



CURRICULUM POLICY

Reviewed by: Version 1 Staff on 03.09.07, V2 02/09, V3 28.09.10, V4 7.11.12, V5 09/13

Ratified by: V3 Curriculum Committee 30.09.10, V4 FGB/QUOTs Committee 7.2.13
V5 QUOTs Committee and FGB 21.11.13

Next Review: September 2014

ENCS Appendix 1

School Aims

ACHIEVEMENT

1. To enable all pupils to achieve high standards in all areas of the curriculum, to enjoy their learning, achieve well and make very good progress in relation to their prior attainment. (ECM3)

QUALITY OF TEACHING

2. To provide all pupils with teaching of high quality that has clear aims, uses effective methods and suitable resources and which is matched to their differing needs. (ECM3/2)
3. To ensure that all pupils have access to skills and ideas that engage them fully in a relevant, progressive and broad curriculum, which promotes their health and wellbeing and makes good use of extended services. (ECM1)

Objectives

- Provide effective leadership of the curriculum at all levels.
- Provide a flexible curriculum which meets and is responsive to our pupils needs, promotes thinking skills and encourages pupils' creativity.
- Help pupils enjoy learning and develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- Appreciate what is important to each child now and what they need to achieve now so that they will be ready for each further stage of their development and education. Our curriculum is not just a preparation for "the future".
- Ensure the curriculum promotes pupils' acquisition of basic skills in literacy, numeracy, ICT and "thinking."
- Ensure that all pupils access relevant high quality, first hand experiences.
- Ensure that all pupils receive their full entitlement to the curriculum offered by the school.
- Assess pupils' work accurately and use the information to plan subsequent tasks by implementing the school's Learning and Teaching and Assessment policies.
- Ensure that planning, teaching and resources are matched to pupils' prior attainment and to the targets set for them.

- Provide well-planned activities that develop a range of learning styles.



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- Provide subject policies, including schemes of work, which cause planning to identify the **key elements** for each subject and help pupils acquire knowledge and skills relevant to the NC and life long learning.
- Help pupils to use and apply the skills and ideas they acquire in one subject to their work in other subjects.
- Ensure the curriculum supports the 5 ECM outcomes.
- Help pupils to understand the world in which they live, including the independence and interdependence of individuals, groups and nations, therefore encouraging community cohesion and responsible citizenship.
- Instil respect for religious and moral values and tolerance of other races, religions and ways of life.
- Help pupils appreciate human achievements and aspirations.

1. Long Term Planning – Appendix 1

Our long-term plan comprises a curriculum map showing how the National Curriculum will be taught at each key stage and the time allocations for each subject. Some subjects may be taught discreetly. Teachers understand which subjects are linked and which themes are to be taught discreetly. The Plan is reviewed annually to reflect the school's key priorities.

The time allocations for each subject in each year group are justified by the needs of pupils at the school and provide a balanced curriculum.

The long-term plan includes:-

- the breadth of what should be taught in each subject to each year group. Parts of the POS from each subject are allocated to specific year groups and the plan meets the requirements of each POS
- continuity and progression in pupils' knowledge and understanding
- progression in skills is provided by Subject Skills Ladders and/or Individual Pupil Assessment Records
- consideration of the time of the year and available resources, including role play, visitors and educational visit
- a suitable range of experiences is provided for pupils as they move through the school
- PSHE issues, such as citizenship
- important school structures such as SATs, festivals, transition between phases
- Special Focus Weeks and Days eg: Special People Day, Healthy Schools Week.

The Long Term plan is monitored by the LT.

2. Medium Term Planning

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MT plans for each subject are supported by SLs and adapted by teachers working in Key Stages to form units of work.

The links between subjects support teaching and pupils' progress and meet the requirements of the respective POS for each of the subjects included.

