



Watchorn Christian 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 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.

We adopt a thematic approach to learning in KS1 and our three year programme of exciting, motivational topics engages our pupils, capturing their interest and enthusiasm to enter the fascinating world of learning. Topics such as boats, God made me, being brave etc appeal to both boys and girls alike and meet the needs interests and abilities of the children as well as incorporating teaching points from the Bible.

Basic skills of reading, writing and numeracy.

The development of these skills is of utmost priority in our school and we adopt a wide and varied approach to learning across these areas. Children have a daily opportunity to engage in English which includes speaking and listening, reading, writing, handwriting and punctuation. They also have a daily lesson in maths learning applications of number and shape, space and measures.

English

Phonics is a very important part of the school day and pupils have a daily learning experience to learn about "letters and sounds" in order to develop their reading, writing and spelling skills. Our programme of learning is grounded in the Department for Education document "Letters and Sounds" and children through school are grouped according to ability to develop their skills. Children learn about the letters and letter groups which make 44 sounds. They then learn to blend and segment the sounds which gives them the skills needed to decode words in reading and to spell words in their writing.

The learning is made more enjoyable and challenging through active based games which provide our pupils with opportunity to practice and consolidate their skills.

Reading has a very high profile in school and we ensure our books are inspiring, varied and age appropriate. The process of learning to read is incredibly complex and we teach our children the strategies they need to learn through many activities. These include: guided reading sessions where children are taught in small

groups, through a whole class sharing of a book and through individual reading sessions on a 1-1 basis. Children bring home a reading book which we ask parents to share with them. This partnership with parents is invaluable in helping our pupils to make progress.

For teaching English, our planning follows the structure of Hamilton Trust, however we may choose different books to match the topics the children are studying.

Mathematics.

Children have a daily learning experience in mathematics. Teachers plan activities which will engage children in learning specific skills needed in number and in shape space and measures. All these objectives are taken from the EYFS or National Curriculum. Problem solving in mathematics is a key area which allows children to use and apply their knowledge acquisition. We build in challenges for the children to give them this opportunity.

We adopt a mastery approach to maths with the aim of ensuring our children develop:

- Deep and sustainable learning in mathematics which they are able to apply to a range of contexts
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding
- Fluency with number
- An ability to solve complex problems by breaking them down into smaller steps and showing resilience

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.

Early Years Curriculum in Nursery

The nursery is run in accordance with the new guidelines (September 2012) of the EYFS as required by Central Government. The activities in the nursery are set within a Christian framework, into which we have incorporated the three prime areas of the new EYFS and the four specific areas. The activities are carefully differentiated for the different age groups and abilities, with the older children having the opportunity to be challenged with more structured learning activities. 'Free Play' forms part of all sessions and is planned so that all the areas of development are covered. Staff pay careful attention to the children's interests and level of development through observation in order to plan timely and relevant learning experiences.

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
- Ensure that British Values are entwined through our teaching, school ethos, assemblies and interactions with each other.