



## **Ombersley Endowed First School Curriculum Statement**

### **Rationale**

Each learner is entitled to a planned curriculum which embodies the principles of breadth, balance, relevance, coherence, differentiation, continuity and participation.

Ombersley Endowed First School provides for children of 4 years to 9 years. The school Nursery provides Nursery Education for children from 2years 9 months.

There are six classes:

Nursery – Little Acorns

Reception – Oak

Year One – Elm

Year Two – Beech

Year 3 –Chestnut

Year 4 –Ash

Nursery and Reception children follow a topic based curriculum to meet the requirements of the Early Years Foundation Stage. There are 7 areas of learning; Personal, Social and Emotional Development, Communication and Language, Physical Development, Mathematics, Literacy, Understanding of the World, and Expressive Arts and Design.

From Year One to Year Four children follow a topic based curriculum which incorporates all statutory National Curriculum subjects. The school has a commitment to making the whole curriculum as relevant to the pupils as possible. Therefore links are made between subjects through a thematic approach. Parts of the Numeracy and Literacy requirements are taught as discreet subjects and linked to the class topic where appropriate. Reading, Phonics and Spelling strategies are also taught as discreet subjects daily across the school.

All children are taught RE in accordance with the Worcestershire Agreed Syllabus.

The school may deliver some aspects of the curriculum daily, weekly, termly or through specific intensive “themed” weeks e.g. Science Week, Arts Week.

The curriculum is further enhanced by the use of trips, workshops and visitors into the school. A wide range of teaching and learning methods are used to produce a creative and inspiring curriculum. We use the outdoor environment including the school field and local community as much as possible to make learning meaningful and fun. Parents are kept informed about the curriculum through termly curriculum letters, information on newsletters, website and invitations into school.

We ensure that all children have access to the curriculum at an appropriate level regardless of gender, ability, special needs and ethnicity. This balanced and inclusive curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of future life.

Further information can be found in relevant school documents on:

- how pupils with SEND are catered for
- how equal opportunity is assured
- how reading and phonics is taught.

## **Early Years Curriculum**

In the Early Years, we follow a range of topics each term which incorporate opportunities for learning in each of the seven areas of the revised Early Years Foundation Stage (EYFS). We have a well- resourced and stimulating indoor classroom and purpose built outdoor classroom, which enable the children to access all areas of learning on a daily basis. The Nursery is situated in the purpose built Tree House Early Years Centre.

## **Personal, Social and Emotional Development**

This is a prime area and there are continuous opportunities provided for children to develop their key skills:

- Making and building relationships
- Becoming self-confident and self -aware
- Knowing what their own needs are and being sensitive to those of others
- Becoming independent and managing their feelings and behaviour. This includes developing an understanding of right and wrong and learning good manners.

## **Communication and Language**

Communication and Language (CL) is another prime area. We provide opportunities for speaking, listening and concentration skills in a range of situations across the week.

Examples include the use of:

- Topic themed role play areas
- Show and Tell
- Circle times
- Sharing of 'special news' - sharing special things that have happened at home.

Language Links assessments are also carried out to assess children's language skills to identify children who need support to develop their receptive language (understanding). Intervention groups are held to support specific language difficulties.

All classes make use of active listening prompts:

- Good looking
- Good listening
- Good sitting

Visual timetables are also used that we enable all learners to understand instructions and routines.

## **Physical Development**

Physical Development (PD) is the third prime area. Weekly P.E. sessions are timetabled for Reception and all children have daily opportunities to develop their motor skills through outdoor play and resources such as bikes. P.E. sessions also include dance, gymnastics, outdoor and indoor games skills.

Snack time gives the opportunity to develop the children's understanding of the importance of healthy eating.

## **Literacy**

**Reading:** Opportunities are provided throughout the day to develop children's phonological awareness and enthusiasm for reading. Children have daily phonics. Phonics sessions are based on the 'Read,Write, Inc' Scheme.

Children are given access to a wide range of reading material. They have a book corner which inspires and motivates children to read. Parents are encouraged to share a book with their child every night and are kept up-to-date with phonics and tricky words their child is learning through reading comment books and weekly home activities.

There are daily story times for children and frequent shared reading sessions. Additional reading and phonics interventions are timetabled for children who need help to develop these essential skills.

