



Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values.

DUNNINGTON CE PRIMARY SCHOOL



CURRICULUM POLICY

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Member(s) of staff responsible:	Clare Thompson
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
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Curriculum Policy

Curriculum Intent

We deliver an ambitious and aspirational curriculum which educates our pupils intellectually, socially, morally, physically, culturally and spiritually within an environment firmly based on Christian Principles.

Our curriculum provides enjoyable and stimulating learning experiences which are memorable, develop a love of learning and extend children's achievements, subject knowledge, vocabulary and skills.

Aims

We aim to deliver an ambitious and aspirational curriculum for our children which:

- Educates our pupils intellectually, socially, morally, physically, culturally and spiritually within an environment firmly based on Christian Principles.
- Provides enjoyable and stimulating learning experiences which are memorable and develop a love of learning and extend children's achievements, subject knowledge, vocabulary and skills.
- Implements the breadth of content of the National Curriculum 2014 and is coherently planned and sequenced to support the acquisition of both substantive and disciplinary knowledge and skills, progressing and making links as pupils move up the school.
- Meets the varying needs of all of the children in our school and nurtures every child.
- Encourages creativity, experimentation and enrichment in learning and teaching.
- Develops confidence, resilience, tolerance, respect and a positive sense of identity and self-esteem.
- Promotes the development of independent learners with enquiring and creative minds.
- Encourages children to collaborate and play with others effectively.
- Develops honest and caring citizens of their local, national and wider world.
- Encourages children to live out values for life in Britain.
- Values and recognises diversity within societies, our own and others.
- Prepares pupils for the opportunities, responsibilities and experiences of secondary school and adult life.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

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Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

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Curriculum Organisation

The curriculum implements the breadth of content of the National Curriculum 2014 and is coherently planned and sequenced to support the acquisition of both substantive and disciplinary knowledge and skills, progressing and making links as pupils move up the school.

The school follows the SACRE locally agreed syllabus for RE supplemented with units of work from Understanding Christianity and the Jigsaw Curriculum for PSHE and Relationships and Sex Education, ensuring breadth, cultural awareness and ambition for all.

During lessons across the curriculum, and also in Collective Worship, the school explores a range of Christian values and aspects of personal, social and health education (PSHE) to enhance personal development and to ensure the curriculum being delivered is bespoke and relevant to the children of Dunnington.

The fundamental human values of democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs are also integrated into our curriculum.

Appropriate schemes are used to support planning in each year group, such as NCETM for Maths, Little Wandle Letters and Sounds for phonics and early reading and Charanga for music, supplemented by whole class ukulele tuition.

Whilst there is sometimes a thematic approach to learning, linked to overarching themes, more teaching is now done in discrete subjects to ensure subject specific vigour.

The curriculum is also influenced by local, national and international events as they occur and if they are of particular relevance to the school and its community.

It meets the varying needs of all of the children in our school and nurtures every child, ensuring they are all able to experience a true sense of belonging and flourish within our school. High expectations are set for all pupils and plans are carefully adapted to meet the needs of all groups including more able pupils, pupils with low prior attainment, pupils with SEND, pupils with EAL, disadvantaged pupils and other vulnerable pupils.

Timetable

In Early Years Foundation Stage, the timetable is made up of:	In KS1, the timetable is made up of:	In Years 3 and 4, the timetable is made up of:	In Years 5 and 6, the timetable is made up of:
<ul style="list-style-type: none"> English and maths focussed inputs A daily phonics lesson Regular group and individual reading sessions 1 lesson of PE per week Topic lessons Additional discrete lessons of RE, PSHE, music, forest schools as appropriate to ensure coverage Indoor and outdoor areas of provision 	<ul style="list-style-type: none"> English lessons Maths lessons A daily phonics session Regular group and individual reading sessions, moving to whole class in Year 2 1 session of RE 2 lessons of PE per week 1 history/geography lesson 1 science lesson Additional discrete lessons of PSHE, music as appropriate to ensure coverage 	<ul style="list-style-type: none"> English lessons Maths lessons Whole-class reading sessions Discrete spelling sessions each week 1 session of RE 2 lessons of PE per week 1 history/geography lesson 1 science lesson Additional discrete lessons of PSHE, music and French as appropriate to ensure coverage 	<ul style="list-style-type: none"> English lessons Maths lessons Whole-class reading sessions Discrete spelling sessions each week 1 session of RE 2 lessons of PE per week 1 history/geography lesson 1 science lesson Additional discrete lessons of PSHE, music and French as appropriate to ensure coverage

The children are in school for 32.5 hours a week, in line with DFE recommendations.

