip children with the skills, knowledge and enthusiasm to participate in active lifestyles. Children will learn how to control the movement of their bodies; use various pieces of equipment to help them perform various skills; collaborate with their peers in team situations and focus on developing their own abilities independent of others.

At GHPS, we have specialist sport coaches from Sports for Kids who teach PE to all of the children from EYFS through to Year 6. This means the children receive a curriculum that is professionally and confidently delivered to develop their skills at the appropriate levels of age and ability. The focus is for the children to concentrate on improving their own skills to build on their prior learning. PE lessons are heavily linked to the school's GREAT values; thus, every child is given the platform and encouragement to learn in a positive and nurturing environment.

To encourage teamwork further, children are provided with opportunities to join in a range of team games during lunchtimes and compete in their houses for some sporting activities. A focus on allowing children as many opportunities as possible to access a variety of team and individual sporting games, which they may not have had previous experiences of, is of high importance, including judo, tri-golf and fencing, ensuring pupils remain able to enjoy being as physically active as possible.

In Key Stage 1, focus is on children developing and refining their gross motor skills through sporting activities to use their bodies in various ways to demonstrate balance, agility and co-ordination.

In Key Stage 2, children build on their prior knowledge to develop skills further through a variety of wide range sporting activities. During the year, pupils have the opportunity to develop swimming skills through an on-site, pop-up swimming pool.

PE Programmes of Study:
[https://www.gov.uk/government/publications/national-curriculum-in-england-physical-](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study)

education-programmes-of-study

PD (Personal Development)

At Great Hollands Primary School, PD is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

Our PD curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. Our pupils: develop a confidence in sharing their own thoughts and opinions with others, develop skills and attributes to keep themselves healthy and safe, develop an attitude of a responsible global citizen, show tolerance of others' beliefs, religions and life choices and build positive, respectful relationships with other people.

We teach PD through the Jigsaw programme which supports our aim to develop the whole child through a spiral curriculum approach. This ensures that skills and knowledge are built on year-by-year and sequences content appropriately to maximise learning for all children. PD is taught across the school on a weekly basis.

By the time all children leave our school, they will have a ready willingness and ability to try new things, push themselves and persevere. They will have a good understanding of how to stay safe, healthy and how to develop good relationships. All children will have an appreciation of what it means to be a positive member of a diverse, multicultural society. They will have a strong self-awareness, interlinked with compassion of others.

National Curriculum PSHE programmes of Study
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education (RE)

At Great Hollands Primary School, Religious Education encourages the children to raise challenging questions about the meaning and purpose of life. It enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Religious Education fully supports our SMSC within school by encouraging children to think about their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider society. It reflects our commitment to promoting our British Values by teaching pupils to develop respect and tolerance towards others, including people with different faiths and beliefs and helps to challenge prejudice. It supports our shared values of generosity, empathy and teamwork.

We follow the Discovery Scheme of Learning which is based on the Locally Agreed Pan-Berkshire Syllabus. Christianity is taught in every year group with Christmas and Easter given a different treatment in each year group. By the end of Key Stage Two all children will have been taught about Christianity, Judaism, Sikhism, Hinduism and Islam.

In the EYFS, children will encounter Christianity and plus at least one other religion. This is taught through the EYFS framework of experimental and thematic based learning. From Key Stage 1 upwards, Discovery is taught through a four-step approach: Engagement, Investigation, Evaluation and Expression. Each unit is spread over six lessons with the option to join these into a period of time to embed the learning further. Therefore, children not only learn about different faiths but have the opportunity to reflect on their learning (learning about religion and learning from religion). The scheme allows us to teach in an exciting cross, curricular way.

Religious Education DfE Guidance:



<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

History

At Great Hollands Primary School, we deliver History subject skills and understanding through topic-based learning which is linked to the National Curriculum. It is carefully balanced to give children opportunities to explore a range of age-appropriate historical periods throughout the ages - beginning with the Stone Age through to the 21st Century.

The knowledge and skills covered through History are carefully structured to link to other parts of the curriculum. Learning is interweaved into Writing, Reading, Art, Design & Technology, Music and where appropriate e.g., Maths. Specific topics have a History base so that we develop historical thinking; analyse historical sources and evidence, make historical connections, make chronological reasonings and create and support historical arguments. Knowledge of significant historical events, people and places in our own locality is also taught to give children a rich understanding of events which have transpired in the past and how those impacted Britain and the wider world.

History is taught through a variety of approaches to provide opportunities for children to dive deeply into the past to gain a thorough understanding of who, what, where, when, why and how events transpired. Children learn through; visual and audio representations, discussion and debating, role playing and comparing and contrasting.

In Early Years and Key Stage 1, children are taught a variety of historical topics to provide them with basic historical investigation skills, through listening to stories about famous people from Britain's past.

In Key Stage 2, children will build further on these skills by exploring historical events in greater depth chronologically through the years, continually linking back with Britain today.

History Programme of Study:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Geography

When shaping the curriculum at GHPS, we have ensured that the subject of geography helps to provoke and provide answers to questions about the world in which we live and encourages the children of GHPS to develop a greater understanding and knowledge of the world and their place within it. With this in mind, we have developed our curriculum, so that the teaching equips the children with knowledge about diverse places, people, resources, physical and human features and processes.

The children will develop their understanding of how we all play a role in the world in which we live. This will enable them to develop a sense of who they are, what makes our own community, town and country in which we live, unique and special.

The children will identify and locate other countries across the world and make comparisons between them and their own part of the world. They will be able to develop the ability to express well balanced opinions which are rooted in secure knowledge and understanding about current issues in the world. By nature, geography is an investigative subject which enables the children to develop an understanding of concepts, build fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques to present their conclusions and findings through and extensive base of geographical knowledge and vocabulary.



Our ambitious curriculum enables the skills the children develop in geography to be transferable across the curriculum, which in turn promotes their SMSC development, as we seek to inspire the children of GHPS and the wider community, with a curiosity and fascination about the world and its people which will remain for the rest of their lives.

Geography Programme of Study:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

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. The programme is planned throughout the year.

Trips and Visits

We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work. In addition to the residential trips we organise for our Yr6 pupils.

Workshops and Specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies.

Themed Days

We also have themed days throughout the year. Our topic units begin with a 'Stunning Start' and finish with an 'Event End' giving real purpose to the learning journey. Themed days and dress up days are also incorporated into the curriculum.

The Role of Parents/Carers

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Emailing a weekly update every Friday, containing current news and rewards as well as important dates and information.
- Sending home, a half-termly newsletter showcasing year group learning.
- Holding regular parent's evenings, stay and learns and family learning events.
- Inviting parents into the school to share in their child's learning.
- Holding parent workshops where we explain core skills such as phonics procedures and teaching and learning strategies.
- Teacher annual report at the end of each academic year for each pupil.

Impact

In the first instance, the impact of our curriculum is measured by assessment procedures which allow us to compare outcomes against all schools nationally. These are:



- EYFS: percentage of pupils achieving a 'Good level of development' (GLD).
- Phonics Screening Test at the end of Year 1.
- End of KS1: percentage of children working towards or at the expected standard or at greater depth in reading, writing and maths.
- End of KS2: percentage of children working towards or at the expected standard and at greater depth in reading, writing and maths and GPS

However, the GHPS curriculum is also measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.