Has due regard to the 5 ECM outcomes for every pupil and the Primary National Strategies

Each medium-term plan:-

- sets out the context of each unit or series of learning experiences in relation to the schools' long term plan
- includes the **key elements** and the range required by the POS for each subject, e.g. research in history, observation in science
- sets out the number of lessons (learning experiences) to be included within subjects for each key element, the success criteria for the series and the time scale for each session
- identifies the range of teaching methods to be used in each session
- identifies the differentiated (matched to NC levels) learning objective(s) to be met in each session
- identifies the display requirements and resources, key words and vocabulary to be taught.

The Medium Term plans are monitored mainly by Subject Leaders, aspects such as balance, are monitored by LT.

Short Term Planning

Our short-term planning is organised by class teachers and is matched to what their pupils know, understand and can do.

It provides further differentiation of the medium term plans.

Each short-term plan:

- identifies the learning objective and success criteria for each learning experience
- includes the differentiated questions which teachers will ask, to consolidate or move learning on
- identifies the differentiated tasks for each group (low, average and high attaining pupils) from which assessments will be made

Short term planning is monitored by the Subject Leader.

THE IMPACT OF THIS POLICY

A. A positive impact is explicitly intended and very likely.



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Curriculum Policy Appendix 1

IFS Long Term Overview – 2013-2014

<p>Term 1 Owl Babies</p>	<p>Term 2 Peace at Last</p>	<p>Term 3 Handa's Surprise/Hen</p>
<p>PS& ED Focus</p> <p>Transition Belonging, SEAL (Art – Painting & Gallery)</p>	<p>EAD Focus</p> <p>Music building towards Christmas performance for parents. (Art – Christmas card/gift)</p>	<p>UW Focus</p> <p>Other countries, traditions, food etc. ICT – BeeBots – routes. (Art – printing cross sections of fruit)</p>
<p>Term 4 Oliver's Vegetables</p>	<p>Term 5 3 Billy's Goats Gruff</p>	<p>Term 6 A Chair for Baby Bear</p>
<p>PD Focus</p> <p>Keeping Healthy Planting/Cooking/Eating new foods (Art – Sewing fruit/veg)</p>	<p>C&L Focus</p> <p>Traditional Tales Pie Corbett 'Innovation' focus Own versions of familiar tales. (Art – 3D Bridge building)</p>	<p>M Focus</p> <p>Problem solving Shape & space, Patterns etc. (Art – Clay bowl for Mummy Bear with mark making elements)</p>



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KS1 Long Term Plan 2013 – 2014

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	The Owl who was Afraid of the Dark.	Let's play!	Parlez – Vous Francais?	Rubbish, Rubbish everywhere!	Ship Ahoy!!	It was on a Starry Night.
Text	The Owl who was Afraid of the Dark.	Lost in the Toy Museum	Adventures in Paris	The Tin Forest.	Sailor Bear & Busy Boats	Katie and the Sunflowers
Role play	Dark corner, hide, scout camp. Set up the quiet area in small playground as outside role play – ie inside a tree.	Museum Old fashioned playroom Puppet theatre	Travel agents Tour bus French landmark Y2 – bank to convert currency.	Recycling centre. Help to build/make compost bins.	Boat	Artist studio Art Gallery
Visit/Visitors	Alan – owls Vet	Guildhall museum	Students from RGS to come and read some stories to the children in French. Plant sunflowers so that they have grown for the topic in term 6. Curriculum day – France.	Using school grounds to investigate living things in the environment. Someone from council to talk about recycling.	Dockyard Lifeboat person Upnor boatyard – HT has a contact.	Gallery visit Artist workshop Curriculum day – art exhibition of pupils work?
Long term homework 3x per year	Make a bird house.	Make a puppet theatre			Make a boat.	
Science	Animals - SC1 1,2 a, b, c, d, e, f, g, h, l, j SC2 1a, b, c, 2a, b, e, f. Light SC1 1,2 a, b, c, d, e, f, g, h, l, j 3 a, b,	Forces and motion SC1 1,2 a, b, c, d, e, f, g, h, l, j. SC4 2a, b, c.	Science investigation skills. SC1 1, 2,a, b, c, d, e, f, g, h, l, j	Living things and the environment - SC1 1,2 a, b, c, d, e, f, g, h, l, j SC2 5 a,b,c	Describing and grouping materials – SC1 1, 2,a, b, c, d, e, f, g, h, l, j SC3 1a, b, c, d, 2a, b	
DT		Making toys. Puppets.1 a, b, c, d, e. 2a, b, c, e. 3a, b, 4a, b, 5a, b, c.			Making a boat that travels in water.1a, b, c, d, e, 2a, b, c, d, e 3a, b 4a, b, 5a, b, c	
ICT	Getting to know the keyboard better. Y1 – login on/logging off and typing text. Y2 – touch typing. 3a, b, 4, a, b, c,5a, c	Keyboard skills – touch typing 3a, b, 4, a, b, c,5a, c	Creating a leaflet - 1a, b, c, 2a, b, 3a, b, 4a, b, c, 5a, b, c	Representing information graphically – 1a, b, c, 2,a, b, 3a, b, 4a, b, c, 5a, b, c	Communicating information using text – 1a, b, c, 2a, b, 3a, b, 4a, b, c, 5a, b, c	Using ICT to create art – 1a, b, c, 2 a, b, c, d, 3a, b, 4a, b, c, 5 a, b