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Inclusion

We set high expectations for all pupils and our curriculum has been carefully planned to meet the needs of all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Our teachers use a range of teaching styles and approaches, such as adaptive teaching, to ensure that learning objectives and individual needs are met, this is referred to as 'quality first teaching'. During lessons children have access to various types of support such as:

- Additional support in class from a Teaching Assistant
- Adapted work tailored to the child's needs
- Working in a small group or intervention preferably in but sometimes out of class
- Access to specific resources such as a laptop, workstation or visual support
- Support during playtime and lunchtime with social situations
- Emotional and pastoral support from our Emotional Literacy Support Assistants (ELSAs)

At Dunnington we assess and review the progress of all pupils with the aim of ensuring every child reaches their full potential. Teachers use information from their tracking of children's progress to ensure all children are making progress at their level. Senior leadership also check the progress of pupils and discuss how to make sure every pupil is on track to achieve their best.

Alongside this, teachers of children with SEND review personal targets that are in the child's IEP or EHCP. Teaching Assistants will work very closely with class teachers in discussing targets and progress made. The SENDCo also closely monitors progress of all children with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure your child's needs are met. Children with a MSP or EHCP will have an annual review to assess progress, review their needs and provision and to set new targets.

Further information regarding Special Educational Needs can found in our SEND Policy and SEND Information Report.

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OUR CURRICULUM FOR ENGLISH

At Dunnington, we know that ensuring absolute fluency in basics is the key to long-term literacy success. As a result, we focus on building strong reading and writing foundations by mastering foundational skills in early literacy (phonics, vocabulary, and oral language) before tackling more complex tasks. Our early literacy curriculum prioritises language through specific sequenced milestones, focussing on oral language and comprehension (orally composing sentences, building a wide vocabulary, and hearing and repeating stories so children begin to learn sentence structures); foundational reading (through our structured phonics program and by reading decodable texts to build automaticity and word recognition ready for text comprehension); and foundational writing (learning correct pencil grip and letter formation in readiness for more creative composition tasks).

PHONICS

Intent- what we are trying to achieve through our Phonics curriculum?

At Dunnington, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic synthetic phonics programme. From Reception, we follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Implementation- how is our curriculum being delivered?

Our School uses Little Wandle Phonics for Reception, Year 1 and Year 2 and follows the Babcock No Nonsense spelling programme in Years 3 - 6.

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons with additional oral blending games, to full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children in Reception are taught to read and spell words using Phase 2 and 3 grapheme-phoneme correspondence (GPCs), and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Any child in Reception and Year 1 who needs additional practice has keep-up support taught by a fully trained adult. Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning. Year 2 begin with a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling. We use the Phase 5 review assessment to identify any children who may need more support when teaching. We then teach the Bridge to Spelling before moving to the Spelling units. Children with larger gaps in their phonic knowledge than their peers may have additional phonics teaching.

READING

Intent- what we are trying to achieve through our Reading curriculum?

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- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books so that the children develop a life-long love of reading
- Provide a rich and varied choice of texts with a range of authors to suit different interests
- Develop research skills using class texts and through other curriculum areas

Implementation- how is our curriculum being delivered?

- The children are exposed to a range of texts through whole class, guided group reading and one-to-one
- The children are read to frequently across the week
- Staff promote 'great reads' to allow children to foster a love of reading
- Staff have books available in the classroom which follow the children's interests, with an area within the classroom which promotes reading
- Children have access to the school library
- A range of texts are shared which supports learning throughout the curriculum
- Regular events are hosted to promote reading, e.g. World Book Day and Summer reading Challenge
- Books are recommended to parents to enable them to support their child at home
- We follow Little Wandle reading progression (matched to each child's secure phonics knowledge) in EYFS and KS1, delivered 1:1 or as a reading group
- We follow Ashley Booth reading curriculum in KS2, which covers a range of fiction and non-fiction texts of different genres
- High quality texts are selected to fit in with learning in other areas of the curriculum or links to topics being taught at the time.

WRITING

Intent- what we are trying to achieve through our Writing curriculum?

