

# Haddenham St Mary's CE School

## Curriculum Statement

*We* will **sparkle** like **jewels** under the guidance of *Jesus*  
his word being a *lamp* unto our **feet** and a **LIGHT** unto our path



There is a clear and ambitious vision for our curriculum, aiming to achieve a high quality, inclusive education for all pupils.

### Our curriculum intent

**We have ensured that our curriculum is:**

- Ambitious for all pupils regardless of their background
- Designed to give many opportunities to develop cultural capital
- Successfully adapted, designed and developed for pupils with SEND
- Broad and balanced for all pupils
- Personalised to our school catering to all individuals and adapted as different pupils come through the school
- Constantly reviewed to ensure learning is current and up to date.

**What is our curriculum about?**

- Learning about the individual child and meeting their needs for them to meet their full potential
- A good balance of fun practical tasks
- Clearly designed so that everyone can achieve success
- Memorable learning experiences incorporating our curriculum drivers of resilience, diversity, collaboration, enquiry, independence, and challenge.

**What do we want to achieve for our learners?**

- To create independent, engaged and enthusiastic learners
- To give access to a wide range of experiences and opportunities to create a love of learning
- For all pupils to make at least expected progress throughout each year
- To allow pupils to be independent learners through child-led opportunities
- To encourage enquiring minds and curiosity
- To make clear links between learning opportunities so that pupils can see the 'bigger picture'
- To allow our children to explore their interests and talents.

**Our curriculum implementation: how do we do this?**

### **Planning for sequence and enjoyment**

- Medium term plans are consistent, and we assure they are packed with exciting and invigorating activities that ignite pupils' learning
- We review curriculum overviews on a yearly basis to ensure these are current and exciting, push boundaries and take risks where applicable
- Topic themes are engaging with exciting titles and carefully planned activities
- We involve pupils in planning the curriculum and allow pupils to steer the direction of their learning through interests and aspirations
- We take risks and push boundaries with our curriculum wherever possible and applicable
- Specialist weeks are planned meticulously to give pupils exciting learning opportunities based on a theme
- 'Wow days' start off the beginning of each topic and give a hook for their learning.

### **Teaching methods and resources**

- The materials we use are carefully chosen and support our coherently planned curriculum
- Reading and phonics are integrated throughout our curriculum and children enjoy reading and leave us as confident readers
- Our reading scheme has been created in house and closely aligns to the phonics phases.

### **Assessment**

- Teachers check understanding and give pupils verbal and written feedback which act as next steps for learning
- Our assessment system has been created 'in house' to ensure it fully matches our curriculum
- Our curriculum provides opportunities to develop academic success which is reflected in our on-going standards of attainment.

### **Teacher knowledge and expertise**

- We carry out regular joint work scrutiny/moderation in teams
- We regularly share good opportunities and practice in staff meetings
- As part of our CPD programme we aim to regularly visit other schools to gain ideas and view good practice
- We share knowledge and expertise within teams
- We have provided training for other schools on our 'sparkle curriculum' as we are a good example for other schools.

## **The impact of our curriculum:**

### **Our outcomes**

- Pupils achieve very well across all areas of the curriculum as our consistently high results show at the end of KS1 and at the end of EYFS
- Pupils are enthusiastic learners and are 'ready to learn'
- Feedback from parents and pupils is positive about our curriculum
- Our enriched curriculum develops detailed knowledge for all pupils
- Our pupils' books are presented to a high standard, and we expect high levels of presentation from pupils
- Children have a range of experiences which develops them as an 'all round' child and prepares for the next stage in their education.

### **The future for our pupils**

- Pupils know what they want and have high aspirations for their futures
- Pupils have a wide variety of experiences, enabling them to gain good knowledge about the world around them
- Pupils have a great foundation in the basic skills of reading, writing and maths.