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History		Toys in the past 1a, b, 2a, b, 3, 4a, b, 5, 6a, b			Boats in the past – including looking at famous inventor and engineers. 1a, b, 2a, b, 3 4a, b, 5, 6c	
Geography			Country study – France. 1a,b, c, d, 2 a, b, c, d, e, 3a, b, c, d, e 6b	Investigating the school environment and looking at sustainability and recycling. 1a, b, c, d, 2a, b, c, e, 3a, b, 4a, 5a, b, 6a, 7a, b.		
Art	Observational drawing, painting and clay. 1a, b, 2a, b, c, 3a, b, 4a, b, 5a, b, c.		Observational drawing, painting and sewing – French landmarks. 1a, b, 2a, b, c, 3a, b, 4a, b, 5a, b, c.	Observational drawing, painting and large scale collaborative project – junk modelling. 1a, b, 2a, b, c, 3a, b, 4a, b, 5a, b, c.		Artist study – Van Gogh. 1a, b, 2a, b, c, 3, a, b, 4a, b, c, 5d Observational drawing, painting, printing. Skills teaching art techniques.
Music	Exploring pitch. Singing ready for campfire at the pyjama party. 1a, b, c, 2a, b, 3a, b, 4a, b, c, d, 5a, b, c, d	Exploring sounds 1a, b, c, 2a, b, 3a, b, 4a, b, c, d, 5a, b, c, d	Exploring pulse and rhythm. 1a, b, c, 2a, b, 3a, b, 4a, b, c, d, 5a, b, c, d	Percussion, learn compose and perform. – using 'junk' to create music. (exploring instruments and symbols) 1a, b, c, 2a, b, 3a, b, 4a, b, c, d, 5a, b, c, d.	Exploring timbre, tempo and dynamics 1a, b, c, 2a, b, 3a, b, 4a, b, c, d, 5a, b, c, d.	Exploring duration. 1a, b, c, 2a, b, 3a, b, 4a, b, c, d, 5a, b, c, d
P.E.	Developing spatial awareness (invasion Games) -1a, b, 2a, b, c, 3a, b, c, 3a, b, c, 4a, b	Dance – 1a, b, 2 a, b, c, 3 a, b, c, 4 a, b 6 a, b, c, d.	Athletics -1a, b, 2a, b, c, 3a, b, c, 3a, b, c, 4a, b	Dance - 1a, b, 2 a, b, c, 3 a, b, c, 4 a, b 6 a, b, c, d.	Gymnastics – rolling - 1a, b, 2 a, b, c, 3 a, b, c, 4 a, b 8 a, b, c, d.	Gymnastics – travelling and balancing - 1a, b, 2 a, b, c, 3 a, b, c, 4 a, b 8 a, b, c, d.
SEAL	New beginnings.	Getting on and falling out.	Going for goals,	It's Good to be Me!	Relationships.	Changes.