To ensure that children have opportunity to develop a fluency within their writing, adapting their language and style for a range of contexts, purposes and audiences. This is underpinned by purposeful activities, where children can see the reasoning behind what they are writing, or the activity they are completing. Our writing curriculum encourages discussion around written work, where children can reflect, edit and redraft their work over time to improve it. High-quality teaching, where adults explicitly model the step by step approach to writing, is used within school to help guide children through the key skills of writing: transcription, composition, grammar and spelling. The use of texts, to facilitate a love of reading and a broadening of children's vocabulary, underpins our writing curriculum, reflecting itself across other subjects as well.

Implementation- how is our curriculum being delivered?

Writing is taught daily, within English lessons and across other subjects too. Having engaged as a school with the 'York Schools' Writing Project', we have implemented this approach to our writing teaching across the school. Each writing topic adopts the following sequence:

Hook/Immersion into the genre

- Vocabulary (where children are exposed to and draw influences from high-quality texts)
- Explicitly modelled planning, drafting and editing of the genre from the teacher (where points of grammar and spelling are also taught)
- Independent planning, drafting and editing of the genre by children
- Children have the opportunity to write pieces which link to real-life experiences, and current topics in other subjects.

Our spelling curriculum follows the Babcock 'No Nonsense' spelling scheme. Children are taught a spelling rule each week, which they will then explore and apply within writing.

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OUR CURRICULUM FOR MATHS

Intent- what we are trying to achieve through our Maths curriculum?

To ensure that all children are given the opportunity to have a deep understanding of the Maths they are learning and make connections across the curriculum. The children will be given sufficient time to learn and practise each area of maths before they move on to new skills. When reasoning, the children will use a range of strategies and choose appropriate equipment to support them with their problem solving. Within lessons, all children will develop their skills in being able to reason verbally, and in both pictorial and written form. Stem sentences will be used across school so children will be able to explain their reasoning, both through spoken and written forms.

By the end of EYFS, the vast majority of the children will achieve the early learning goals (ELGs) in Number and Numerical Patterns. The children will have a deep understanding of numbers to 10, including the composition of each number. They will be able to subitise (recognise quantities without counting) up to 5 and automatically recall number bonds up to 5 (without reference to rhymes, counting or other aids). The children will recall subtraction facts up to 5 and some number bonds to 10, including double facts. The children will verbally count beyond 20, recognising the pattern of the counting system and compare quantities up to 10 in different contexts. They will recognise when one quantity is greater than, less than or the same as the other. The children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Throughout KS1, children will continue to develop fluency in counting, recall of times tables and the ability to solve written calculations. They will use their skills to deepen their learning by solving reasoning problems, and, with guidance, begin to develop effective strategies for calculating.

By the end of Year 4, the vast majority of children will be increasingly confident when calculating using the four operations. They will have developed efficient written and mental strategies and will solve calculations accurately with increasingly large whole numbers. The children will have developed their ability to solve a range of problems, including those with simple fractions and decimal values. In multiplication, the children should be able to recall multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. By the end of Year 6, most children will be fluent in written methods in all four operations, including long multiplication and division, and when working with fractions, decimals and percentages. When following a line of enquiry, the children will reason mathematically, using their knowledge of relationships and generalisations, and justify using mathematical language. In problem solving, they will apply their mathematics to a variety of investigations with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation- how is our curriculum being delivered?

The school follows the National Curriculum and uses the National Centre for Excellence in Teaching Mathematics (NCETM)/White Rose Schemes of Work as a guide to support teachers with planning and assessment. In addition, the calculation policy is used within school to ensure a consistent approach to teaching the four operations over time. At the start of each new topic, key vocabulary is introduced and revisited regularly in the units to develop language acquisition, embedding as the topic progresses. Children will be taught through clear teacher modelling and have the opportunity to develop their knowledge and understanding of all mathematical concepts. The mastery approach uses objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enriching their learning experience and deepen understanding at all levels. Children will be given opportunities to 'acquire' the skill, 'apply' the skill or 'deepen' the skill within the lesson. Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in greater depth activities. This should be challenging and ensure that children are using more than just one skill to be able to answer a range of mathematical problems. A love of maths is encouraged throughout school via links with others subjects and encouraging the children to apply a range of skills with increasing independence. Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.

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Children in EYFS have a daily mathematical lesson based on acquiring knowledge of basic mathematical facts and concepts within the EYFS Curriculum. The Mastery of Number Programme is delivered daily - the aim being to ensure that children leave KS1 with fluency in calculation and a confidence and flexibility with number. Mathematical concepts are also woven throughout the classroom's continuous provision - children are taught the early skills of problem solving through role play.