## **Long Term Overviews for our Key Stage One**

## Year 1 long term curriculum overview

| Term         | English                                                                                                                                         | Maths                                                                                       | Topic                                                                                                                                                                                                | Science                         | R.E.                                                                                 | Computing<br><br>Cross curricular<br>with focus on: | P.E                                 | PSHE                                                   | Music                                  |
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| <b>Aut 1</b> | <p>Stories with familiar settings</p> <p>Recount writing- Diary entries</p> <p>Setting descriptions.</p> <p>Making and writing predictions.</p> | <p>Number and place value</p> <p>Number- addition and subtraction</p> <p>Geometry shape</p> | <p>Beautifully British</p> <p>Geography- United Kingdom</p> <p>(History, D/T)</p> <p>Art/DT: Colour Chaos- Mondrian, Rothko, Klee, Pollock, Delauney, Kandinsky</p> <p>Nature sculptures- Forest</p> | <p>Animals Including Humans</p> | <p>Is everybody special?</p> <p>What is it like to belong?</p> <p>New beginnings</p> | <p>Computing systems - technology around us</p>     | <p>Tennis</p> <p>Invasion Games</p> | <p><b>What is the same and different about us?</b></p> | <p>Harvest</p> <p>Pulse and rhythm</p> |

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|       |                                                | Number and place value                            | School Based                                                                                                                                                                                           | Seasonal Changes (Autumn and Winter) |                                                                    |                                   |                                                                        | Who is special to us? |                                                            |
| Aut 2 | Narrative writing.<br>Letter writing<br>Poetry | Number-addition and subtraction<br>Geometry-shape | Beautifully British<br><br>History-War and Remembrance<br>(History, D/T)<br><br>Art/DT: Colour Chaos-Mondrian, Rothko, Klee, Pollock, Delauney, Kandinsky<br><br>Nature sculptures-Forest School Based |                                      | Should we celebrate Harvest or Christmas?<br><br>Special occasions | Creating media - digital painting | Dance - Seasons<br><br>Fundamental Skills - Elf training<br><br>Tennis |                       | Christmas play/songs<br><br>The nutcracker<br><br>Nativity |

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| Spr 1 |                                                                                                          | Number - Place Value (within 20),<br><br>Number - Addition and subtraction (within 20),<br><br>Number - Place Value (within 50),<br><br>Measurement - Length and height, | Amazing Adventures<br><br>(Geograph-Continents, climates, D/T)<br><br>Art/DT-Portraits | Everyday Materials                   | Do we need shared special places?<br><br>JUDAISM                                   | Programming - moving a robot         | Multi skills - throwing and catching<br><br>Gymnastics | What helps us stay healthy?<br><br>What can we do with money? | Notes make rhythms<br><br>Peter and the Wolf          |
|       | Letter writing-writing to persuade<br><br>Instructional writing<br><br>Making predictions and inferences | Measurement - Mass and volume                                                                                                                                            | Amazing Adventures<br><br>(History-significant explorers, D/T)<br><br>Art/DT-Portraits | Seasonal change (Spring and summer ) | Should everyone follow Jesus?<br><br>What makes people especially important to us? | Data and information - grouping data | Attacking and defending<br><br>Gymnastics              |                                                               | Easter Songs<br><br>Mother's Day<br><br>Improvisation |