Long Term Curriculum Map 2013/14 – KS2.

<p>Subject</p>	<p><i>Autumn 1/2</i> Primary Focus Literacy Secondary Focus History Curriculum Day - Fantasy Christmas</p>	<p>Primary Focus Science Secondary Focus SEAL</p>	<p><i>Primary focus Geography</i> <i>Secondary focus DT</i> <i>Summer 5/6</i></p>
<p>Topic title</p>	<p>'Onto Cair Paravel' Based on the book 'The Lion, the Witch and the Wardrobe' By C.S. Lewis</p>	<p>'Come to the edge' Based on the book 'Stig of the Dump' By Clive King</p>	<p>'Let's sail down the river' Based on the books– River story/Maritime River Medway Years 3 and 4 Based on the books Boogie up the river/Where the River Begins River Thames Years 5 and 6</p>
<p>Role play</p>	<p>Week 1 - Yr 6 - Wardrobe Week 2 - Yr 5 - Big Old Country House Week 3 - Yr 3 - Mr Tumnus Home Week 4 - Year 4 - Inside the palace. Term 2 start - Hall – Ice Queen's carriage Icicles hanging, bare Christmas trees, lots of free standing snow boards. (built end of term 1 holiday)</p>	<p>Term 3 Start – All sorts of junk hanging, laying and distributed around each class room. Forest/chalk pit - In copse End of week 2 The ground gives Way – Stig's Den appears in Year 4 <i>and so on</i> Year 4 Stig's Den Year 3 Grandparent's kitchen Year 5 Stone monument that Stig has erected with the Snargets. Year 6 Recycling centre (collect school recycling stuff)</p>	<p>Term 5 starts with a rowing boat in/on school grounds. Long map of river Thames and Medway down side of hall. Scenery/Building of a famous landmark on either river in the classes.</p>



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Visits/visitors	<p align="center">Professor Digory Kirke An Evacuee Jeremy to talk about evacuation Edmund The White witch</p>	<p align="center">Barney and Lou Use of video messages from him prior to the visit. Stig visits. Visit to a recycling centre.</p>	<p align="center">Visit the estuary at Allhallows Visit the flood development in London Visit the Hulk etc. in Rochester Jeremy visits to talk about the changes on the river and artefacts found there in. Visit from the river authority. Visit the lock, a meander, London. Visit from a lock keeper,. London Eye/Thames Barrier/ Boat trip on the Thames</p>
WoW factors	<ol style="list-style-type: none"> 1. Wardrobe appears in year 6 2. Professor Digory Kirke comes to school to talk about his visitors. 3. Jeremy's visit to talk about evacuation 4. Turkish delight is sent to school, followed by a letter from Edmund to ask for it back. 5. Hall and class rooms are covered in ice and snow(pretend obviously) 6. Hall is filled with bare Christmas trees. 	<p align="center">Term will open with all rooms set out with 'Junk' All areas will be utilised including ceilings, corridors and hall.</p> <p align="center">Each chapter will be left in a classroom by a new piece of junk or other acquisition!</p>	<p>Term will open with an upturned boat either in the old hall or out on the patio area concealing text extracts. Visit to the river Medway (3/4) Thames estuary(5/6)</p> <p>A scaled map of the river Medway and Thames will appear on the wall (long side near year 4) of the hall and as each place is visited/meander discovered in the book they will be put on the map. www.open2.net/sciencetechnologynature/worldaroundus/medway</p>
Long term homework 2 x per year.	Fantasy creature either 2D or 3D		Design a bridge for/from the river Thames/Medway
Science	<p align="center">AT1 Forces and motion Light and Sound Vibration and sound Sc1 At 1 Sci. 4 P of Study 2a,b,c,d,e</p> <p align="center">Adaptation and Interdependence Habitats Sc 2 5a 4a b c</p>	<p align="center">AT1</p> <p align="center">Year 3 and 4 Grouping and classifying materials/ Characteristics of materials States of matter Magnetism Breadth of study Sc3 1d, e, 2e, 3a, 3c.</p> <p align="center">Year 5 and 6 – Revision of solids, liquids and gases. Separating mixtures and materials/ Reversible and Irreversible changes</p>	<p align="center">Water Cycle Changing States Climate change Sc4 2a-e 4a-d</p>



