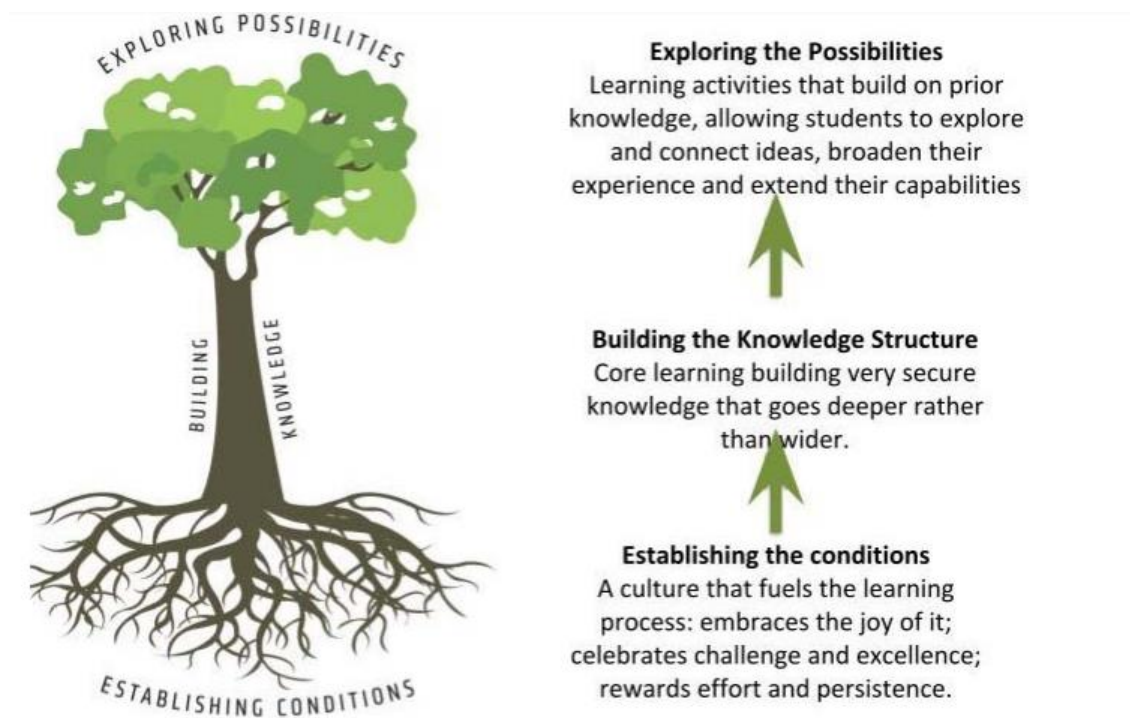




## Curriculum statement

Intent Our curriculum aims to produce articulate, confident, well-rounded individuals, who show tolerance and respect for other's beliefs and values. It instils the requisite knowledge, skills and cultural capital, in our pupils, so they can question and engage with the world; to express their personal opinions and to achieve their potential in the next stage of their education.



## Implementation

### English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

## **Phonics**

Phonics is taught in EYFS and KS1 through the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell. Our children do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in the KS1 tests. KS1 pupils have additional whole-class reading sessions to develop their vocabulary and comprehension skills.

## **Reading KS2**

Heathlands pupils are taught through whole class reading lessons each day. Our reading sequence aims to address the common barriers to success by increasing their vocabulary; teaching the skill of analysing a text in detail; and teaching the background knowledge needed to engage with the text. Non-fiction texts are used to provide the background knowledge each week and children also have opportunities to study poetry and to compare texts with similar themes, characters and settings. Reading for pleasure is promoted through our well-resourced, inviting library, which is a key hub for the school community. We also have reading for pleasure sessions in all year groups, as well as class story-time and story assemblies across the school.

## **Writing**

Heathlands pupils are taught writing through two key areas:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

Pupils are taught how to plan, revise and evaluate their writing. These aspects of writing incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription. As a school we teach writing in different ways including shared writing, guided writing, independent writing and guided writing. These all offer children different opportunities to learn and develop their skills as writers. This helps them to understand and develop knowledge of a range of genres.

Reading and Writing are planned and delivered through our topic based approach to learning, where the genres to be covered over the course of each year are mapped to the topics to which they are most appropriate. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity depending on the ability of the child.

Within a lesson there will be clear learning intentions, steps to success, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment. These help to promote children's independence and encourage them to take ownership of their own learning.