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| <b>Sum 1</b> | <p>Narrative writing</p> <p>Sentence construction-vocabulary.</p>                               | <p>Number - Multiplication and division,</p> <p>Number - Fractions,</p> <p>Geometry - Position and Direction,</p> | <p>Hooray for Haddenham</p> <p>(Geography - local area study, D/T)</p>    | <p>Plants</p> <p>Art/DT- Joan Miro</p>                   | <p>Are some stories more important than others?</p> | <p>Creating media - digital writing</p>       | <p>Multi skills - running and jumping</p> <p>Yoga</p>   | <p>Who helps to keep us safe?</p>                      | <p>Pitch</p> <p>Musical stories</p>               |
| <b>Sum 2</b> | <p>Stories from a range of cultures</p> <p>Non-fiction-report writing</p> <p>Riddles/poetry</p> | <p>Number - Place Value (within 100),</p> <p>Measurement - Money</p>                                              | <p>Hooray for Haddenham</p> <p>(History-village and key moments, D/T)</p> | <p>Scientists and inventors</p> <p>Art/DT- Joan Miro</p> | <p>Who should you follow?</p>                       | <p>Programming B - programming animations</p> | <p>Sports day practice</p> <p>Health and Well-being</p> | <p>How can we look after each other and the world?</p> | <p>Introducing reading music</p> <p>Handbells</p> |

## Year 2 Long term curriculum overview

| Term         | English                                                        | Maths                                           | Topic                                                                                                                                                                                                                                                                                               | Science                                | R.E.                                                                                                     | Computing<br>Cross curricular<br>with focus on:        | P.E                                                   | PSHE                                                                                                                                 | Music                               |
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| <b>Aut 1</b> | Playscripts<br>Instructions<br>Narrative<br>Poetry<br>Recounts | Place value<br>Addition<br>Subtraction<br>Shape | <b>Islands to Isles</b><br><br>Carribean,<br>Geography-<br>comparison of<br>two places<br><br><i>Art: LS Lowry</i><br><br><i>Explore the life<br/>and work of Lowry<br/>and to learn<br/>about the<br/>industrial<br/>landscape that<br/>provided the<br/>subject of many<br/>of his paintings.</i> | Living Things<br>and Their<br>habitats | What should<br>make a<br>Christian<br>happy?<br><br>Who do<br>different<br>Christians<br>believe God is? | Computing<br>systems and<br>networks – IT<br>around us | Invasion<br>Games<br><br>&<br>Gymnastics<br>(Linking) | Relationships<br><br>What makes a<br>good friend?<br><br>R6, 7,8,9,25<br><br>Friendship,<br>feeling lonely,<br>managing<br>arguments | Harvest<br><br>Rhythmic<br>Patterns |
| <b>Aut 2</b> |                                                                |                                                 | <b>Islands to Isles</b>                                                                                                                                                                                                                                                                             | Animals<br>Including<br>Humans         | Do religious<br>symbols mean<br>the same to<br>everyone?                                                 | Creating media –<br>Digital<br>photography             | Dance<br>(Explorers)<br><br>&                         | Relationships<br><br>What is kind<br>and unkind<br>behavior?                                                                         | Christmas<br>concert and<br>songs   |

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|       |                          |                                      | History-Windrush                                                                                                                                                                                                                                                                                              |                                 |                                                                |                                     | Ball Skills<br>(Hands 1)                | R10,11,12,16,17<br>,21,22,24,25<br><br>Behaviour,<br>bullying/unkind<br>words and<br>actions, kind<br>words, respect<br>for others                                                                                  | Nativity                                    |
| Spr 1 | Postcards and<br>letters | Money                                | Titanic Travels                                                                                                                                                                                                                                                                                               | Use of<br>Everyday<br>Materials | What do<br>Muslims learn<br>from stories<br>about<br>Muhammad? | Programming A –<br>Robot algorithms | Tennis<br>&<br>Gymnastics<br>(Pathways) | How do we<br>recognize our<br>feelings?<br><br>Health and<br>wellbeing<br><br>H11,12,13,14,15<br>,16,<br>17,18,18,29,24,<br>27<br><br>Feelings, mood,<br>times of<br>change, loss and<br>bereavement,<br>growing up | Recorder<br>skills<br><br>8 beat<br>rhythms |
|       | Recounts and<br>Diaries  | Length and<br>height                 | Geography-<br>journey and<br>oceans                                                                                                                                                                                                                                                                           |                                 |                                                                |                                     |                                         |                                                                                                                                                                                                                     |                                             |
|       | Narrative                | Mass, capacity<br>and<br>temperature | History-<br>Significant event<br>beyond living<br>memory<br><br><i>DT: Lets Sculpt</i><br><br><i>Looking at the<br/>work of:</i><br><br><i>Marc Quinn</i><br><br><i>Michelle Reader</i><br><br><i>Barbara Hepworth</i><br><br><i>Jill Tonwsley</i><br><br><i>Brendan Jamison</i><br><br><i>Eva Rothschild</i> | Plants                          | How should<br>the Church                                       |                                     | Tennis                                  |                                                                                                                                                                                                                     | Easter                                      |