In KS1, children are developing an appropriate, deep understanding and fluency of place value and the four operations. In addition, children should be able to develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

In lower KS2, children will become increasingly fluent with the four operations (including efficient methods). They will apply their understanding of known number facts and place value to problem solving. In addition, children will be able to draw shapes with increasing accuracy and confidently describe the relationships between them. In upper KS2, children will extend their understanding of the number system and place value to include larger integers. They will develop connections between multiplication and division with fractions, decimals, percentages and ratio. They will solve a wider range of problems, including increasingly complex investigations which demand efficient written and mental methods of calculation. The children will be introduced to the language of algebra as a means for solving a variety of problems. In addition, the children will consolidate and extend their knowledge in the following areas: geometry, measures, classifying shapes and show an understanding of related topic vocabulary.

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OUR CURRICULUM FOR SCIENCE

Rationale for Science: Science in primary schools should provide the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Intent - What we are trying to achieve through our science curriculum?

In our teaching of science, we should be working towards developing attitudes which promote a scientific way of thinking such as curiosity, open-mindedness, relying on evidence and independence in thought, as well as learning the fundamentals of each topic area. Children should be able to see how lessons are linked to one another with reference made to prior and future learning. It is also important to demonstrate to children how science is relevant to them and their lifestyles through Science Capital.

Curriculum Uniqueness

Our school is in an affluent village so the majority of children reflect this and come into school with a good overall knowledge about the world around them. However, there are pockets of deprivation within the community. The school has links with Fulford School and has the benefit of having both the STEM centre and the University of York on its doorstep. The school does use these facilities but our vision is to develop the use of these further. The final aim being to develop community links within our parent body/ local businesses and wider community. The school adopts a topic-based approach but science is often taught as stand-alone lessons which we feel is more effective at developing enquiry-based skills. The curriculum is very practical/ working scientifically based which reflects our pupil voice responses and is part of our pedagogy.

Implementation - How is science curriculum being delivered?

In EYFS - Children will explore Science through a mixture of direct and indirect teaching, including exploring scientific concepts through provision activities linked to books.

In Key Stage 1 and Key Stage 2, pupils gain the knowledge and skills within each area of science through a predominantly 'working scientifically' approach: children are encouraged to develop their own ways of recording and thinking about how scientific questions could be answered in practical sessions. Children are able to make connections between science and other subject areas, meaning they benefit from a more connected learning experience within a science rich learning environment. Content is repeated over time to ensure that fundamental foundations are secured, knowledge is retained and understanding is deepened.

Ideally, Science is taught on a weekly basis but sometimes it is taught in blocks.

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OUR CURRICULUM FOR RE

Intent- what we are trying to achieve through our RE curriculum?

Based on the Church of England Statement of Entitlement for Religious Education, our RE Curriculum:

- fosters the ethos and values of the school to facilitate opportunities for all children to develop a positive, accepting and respectful attitude towards people of any religion and show an understanding of cultural beliefs different from their own.
- provides the knowledge to enable children to develop an informed appreciation of religions – in order that they can explore them with openness, interest and enjoyment.
- is intrinsic to the outworking of our school values, British values and the spiritual, moral, social and cultural development of our pupils, enabling them to flourish as citizens who can contribute to society, with respect and an informed understanding
- helps children appreciate the commonality and difference within and between religions – in order to develop respect, openness and curiosity.
- provides the tool to enable children to acquire knowledge and understanding of beliefs and practices of a range of a world faiths (Islam, Hinduism, Judaism and Humanism) and worldviews
- helps children learn about and understand Christianity as a diverse, global, living faith, through the exploration of core beliefs
- develops a sensitive understanding of the significance of religious commitment and practice in the lives of individuals – in order that children develop respect for individuals and their right to hold beliefs that are different from their own.
- develops an awareness of the richness of religions and their contributions to society and culture – in order that children can make increasingly mature judgements about the world in which they live.
- helps children express ideas and insights about the nature, significance and impact of religions and worldviews and its continuing influence over time on cultural heritage
- enables children to gain and deploy the skills needed to engage seriously with religions and worldviews.
- nurtures pupils to make their own spiritual journey, enabling them to make wise choices in their lives, informed by their understanding of Christian values and knowledge of other all world faiths and worldviews

Implementation- how is our curriculum being delivered?