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<p>History</p>	<p><i>Thinking Skills – Why were the children away from home? What if/reverse key P4C What would it be like to be in a strange place? The Evacuation of children during WW2 1a 2a c d 4a b B of S 11 b</i></p>	<p><i>Thinking Skills - In the story Stig makes a flint knife. Can you find out about different artefacts used by cavemen? How did they make these objects? What were they made from and what did they use them for?</i></p>	<p><i>Thinking Skills - What changes have happened to the river over time? Why? How? What effects have these had on the land use? How were our rivers defended?</i> www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/river_landformsrev2.shtml</p>
<p>Geography</p>	<p align="center"><i>Discrete</i></p>	<p><i>Thinking Skills - Parts of the story take place at different times of the year. Can you explain how things change throughout the seasons? Several places are mentioned in the story. Can you look on a map and find where it might be set?</i></p>	<p>Rivers and their effects on landscapes and people, Reading/making maps- local and regional global comparisons 1a-e 2b,c,d,e.3a,c,e,g.4b Breadth of study 6a-c 7a,e</p>
<p>Art and Design</p>	<p><i>Use imagination to interpret the land of Narnia Yr 3 Yr 4 Yr 5 Yr 6 (art work to be used for individual interpretations of book in each medium) Art/DT– 1a, 1b, 1c, DT- 2a, 2b, 2c, 2d, 5a, 5b, B of S 5,d.</i></p>	<p align="center"><i>Observational drawing</i> <i>1a record from experience and imagination</i> <i>1b Question and make thoughtful observations</i> <i>2b Aply experience of materials and processes 4a</i> <i>Visual and tactile elements</i> <i>2a Investigate and combine visual and tactile qualities of materials and processes to match</i> <i>3a compare ideas methods and approaches</i> <i>3b Adapt their work according to their views</i></p> <ul style="list-style-type: none"> • <i>Using the description in the book, a picture of Stig's den.</i> • <i>a picture of the dump at different times of day... in the bright morning sunlight, as the sun is going down and / or at night under the light of the moon.</i> • <i>In Chapter 3, Stig draws a picture on his chalk wall using a blackened stick. Can you try to recreate the picture that he drew?</i> 	<p align="center">A sense of place 1a,c.2a,c.3a,b.4a-c Breadth of study 5a-d</p> <ul style="list-style-type: none"> • Study of river boats • Local landmarks • River at different times of day