### **Writing:**

Children are encouraged to write for a range of meaningful purposes such as making cards, writing lists, instructions and recounts. Writing is modelled to the children by adults so that they can see the value of writing and aspire to be writers themselves. Through this modelling, children also learn how to apply their phonic skills and develop their knowledge of punctuation and correct letter formation.

### **Mathematics**

Mathematics activities are planned with the focus being on number as well as opportunities to work with shape, space and measures. Purposeful counting is used throughout the day in a range of situations such as:

- How many children are in class that day?
- How many children want a piece of fruit at snack time?

Number lines and other counting resources are used as part of our continuous provision both inside and outside and are referred to regularly and used by the children during their child-initiated time. Mathematics intervention is given to children who need support to develop their number skills.

### **Understanding the World**

Within our topic work, opportunities are created for children to talk about past and present events in their own lives and those of family members. They learn about similarities and differences between themselves and others, and among families, communities and traditions (People and Communities).

Children attend Forest School weekly throughout the year. These sessions develop the children's sense of curiosity and investigative skills. They are able to initiate their own learning by exploring the things that interest them over a sustained period of time. Attention is drawn to different environments and discussions take place about how they vary (The World).

There is a range of Information and Communication Technology (ICT) equipment for the children to use and explore.

### **Expressive Arts and Design**

Throughout our continuous provision, there are opportunities for the children to develop their creativity. There are role play areas with dressing up costumes and an area for creating pieces of artwork and musical instruments (both real and junk material instruments).

## **KS1 and KS2 Curriculum**

### **English**

In Years 1 - 4 children are taught a daily literacy lesson where they are able to explore and develop their reading, writing, speaking and listening skills, through a creative curriculum based around a central text or theme. Additionally, children have a guided reading session with their teacher. Extra support is offered to children who find literacy difficult in the form of small intervention sessions of reading, writing skills or additional phonics support. Parents are encouraged to continue to support their children's reading and spelling at home each night.

All children have a dedicated session of phonics or spelling strategies each day, according to their needs. Experience Teaching Assistants are used to enable small group teaching and ensure that all groups make maximum progress.

## **Maths**

All children have a daily Maths lesson to meet National Curriculum requirements. In addition to calculation and number the curriculum also builds in units on measures, data handling, shape and space, mental arithmetic and mathematical investigations where children are encouraged to apply all of their knowledge to problem solve. Mental calculation is a key focus at the beginning of every session.

## **Computing**

ICT is taught both through discrete skills sessions and through daily learning and topic work, with the majority being the latter. The use of ICT underpins much of the curriculum and children are encouraged to access ICT to support their learning each day. We have a bank of laptops and the children also use a range of hardware to support their learning such as cameras, beebot etc. Our home school internet agreement supports e-safety.

## **Science**

We teach the knowledge and skills required by the National Curriculum and it is delivered as part of our topic sessions in the afternoon. Children receive the equivalent time of one lesson per week, though lessons may be blocked together to allow us to explore concepts fully. The outdoor environment including the school garden is used to support scientific investigation and learning. The Year 1-4 topics are delivered on a two-year rolling programme. Science topics are taught discretely in addition to the overall class topic or theme.

## **PE & Games**

Children have two timetabled Physical Education lessons per week in which they enjoy being active and using their creativity and imagination in physical activity. They learn new skills, whilst collaborating and competing with each other. Activities are skill based and cover sports that include, tag rugby, football, multiskills, tennis, basketball, netball, cricket, athletics, gymnastics and dance. Each year we also hold a Sports Day where children compete in their houses. All children get the opportunity to take part in PE activities with other schools in our cluster. Year 3 and 4 go swimming weekly in the Autumn and Years 2 and 3 in the Summer Term.

## **RE**

The children receive one focused session per week of RE, linked to the class topic they may receive more than one hour per week. We follow the Worcestershire Agreed Syllabus. The areas covered enable children to find out about Christianity and a range of other beliefs

## **Foundation Subjects**

The Foundation subjects include History, Geography, Art, Design Technology, PSHE, French (KS2) and Music. These are taught in weekly blocks around the current topic the children are studying and are carefully designed to allow the children to develop key skills and apply them independently to a range of contexts.

We teach knowledge and skills required by the National Curriculum through a 2 year topic cycle. Years 3 and 4 have experience of learning French in preparation for Middle School.

*C. Moore*

Reviewed: June 2018

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