Our curriculum follows the locally agreed syllabus (LAS) for RE, which is updated on a five-year basis. Children will explore key questions, under the themes of 'believing', 'expressing' and 'living', focusing on a number of main world religions and worldviews. Through these questions, children then develop their skills in substantive knowledge (knowing about religions), disciplinary knowledge (ways of knowing and expressing) and personal knowledge (for engaging themselves). We also utilise the Understanding Christianity syllabus when a unit focus is on Christianity. Children explore the themes or 'big ideas' of Christianity through these lessons. RE is taught discretely, with opportunities for links to other areas in the curriculum made where possible. We welcome visitors into school, and take visits out of school to supplement and enhance our RE curriculum where possible.

Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

Our RE curriculum:-

- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions.
- develops conceptual understanding of religion, religious beliefs and practices, to enable children to engage in well informed reflections about religion and belief
- provides opportunities for pupils to understand the role of religious texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.

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- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

DRAFT

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OUR CURRICULUM FOR COMPUTING

Intent- what are we trying to achieve through our Computing curriculum?

For children to move through school, consistently developing and growing their competence, confidence and technological knowledge across a breadth of different applications, systems and hardwares. Children are aware of and confident in staying safe online from a young age through instruction during computing sessions; in direct teaching following our planned PSHE Jigsaw curriculum and can responsibly report any worries to the appropriate person. Opportunities to use technology are embedded in everyday school life and children become experts in using each of these.

Implementation- how is our curriculum being delivered?

Throughout the school we follow a progression document that helps to inform our long-term plans. We are able to ensure that we have opportunities to create topic links whilst ensuring the children are covering the skills and knowledge that are appropriate to them. The use of a computing suite, laptops, Chrome books and iPads ensure that children can explore high quality content. APPs and various teaching programmes are used to explore many areas of the curriculum. Coding is taught both in class and as an extracurricular club. The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. For example, children in Key Stage 1 learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

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OUR CURRICULUM FOR HISTORY

Intent - what are we trying to achieve through our History curriculum?

Our intent for History is that children will gain a comprehensive knowledge and understanding of Britain's past and that of the wider world. The History curriculum at Dunnington aims to inspire pupils' curiosity to know more about the past and through finding out about how and why the world, our country, culture and local community have developed over time, children will learn to understand how the past influences the present. Our intent is that history will enable children to develop their chronological knowledge and develop their knowledge of significant events and people. Key skills will involve; asking perceptive questions, thinking critically, weighing up evidence, sifting arguments, and developing perspective and judgement. At Dunnington, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding of the past.

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Range and Depth of Historical Knowledge; Interpreting History; and Historical Enquiry are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content is carefully organised by each year group or phase through a long term plan. History is delivered through subject specific teaching. Meaningful links with other subjects (such as English) are made, where appropriate, to strengthen connections and understanding for pupils.

Implementation- how is our curriculum being delivered?

As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups. There are clear skills, knowledge and vocabulary progression throughout school, which ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. As learning is most effective with spaced repetition, topics are re-visited and retrieval of what has previously been learned is frequent and regular in order to embed knowledge. Where appropriate, we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible. We use assessment for learning to ensure all lessons are relevant and will help to plan for next steps and address misconceptions.

We believe it is important that the children develop progressive skills as a historian throughout their time at Dunnington and do not just learn a series of facts about the past. Our historians learn to research, interpret evidence, including primary and secondary sources. Prior knowledge is re-visited and connections are made.

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OUR CURRICULUM FOR GEOGRAPHY

Intent- what we are trying to achieve through our Geography curriculum?

Through our Geography curriculum, we aim to inspire a curiosity and fascination with the world and its inhabitants, covering aspects of places, people, resources and natural and human environments together with key physical and human processes. As pupils progress they should acquire knowledge and understanding of the interaction between the physical and human processes and how landscapes and environments are used. Through the geography curriculum and some whole school assemblies, we also aim to increase knowledge and pupil questioning around the subjects of sustainability, the environment and 'awe and wonder' of the natural world. This fits in with the ethos of our school being of respect for all things. Topics are taught in discussion with staff and selected according to the requirements of the National curriculum and the strengths in subject areas of teachers. We try and build on local partnerships, such as Dunnington in Bloom, which develops positive links with the local community.

All key stages are encouraged to use and interrogate atlases, digital maps, paper maps, aerial photographs, and practical fieldwork and observational skills to build up their knowledge of the UK and wider world. All objectives will be covered following the long term plan which will allow for progression of key skills leading to greater knowledge and understanding of our world. As learning is most effective with spaced repetition, topics are revisited and retrieval of what has previously been learned is frequent and regular in order to embed knowledge. All pupils will develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics.

