



# Curriculum Statement

*Our curriculum ensures learning is effective, exciting and relevant to the needs of our children.*

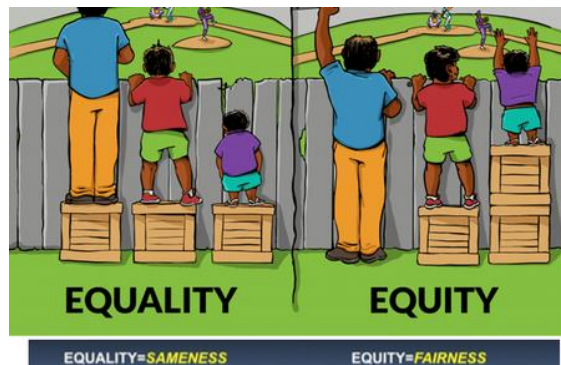
*We want our curriculum to provide optimum life chances so our children can enter adulthood successfully through resilience, risk taking, responsibility, respect ... and reaching high*

All pupils will secure firm foundations in English and Mathematics and this underpins a firm accessibility and development in other subjects across the curriculum. Our knowledge and skill-based curriculum offers a broad range of subjects from Early Years through to Key Stage 2. We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning couched in secure and respectful relationships.

Lodge Farm Primary School aims to provide a curriculum that is balanced and important to the children at Lodge Farm as well as to the ever changing world we live in. While emphasis is placed on children learning core skills of English and Maths, we place significant value on developing the 'whole child'. Where possible and relevant, links are made across the curriculum. These connections support the children's long term memory.

## What does the "whole child" mean?

Every child is an individual – respecting the differences; providing all children what they need through timely and reasonable adjustments. This is **EQUITY**.



Through the consistent adoption of Herts. Steps, we promote and teach pro-social behaviour in our complex world. We continually support the children in managing their own behaviour and de-escalation, just as we would support them with more challenging areas of the curriculum. Provision mapping illustrates how we support the children's needs across the curriculum, including their social and emotional needs for without these secure, learning will not take place.

We enrich our pupils with a wide range of activities including: trips and visitors, fund raising, leadership opportunities and learning with other year groups.

At Lodge Farm we want the children to have choices and have the necessary skills to make informed choices in all aspects of their life.

And most of all celebrate the children!

## What does the curriculum look like as we move through the school

# Early Years Foundation Stage

### Progression of knowledge and skills

At Lodge Farm we strive to create a safe and happy environment, which inspires, challenges and supports pupils to achieve their potential. The Statutory Framework for the Early Years Foundation Stage provides the structure for our curriculum and approach. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities with reading at the heart.

For us it will be about providing the children with the opportunities needed to help them to develop a connection with nature which in turn supports good mental health development and a feeling of calm and balance. Our setting will offer a cosy, happy, home from home feeling. Children thrive and flourish within these environments and develop robust foundations for learning. Because of this, we are working towards the Hygge Accreditation

## Key Stages 1 & 2

For each national curriculum subject, our Curriculum Leads have all developed a year on year breakdown of the knowledge and skills which our children must progress through. These form the backbone of our approach and are delivered through discrete sessions or in a cross-curricular approach, whichever is most appropriate. These are either detailed in our Subject Curriculum documents.

### English

#### Reading - Progression of Knowledge and Skills

This is the heart of the curriculum. The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate a range of strategies: drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. Reading development is closely related to that of writing, for it is by talking about the texts they encounter that pupils come to understand how writers write and the unique relationship which exists between author and reader. Write like a reader and read like a writer. It is through their imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place within it.

#### Phonics & Spelling - Progression of Knowledge and Skills (Phonics: EYFS-Y2) and Progression of Skills (Spelling: Y1-Y6)

Phonics involves the relationship between sounds and their spellings. The goal of phonics teaching is that children learn the most common sound-spelling relationships so that they can decode, or sound out, words. This decoding ability is a crucial element in reading success. In the Early Years and Key Stage 1 there

is a greater emphasis on word reading to ensure all children can sound and blend unfamiliar printed words quickly and accurately. Word reading is taught explicitly through a daily phonics sessions, following the Letters and Sounds scheme as well as shared and guided reading. The teaching of word reading through Phonics continues into Key Stage 2 and through discrete daily spelling lessons.