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RE	<p align="center">T1 – Yr 3 Focus on Judaism, Beliefs and Moral code Yr 4 Focus on Sikhism, becoming a Sikh Y4 5 Focus on Islam, Authorities Yr 6 Comparing faiths, Worship and ceremonies</p> <p align="center">T2 – Yr 3/4/5 Focus on Christianity Yr 6 Multi denominational, Sacred books</p>	<p align="center">T3 - Yr 3 Focus on Judaism, Jewish calendar Yr 4 Focus on Christianity, Moral code, love and forgiveness Yr 5 Focus on Islam, Community Yr 6 Multi denominational, Inspirational figures</p> <p align="center">T4 – Yr 3 Focus on Christianity, teaching about God Yr 4 Focus on Christianity, Jesus' life teacher and healer Yr 5 Focus on Christianity, different responses to Jesus Yr 6 Christianity, God, Jesus, humans made in the image of God</p>	<p align="center">T5 – Yr 3 Focus on Christianity, work of local churches Yr 4 Focus on Sikhism, beliefs and practise Yr 5 Focus on Christianity, Church buildings Yr 6 Multi denominational, Death and funeral rites</p> <p align="center">T6 - Yr 3 Compare and contrast, traditions Yr 4 Compare and contrast, rules and laws Yr 5 Compare and contrast, symbols and special objects Yr 6 Christian, Islam, Sikh and Jewish communities within GB</p>
PSHE - SEAL	<p align="center">New beginnings</p> <p align="center">Getting on and falling out</p>	<p align="center">Going for goals</p> <p align="center">Good to be me</p>	<p align="center">Relationships</p> <p align="center">Changes</p>
Physical education.	<p align="center">T1 – Yr 3/4 Games – Striking and Fielding, Rounders 1a, 1b, 2a, 2b, 2c, 7a, 7b, 7c Yr 5/6 Games – Striking and Fielding, Tennis 1a, 1b, 2a, 2b, 2c, 7a, 7b, 7c</p> <p align="center">T2 – Yr 3/4 - Gymnastics - co-ordination/weight on hands 1a, 1b, 2b, 3a, 3b, 4a, 8a, 8b Yr 5/6 Gymnastics – flight 1a, 1b, 2b, 3a, 3b, 4a, 8a, 8b</p>	<p align="center">Dance – Four Seasons</p> <p align="center">T3 – KS2 Dance 2a, 2b, 2c, 3a, 3b, 6a, 6b Yr 3,4,5,6.</p> <p align="center">T4 – Yr3/4 Invasion Games, netball 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 4d, 7a, 7b, 7c Yr 5/6 Invasion Games, hockey</p>	<p align="center">T5 - Y3/4 Games – Tennis 11a, 11b, 11c, 10a, 10b, 10c Yr5/6 Games- Rounders 11a, 11b, 11c, 10a, 10b, 10c</p> <p align="center">T6 – Yr 3/4/5/6 Athletics – sports day 11a, 11b, 11c, 10a, 10b, 10c Yr 6 Swimming 9a, 9b, 9c, 9d</p>
DT	<p align="center">See Art</p>	<p align="center">Design a new tool to help Stig with his digging. Design a new machine to help Barney lower his gifts down to Stig. Barney and Stig use lots of different tools when they are building things. Make a safety poster to teach people how to use them carefully. Build a new Shelter for Stig Breadth of Study 5c, 1 a -c. 2a-c</p>	<p align="center">Building and designing bridges</p> <p align="center">1e 2a-d 3a c 4c Breadth of study 5b</p>



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ICT	<p align="center">Effective research ICT knowledge used to produce illustrations/writing/maps/designs/ patterns etc. for their interpretation of book</p> <p align="center">1a,b,c, 2a, 3a,b, 4a,b,c, 5a,b,c</p>	<p align="center">Finding things out 1a,b Developing ideas and making things happen 2b Reviewing, modifying and evaluating work 4a,c Breath of study 5a Excel KSU 2a,b</p>	<p align="center">Touch Typing Word processing B of S 5a,b,c</p>	<p align="center">Effective research Application 1a,b,c, 2a, 3a,b, 4a,b,c, 5a,b,c</p>
Music	<p align="center">Carol Gracie music Specialist 45 minutes each Years 3 4 learning the recorder. 5 learning the violin 1a,1c 3a,b,c, 4a,4d B of S 5a,b,c, Performing skills 1a, 1c Listening and applying knowledge and understanding 4c 2x per year</p>	<p align="center">Carol Gracie music Specialist 45 minutes each Years 3 4 learning the recorder. 5 learning the violin 1a,1c 3a,b,c, 4a,4d B of S 5a,b,c, Performing skills 1a, 1c Listening and applying knowledge and understanding 4c 2x per year</p>	<p align="center">Carol Gracie music Specialist 45 minutes each Years 3 4 learning the recorder. 5 learning the violin 1a,1c 3a,b,c, 4a,4d B of S 5a,b,c, Performing skills 1a, 1c Listening and applying knowledge and understanding 4c 2x per year</p>	