Implementation

Implementation is based upon the National Curriculum and the individual needs of the children. Progression maps set out the skills covered throughout school in each area. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic so that content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality. We alternate our Geography and History topics ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year. At times, we take the opportunity to create links between the two subjects to help solidify the learning taking place.

Curriculum Policy

OUR CURRICULUM FOR PE

Intent- what we are trying to achieve through our PE curriculum?

At Dunnington, we aim to promote the lifelong values of health and physical activity. Our curriculum is designed to promote the enjoyment of PE and also teach the fundamental skills to achieve their personal best. We intend to give children a wide range of experiences in order to inspire them to succeed and become physically confident. Children learn to respect their own bodies and minds, as well as those of others while taking part in PE. Children are all given the opportunity to compete and apply the skills they have learnt both in school and in events in the wider community. PE allows children to be ambitious and gives them the skills needed to chase their dreams. It encourages them to be their best all of the time, and even when they think they are at their best, it encourages them to be better. All children develop resilience through PE lessons. This can be the learning of a new skill, developing a skill or applying a skill. Children are encouraged to do their personal best and build on this throughout their time at school.

Implementation- how is our curriculum being delivered?

- All year groups follow the National Curriculum or Development Matters.
- A carefully planned whole school PE curriculum promotes progression of skills and knowledge based on the scheme PE Hub.
- Pupils from Year 1 to Year 6 are taught PE at least twice a week. Early Years children also have two sessions a week and access to their outdoor area daily.
- All PE sessions are primarily taught by class teachers and we also have a PE specialist coach who works with 3 or 4 classes every half term.
- Yorkshire Cricket Community 'Chance to Shine' support our PE teaching.
- Year 4 children have swimming lessons in the summer term.
- We aim to have at least one brain break during the school day; this can consist of using GoNoodle, Wiggle Time or Cosmic Yoga
- Every lunchtime, we build on core physical skills and encourage children to stay active during their break. Children have a wide range of equipment and apparatus to use.
- We train Y5 playleaders to support active play at lunchtimes for the younger children to participate in.
- We have strong links with Dunnington Tennis and Squash Club, both of which provide coaching for some year groups.
- We host intra competitions against other classes at Dunnington and attend inter competitions against other schools. We like to offer all of our children the chance to compete.
- We promote healthy lifestyles through participation in 'Walk to School Week', our science curriculum links in KS1 and KS2 and by celebrating sporting achievements on our school sports board.
- We celebrate PE and school sport through our end of year inclusive Sports Day.

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OUR CURRICULUM FOR FRENCH

Intent-what are we trying to achieve through our French curriculum?

At Dunnington, foreign language learning is an important and established part of our curriculum. Our intent is that every child studies French from Year 3 right through to Year 6 and that each child is taught for one hour per week. Emphasis is on learning through fun, with clear progression in listening and speaking, reading, writing and grammar. We aim to provide the foundation for learning further languages and provide opportunities for pupils to communicate in another language for practical purposes. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity and develop a better awareness of self, others and cultural differences. In EYFS and Key Stage 1 we aim to foster children's curiosity and deepen their understanding of the world by exposing them to different cultures through curriculum linked activities and topics. Our ultimate aim is that pupils will feel empowered to continue studying languages beyond Key Stage 2.

Implementation - how our curriculum is being delivered?

Key Stage 2 pupils are taught weekly by their class teacher or on occasion those members of Staff with more specialised language skills. Implementation is based upon the National Curriculum and the individual needs of the children. Our language curriculum has been designed to progressively develop skills in French through the online teaching resource – Twinkl and provide challenge in relation to the four key language learning skills. Each unit builds on prior knowledge and understanding and phonics, vocabulary and grammar are introduced systematically and explicitly. Pupils are encouraged to ask and answer questions in French and express opinions both verbally and through written work. In addition to the class teacher speaking French, native speaker videos and sound files are used to expose children to different accents and dialects. Children are actively encouraged to develop their language skills through games, role-play, actions, rhymes and songs. We also have an annual whole school celebration day of languages and French culture.

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OUR CURRICULUM FOR MUSIC

Intent- what we are trying to achieve through our Music curriculum?

Music is an activity which can bring people together and inspire creativity. Every child should be able to experience music and make progress. We intend to provide a nurturing and positive musical experience for children at Dunnington Primary School, developing skills in musicianship and exposing children to pieces from a broad range of historical periods, styles, traditions, and musical genres. Children will have opportunities to develop their skills in these areas:

Singing

Listening

Composing

Performing/Instrumental Performance

Implementation- how is our curriculum being delivered?