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| <b>Spr 2</b> |                                                             |                                                                       |                                                                                                                                                      |                          | celebrate Easter?                                                          | Data and information – Pictograms | &<br>Ball Skills<br>(Feet 1)                  | What helps us grow and stay healthy?<br><br>Health & wellbeing<br><br>H1,2,3,4,8,9<br><br>Being healthy: eating and drinking, playing and sleeping | Mother's Day<br><br>Ensemble playing<br><br>Recorder skills |
| <b>Sum 1</b> | Narrative<br><br>Explanations<br><br>Poetry<br><br>Recounts | Fractions<br><br>Time<br><br>Position and direction<br><br>Statistics | Sizzling Seaside<br><br>Geography- learning about coasts<br><br>History<br><br>-Victorian seashores<br><br><i>Art:<br/>Landscapes and Cityscapes</i> | Biodiversity- Minibeasts | What does the Torah mean and what ways is the synagogue important to Jews? | Creating media - Digital music    | Games for Understanding<br><br>&<br>Athletics | What keeps us safe?<br><br>Health & Wellbeing<br><br>Keeping safe, at home and school, our bodies, hygiene, medicines, household products          | Playing and performing<br><br>Recorder skills               |

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|       |  |  | Children will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. |                          |                                                   |                                     |                        |                                                                                                                                   |                        |
| Sum 2 |  |  |                                                                                                                                                                                                                                                                       | Scientists and Inventors | What are the best reasons for following a leader? | Programming B - Programming quizzes | Team Games & Athletics | What jobs do people do?<br><br>Living in the wider world<br><br>People and jobs, money, role of the internet<br><br>L15,16,17,7,8 | Moving on Celebrations |

### Forest School/Farm to Fork Long term curriculum overview

| <u>Year Group</u> | <u>Curriculum Areas</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Activity Ideas</u>                                                                                                                                                                                                                                                                                 |
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| Reception         | Weeks<br>1 & 2          | <b>UW: W</b> Children know about similarities and differences in relation to places, objects, materials and living things.                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Help prepare and plant vegetables in vegetable beds.</li> <li>• To know what is a living thing. Create a picture with non-living objects.</li> <li>• Looking after our environment, litter picking and ensuring the area is tidy like we found it</li> </ul> |
|                   | Weeks<br>3 & 4          | <p><b>UW: W</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>CI: (U)</b> Children follow instructions involving several ideas or actions.</p> | <ul style="list-style-type: none"> <li>• Minibeast hunts</li> <li>• Cook a healthy meal/snack on the fire pit thinking about safety and working together.</li> <li>• Instructions on how they cooked their meal/snack on the fire pit.</li> </ul>                                                     |