## **Maths**

Through Heathlands mastery curriculum, we ensure that all pupils achieve their full mathematical potential through the teaching of deep and sustainable learning. Children will manipulate and use apparatus and equipment to explore problems; delving into a process of mathematical thinking. Through representations and pictorials, children progress and demonstrate their own learning - enabling them to access more abstract concepts - whilst continually building and making links to prior learning. Therefore, it is of utmost importance that every child's individual needs are met in each lesson and that any gaps in learning are catered for.

Mathematics at Heathlands both encourages and empowers children to construct a mathematical knowledge base, formed upon fluency, reasoning and problem-solving skills, which will prepare them for their lives far beyond that of primary school.

We equip pupils with the awareness and mindset to believe and realise their hopes, dreams and wishes. If they put their minds to it, there is nothing they cannot accomplish.

## **Science**

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. We follow the Ogden trust scheme of work. Because science links direct practical experience with ideas, it engages learners of all ages. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Through the teaching and learning of science we will provide the foundations for understanding the world and will strive to create opportunities for children to gain an understanding of how science has changed our lives.

## **RE**

At Heathlands, we believe that religious education provides children with key life skills and the ability to develop a greater understanding of themselves and others. We follow the Birmingham SACRE scheme. It is our role, through our religious education curriculum, to enrich pupils' own spirituality and to develop the skills and knowledge that will enable pupils to flourish in the world at large with all people and communities. This includes developing pupils' knowledge of significant people, key festivals, practices, artefacts and places of worship (including an annual visit to one of these). Through the R.E curriculum, we strive to help children to understand and appreciate all the key religions and the rich variety they bring to our city, country and world. We do this by following our own R.E Scheme, through SMSC, through our assemblies and by taking all opportunities to reinforce the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs.

## **Topic**

Our high-quality topic curriculum has been developed and evolved over several years through engagement with a range of stakeholders, including pupils on a regular basis. We follow the Cornerstones scheme throughout KS1 and KS2. All topic themes are either history, geography or English led (one in each year group) and have art, DT and other subjects interwoven within them.

Skills and knowledge for all subjects have been planned to be developmental, across the year groups. English, maths and science lessons are used as important mediums for developing topic knowledge as they link, wherever possible, with the topics. This allows pupils to be immersed within topics and to explore them in greater depth. All topics are designed to be motivational, engaging and to broaden the often-limited experiences of our pupils. This occurs throughout the topics: from the wow starter, which each topic begins with; the first-hand experiences and enrichment that high-quality trips and visitors provide; through creative lesson planning and delivery; to the end product for each topic.

## **PE**

At Heathlands we recognise the role that physical education and sport must play in promoting a healthy lifestyle. As a school we intend to provide a high-quality physical education program, which inspires our children to succeed and excel. Our vision is for Heathlands children to be happier, healthier and more successful through physical education and the physical curriculum. We aim to make PE and sport an integral part of the curriculum, using it as a vehicle to help children develop physical skills, exercise, build friendships, have fun, learn about teamwork, fair play and improve self-esteem. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We hope that this provision will foster an environment where children will develop appropriate levels of confidence, competitiveness, fairness and resilience, whilst embedding crucial values, creating a well-rounded individual.

## **Computing**

At Heathlands, the computing curriculum is split into three areas: computer science, information technology and digital literacy. The computer science aspect of the curriculum teaches computational thinking. This area of the curriculum will involve coding and data representation. Computational thinking should not exclusively be taught using a computer; many topics are primarily introduced using unplugged activities. Information technology involves using a variety of software and a range of devices, including the internet, to accomplish goals and manipulate digital content. Our children are lucky to have access to iPads, PCs, and a variety of other technological resources, so there are many ways in which teachers can incorporate IT into all lessons. Additionally, our computing curriculum is linked to our termly topics, so each unit contributes to and enhances the children's topic learning. Teaching digital literacy ensures that all children can use technology safely and respectfully. In this strand, children learn about how computing relates to their wider world and how to evaluate software and technologies critically. E-safety is taught in Heathlands both discretely, through lessons and assemblies, and throughout the computing curriculum. E-safety should be referred to constantly in our increasingly digital world, and each computing unit includes a minimum requirement of e-safety topics to be referred to throughout that unit. We hope that through teaching a well-rounded computing curriculum, we will help to prepare children for their futures outside of school and help them to use computers safely and creatively.

## **Impact:**

The impact of our curriculum is evidenced in the written work children produce; their attainment in yearly school, and key-stage national, assessments; through their spoken and creative work; their engagement in the school and wider community and through discussing their learning with others.