We utilise 'Charanga', an inclusive and creative scheme of work, to aid in planning and resourcing our music lessons. Through a combination of Charanga, and further instrumental tuition and topic units from the 'freestyle' section of Charanga, children have the opportunity to learn key musical skills centred around a particular song, and through whole class instrumental tuition. The progression of Charanga aims to deepen children's understanding, and consolidate the knowledge of key musical vocabulary. The ukulele and the glockenspiel are used to deliver whole-class instrumental tuition, either woven into units of work, or as a unit of direct instrumental tuition. Children also have opportunities to develop their singing skills, performance and musicality through Key Stage productions and extracurricular clubs. Our collective worship provides an opportunity to children to listen to selected pieces of music, which link to our weekly theme.

There are a range of additional opportunities for children to showcase their musicality:

Key Stage Productions

Church celebration services

Music Celebration Assemblies

Showcases and recitals from Peri instrumental tuition

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OUR CURRICULUM FOR ART AND DESIGN

Intent- what we are trying to achieve through our Art and Design curriculum?

As a school our intent is to provide children with the opportunity to build skills across five key areas of Art: drawing, painting, printing, sculpture and collage & textiles as well as developing their knowledge and understanding of other artists and the role they play in shaping the history and development of art across the world. All skills are revisited and built on overtime as children progress towards the end of Key Stage 2. A huge part of our Art curriculum is to provide pupils with the opportunities to observe, question and study world famous Artists as well as Local Artists such as Barbra Hepworth & David Hockney. Children are taught the skills to analyse and critique different pieces of Art, building up an interest and appreciation of Art while equipping them with the vocabulary to articulate and justify their perspective on a piece. We aim to give children the time needed to explore skills and experiment with styles, which inspires them to be creative with their art. It is important for children to see how the skills they gain in Art and design can be used in life and are needed for a range of different jobs in the wider world.

Implementation- how is our curriculum being delivered?

Art at Dunnington is taught either each half term or every other half term depending on year group cycle. Our Art is not just taught in a designated lesson but wherever appropriate. We also, where possible, link it to our topics and to our English lessons as a starter to our Writing Projects. Within all age groups there is opportunity for group and team projects as well as individual work with a focus of evaluating work after projects which may come in the form of oral discussions for younger children and a more written evaluation as we move through the school. Children are exposed to a wide range of artists from different cultures and through various periods in time.

EYFS

In EYFS children are taught to safely use and explore a variety of materials, tools and techniques, experimenting with colour and line. They develop the skills to share their creations, explaining the process they have used and begin to show accuracy and care when drawing. Children are provided with a range of creative resources which are changed regularly in the learning areas to provide variety and keep the children's interest. Children are encouraged to talk about their creations and share them with others to increase their confidence and self-esteem. During Forest Schools, the wider environment is used to explore how creativity can be anywhere and using stones, flowers and other natural resources, children are encouraged to create a piece of art. Printing is taught through finger and body printing. Sculpture is taught through junk modelling. College and textile skills are shown through the use of binca and weaving. To start pupils' knowledge of Art history, they study Henri Matisse.

KS1

Children are encouraged to be experimental and creative with their development of new skills. They are taught drawing and painting, both which focus on colour, line, shape and pattern. When learning to print pupils develop the skills of object and block printing and also mono printing. Sculpture is taught through the use of playdough and clay. Collage and textile skills are taught through weaving, paper collage and mosaic. To develop pupils' knowledge of Art history, they study Sir Frank Bowling and Pablo Picasso.

KS2

Children are taught to develop their techniques by building upon skills learnt in KS1, including their control and use of various materials and media which pupils select giving reasons for their choice. In KS2, children use sketch books to record their observations and use them to review and revisit ideas and to improve their mastery of art techniques. When learning to print pupils develop the skills of collagraph, marble and screen printing in LKS2, moving onto foil & foam printing and lino printing in UKS2. Sculpture is taught through the use of wire, clay and soap carving in LKS2 and papier mache and wood in UKS2. Collage and textile skills are taught through French knitting, recycled paper collage, tie-dye and stitching in LKS2 and through applique and embroidery, batik and paper collage in UKS2.

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OUR CURRICULUM FOR DESIGN TECHNOLOGY

Intent- what we are trying to achieve through our Design Technology curriculum?