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|                      | Weeks<br>3 & 4 | <p><b>UW:W</b> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>EAD: EMM</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>                                                                                                       | <ul style="list-style-type: none"> <li>Flower/plants/tree identification and leaf identification activity.</li> </ul> <p>Mud painting</p>                                                                                                                                   |
| Forest School Skills |                | <ul style="list-style-type: none"> <li>• Introduction to rules/boundaries/format of sessions</li> <li>• Promotion of independent learning opportunities/skills</li> <li>• Introduction of basic real tools - hammers, mallets, trowels and forks</li> <li>• Introduction of basic shelter building with support</li> <li>• Safety procedures</li> <li>• Promotion of free exploration</li> </ul> |                                                                                                                                                                                                                                                                             |
| Year 1               | Weeks<br>1 & 2 | <p><b>DT1/2.1 Cooking &amp; Nutrition</b></p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Look in our vegetable patch and plan a dish that they would like to create and cook next week. Give ideas of dishes they can cook using fire.</li> <li>• Cooking of meals on fire pit.</li> <li>• Planting of seedlings</li> </ul> |
|                      | Weeks<br>3 & 4 | <p><b>Sc1/2.1 Plants</b></p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Go on a hunt around Forest School area with check list for trees and how to decide if they are deciduous or evergreen.</li> <li>• Common wild and garden plants bingo!</li> </ul>                                                  |

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|                      |                |                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Using pastels draw their favourite wild or garden plant.</li> <li>• Go on a walk around the village to help with their identification and map reading.</li> </ul>                                                                                                                                                                               |
|                      | Weeks<br>5 & 6 | <b>Sc1/4.1 Seasonal Changes</b><br><br>Sc1/4.1a observe changes across the 4 seasons<br><br>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.                                                                                                                             | <ul style="list-style-type: none"> <li>• Each group to be given a season and using resources provided create a miniature landscape.</li> <li>• Using our landscapes created and information provided children to complete 4 seasons' sheets.</li> </ul>                                                                                                                                  |
| Forest School Skills |                | <ul style="list-style-type: none"> <li>• Re-enforcement of rules and boundaries</li> <li>• Continuation of the use of basic tools, small ropes and independent cutting of string</li> <li>• Introduction to basic knots</li> <li>• Supported construction of tripod structures on a small and large scale</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                          |
| Year 2               | Weeks<br>1 & 2 | <b>DT1/2.1 Cooking &amp; Nutrition</b><br><br>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes<br><br>DT1/2.1b understand where food comes from.                                                                                                                                     | <ul style="list-style-type: none"> <li>• Look in our vegetable patch and plan a dish that they would like to create and cook next week. Give ideas of dishes they can cook using fire.</li> <li>• Cooking of meals on fire pit.</li> <li>• Farmer to come and give a talk about how they produce different food and show a simple food chain.</li> <li>• Food chain activity.</li> </ul> |

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|                      | Weeks<br>3 & 4                                                                                                                                                                                                                                                                                                                                                                                    | <b>Sc2/2.2 Plants</b><br><br><b>Sc2/2.2a</b> observe and describe how seeds and bulbs grow into mature plants<br><br><b>Sc2/2.2b</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.    | <ul style="list-style-type: none"> <li>Plant seeds in vegetable patch. Show children fully grown vegetable of seed they have planted. Draw both and list what they will need to be able to grow.</li> <li>Each child to plant 'Carrot in Bottle' and give carrot diary to complete. Will have to finish at home as takes 12 weeks to grow.</li> </ul> |
|                      | Weeks<br>5 & 6                                                                                                                                                                                                                                                                                                                                                                                    | <b>KS1 Art &amp; Design</b><br><br><b>Ar1/1.1</b> to use a range of materials creatively to design and make products<br><br><b>Ar1/1.2</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | <ul style="list-style-type: none"> <li>Pen whittling using pen knives.</li> <li>Mud faces</li> <li>Painting with mud thinking about texture, shades etc.</li> </ul>                                                                                                                                                                                   |
| Forest School Skills | <ul style="list-style-type: none"> <li>Re-enforcement of rules and boundaries</li> <li>Continuation of the use of basic tools, small ropes extending to medium strength</li> <li>More sophisticated use of knots for attaching to structures, trees etc</li> <li>Independent construction of tripod structures</li> <li>Introduction of lashing and frapping techniques to make frames</li> </ul> |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |

Please also see the trackers which have a clear outline of skills which the children have learnt/ will learn over the year in forest school.