### **Writing - Progression of Knowledge and Skills**

At Lodge Farm, we place a high priority on improving children's standards of written communication. We believe speaking and listening with confidence are significant factors in developing effective writing. Reading and writing are closely connected; we read as writers and write as readers. Writing is a special craft and most children learn best through their own writing, within a meaningful context designed to meet the needs of real or imagined audiences. We aim for all writing tasks to be prepared through talk and teachers modelling writing for their pupils across the curriculum. Children are given the opportunity to collaborate with other children both to compose and to edit their writing and to improve their skills through reflection. The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation. Children are closely involved in assessing their own development as writers. Handwriting as well as grammatical and phonological awareness are thoroughly planned for and taught through the Penpals scheme.

### **Maths - Progression of Knowledge and Skills**

Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial competence needed for every day life and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of mathematics and a sense of enjoyment and curiosity about the subject. At Lodge Farm we work from Herts. Essential Planning materials. Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

### **Science - Progression of Knowledge and Skills**

Science is a body of knowledge and skills built up through experimental testing of ideas. Science is also a practical way of making predictions and find reliable and reasoned answers to questions we may ask about the world around us. Working scientifically in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills.

### **Computing - Progression of Knowledge and Skills**

We believe that skills in computing are fundamental to children's learning and should be incorporated into all areas of the curriculum wherever possible. It is recognised that we have a responsibility to encourage

digital literacy in all pupils so support the present and in preparation for their future. New technologies require children to be able to interact fully with computers, laptops, tablets and a growing number of other devices, programs and software in order to fully support their learning in a number of contexts. It is recognised that the level of expectation on children's capabilities for using new technologies is rising particularly within the new National Curriculum for Computing with its strong emphasis on computer science and computer programming skills which we teach through the Purple Mash scheme.

### **Religious Education (RE) - Herts RE Scheme of Work**

Religious Education is received by all children in classroom teaching and during school assemblies. The children will be involved in learning about many religions of the world. To increase their knowledge and respect for the many cultures and beliefs. The teaching of Religious Education follows the guidelines laid down by Hertfordshire County Council in the agreed syllabus and Religion for Today and Tomorrow. Parents and carers have the right to withdraw their children from Religious Education and those wishing to do so should consult the Head teacher.

### **Design and Technology - Progression of Knowledge and Skills**

Design and technology is part of every child's immediate experience. It is important that children are not only aware of what design and technology is, but also develop a practical approach to it. We ensure that children develop skills and knowledge of a wide range of materials and equipment through Focused Practical Tasks in a safe and controlled environment. Their learning and discovery through these tasks then inform their own design accordingly.

### **Music - Progression of Knowledge and Skills**

Music is a unique way of communicating that can inspire and motivate children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate the wide variety of musical forms and to begin to make judgements about the quality of music through the scheme Charanga. Singing is widely celebrated at Lodge Farm as a means of supporting our well being.

### **Geography - Progression of Knowledge and Skills**

We believe that geography provides a way for children to make sense of the world around them. Pupils are given opportunities to learn about their world; to develop skills, knowledge and vocabulary. Pupils at this school will have access to geography appropriate for their age and ability that follows the guidelines of the National Curriculum.

### **Art & Design - Progression of Knowledge and Skills**

We believe that that art is a vital part of the education of all children. The child's use and understanding of art needs to be developed by effective teaching and by a considered sequence of experiences. We aim to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by famous artists.

### **History - Progression of Knowledge and Skills**

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology. They learn to value their own and other people's cultures in modern multicultural Britain. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

### **Physical Education (PE) - Progression of Knowledge and Skills**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety and athletics. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes which contribute towards a healthy lifestyle. We want children to make informed choices about physical activity throughout their lives.

### **Modern Foreign Languages (MFL) - Progression of Knowledge and Skills**

At Lodge Farm, we use Language Angels to support our French curriculum. The early acquisition of a foreign language study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.

### **Relationships, Sex and Health Education (RSHE) - Progression of Knowledge and Skills**

Relationships education is learning the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health education is learning about physical health and mental wellbeing to give them the information that the children need to make good decisions about their own health and wellbeing.

Sex education is learning about the facts of human sexual reproduction.