As a school our intent is to provide children with the opportunity to build skills across five key areas of Design Technology. These are: Cooking & nutrition and also Technical knowledge which is split into four sections: Structures, mechanisms, textiles and electrical systems. Design and Technology is an inspiring and practical subject which has a vital role in contributing to a balanced curriculum here at Dunnington. It is a subject that encourages children to 'learn to think' creatively to solve practical problems both independently and through teamwork. Our aim is to encourage children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to explore, reflect upon and evaluate past and present design technology and are encouraged to think critically and logically to solve problems and find solutions by being resourceful, innovative and enterprising individuals.

Implementation- how is our curriculum being delivered?

Whole School

DT at Dunnington is taught either each half term or every other half term depending on year group cycle. Key skills and knowledge for DT have been mapped across the school to ensure clear progression through the year groups. Key concepts and technical vocabulary are also included in planning which follows an overall design, make, evaluate structure. However, we do focus on different points of the process in more detail depending on the topic. This is to ensure the depth of knowledge of the key design process is embedded before the end of KS2. At Dunnington children have the opportunity to work individually and within groups and staff encourage the use of technical vocabulary during discussions. Lessons are planned to inspire individual creativity, giving pupils the freedom of choice and not all having the exact same end product. Lessons aim to include real life problems, where suitable, for the children to challenge and solve.

EYFS

In EYFS children learn how to use a range of tools e.g. scissors, hole punch, stapler and begin to know how everyday objects work by dismantling things. Pupils begin to use the language of designing and making e.g. join, build and shape. They learn to both construct with a purpose in mind and how to discuss the end product; talking about what they like or would change about it. Cooking and nutrition is taught with the aim of teaching children how to be healthy from a young age.

KS1

In structures and mechanisms, children learn to make free standing structures, use levers and sliders and wheels & axles. Electrical structures are not covered in KS1. Cooking and nutrition starts with teaching the basics of food hygiene and how to use kitchen equipment safely. Children look at which food is farmed, grown and caught. Textile skills involve the joining of two materials in various ways and cutting fabric accurately.

LKS2

In structures and mechanisms, children make shell structures and use levers & linkages and pneumatics. In electrical systems they are taught how to put together a simple electrical circuit for a product. Cooking and nutrition encourages confidence when using food preparation techniques and children are taught how to carefully select ingredients for taste/end product. They begin to understand that food comes from the UK and across the wider world. Textile skills involve how to make 3D products and creating stronger bonds/attachments.

UKS2

In structures and mechanisms, children make frame structures and begin to use cams, pulleys or gears to create movement and learn how to incorporate hydraulics and pneumatics into their designs. In electrical systems,

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children are encouraged to think of ways in which adding a circuit would improve a product and apply their understanding of computing to program, monitor and control a product. Cooking and nutrition involves the use of a heat source and children begin to understand seasonality of foods and which particular dishes are associated with different cultures and places. Textile skills involve creative thinking about the user's wants/needs and aesthetics when choosing textiles.

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OUR CURRICULUM FOR PSHE + RELATIONSHIP EDUCATION

Intent- what we are trying to achieve through our PSHE and Relationships curriculum?

Whole School

PSHE and Relationships Education at Dunnington is an integral part of us develop the children into 'lifelong learners', with opportunities to develop pupils socially, morally and culturally. We aim that children will leave Dunnington Primary with the confidence, knowledge and skills to keep themselves, healthy, safe, and prepare them for adult life.

We use the Jigsaw scheme of work to deliver our PSHE curriculum:

"Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus." (Jigsaw Statement of Intent)

Implementation- how is our curriculum being delivered?

Whole School?

Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

The DfE's new RSHE guidance (England) becomes statutory from September 2026, Jigsaw has updated materials to ensure full compliance whilst maintaining the established approach.

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green). Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership). The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.

Relationships and Sex Education is covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). The school will inform parents of this right by curriculum newsletter before the Changing Me Puzzle is taught and inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

Curriculum Policy

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Learning walks
- Curriculum link governor meetings with subject leads
- Curriculum link governor reports shared and governor meetings

Subject leaders provide a strategic lead and direction for the subject. They monitor the way their subject is taught throughout the school to plan improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates

Subject leads also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the leadership team. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS Policy
- Assessment Policy
- SEND Policy and SEND Report
- Equality Policy and statement
- Feedback Policy
- Pupil Premium strategy statement
- Behaviour Regulation Policy
- PSHE including Relationships, health and Sex Education Policy
- SMSC Policy