



CURRICULUM 2025

This document sets out the Policy of Pitton Church of England Primary School with respect to Curriculum. All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment

The School Curriculum - Intent

The school curriculum is designed to build on children's prior learning, offer real life experiences and challenges, whilst also encouraging the children to develop their unique talents, interpersonal skills, resilience and become creative, critical thinkers. It will ensure the highest possible personal development of each individual pupil in all facets - spiritual, moral, cultural, mental and physical. In particular, the school curriculum will help pupils to:

- ❖ Develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves both mentally and physically
- ❖ Acquire understanding, knowledge and skills relevant to adult life and employment
- ❖ Use language and mathematics effectively
- ❖ Develop personal moral values, respect for religious values and understanding of other races, religions and ways of life
- ❖ Understand the position and importance of the family unit in society and the interdependence of individuals, groups and nations in that society
- ❖ Value achievements and aspirations
- ❖ Develop creativity and aesthetic awareness

The Headteacher and teachers will translate these broad aims into clear objectives that shall be incorporated into the School Development Plan.

The Governing Body, Headteacher and teaching staff shall endeavour to promote good curricular practice by incorporating positive values and attitudes and promoting knowledge, skills and understanding.

A summary of the school's curriculum will be contained in the School Prospectus.

An Enquiry Led Curriculum – Curious City – Implementation

Our curriculum is based around enquiry-led pedagogy. As part of this we use 'States of Being' to empower learners. Each subject has a Champion which is sometimes referred to as the Subject Leader.

Subjects are taught through the following 'States of Being':

- Authors – readers and writers
- Mathematicians
- Engineers (Computing and DT)
- Athletes (PE)

- Musicians
- Geographers
- Historians
- Scientists
- Artists
- Philosophers (RE and PSHE)
- Linguists (MFL)

We use a range of schemes to help us achieve our Intent. These schemes support how we implement our curriculum these include:

SCARF – PHSE

Understanding Christianity – RE

Curious Computing – Computing

White Rose – Maths

Little Wandle – SSP Phonics

Language Angels – MfL

Sing Up - Music

Through CPD and coaching with Lighting Up Learning, the staff are able to implement the ‘Curious City Curriculum’ which encourages the children to ask and answer questions, learn from prior experiences and explore through challenges and enquiries.

Assessment, Recording and Reporting – Impact

The Governing Body and the Head teacher will ensure that the administration and management of pupils' assessment are conducted as prescribed by the Academy Trust and the DfE arrangements. The curriculum is assessed against the National Curriculum Learning Objectives and is based on the achievement of age related expectations. At the end of Reception, Year 2 and Year 6 children are assessed according to statutory guidelines. In Reception this is known as the Early Years Foundation Stage profile and in Years 2 and 6, Statutory Assessment Tests. In addition, the Year 1 children take part in the national Phonics Check and Year 4 the Multiplication Tables Check. In addition to the formal assessments Teachers will use ongoing assessments to ensure that children are making expected progress. In Years 1-6 we have adopted NFER assessments and previous SAT papers which the children complete twice a year. From the standardised scores, teachers will be able to track progress, identify gaps and support children at risk of falling behind. We have adopted Insight Tracking to support this process and regular assessment and monitoring meetings with SLT and Link Governors allow teachers to analyse and track groups of learners.

Continuous Provision

At Pitton CE Primary School we believe in the value of play. After extensive research and visits to other schools have introduced Continuous provision in FS2 and KS1. Children in each year group are taught in small groups for English (authors), maths (mathematicians) and phonics (authors). They also enjoy daily circle time and class stories. For the rest of the day children learn independently in both the indoor and outdoor area for continuous provision while adults support their play and skilfully intervene to develop and embed learning. The provision is carefully planned to meet the needs of the child and ensure curriculum coverage. This coverage is linked to each of the class enquiry questions. Information on curriculum coverage can be found on the class pages on the school website.

Collective Worship

The children will participate in a daily act of collective worship which will reflect the Christian ethos and values of the school. (See Collective Worship policy)

Relationships and Sex Education

The school uses SCARF to meet the needs of the children regarding RSE. All resources and training have been updated to take in to account the changes in requirement, September 2020, and parents have been consulted on the curriculum.

Special Educational Needs and Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

The Special Educational Needs Co-ordinator (SENCO), and a designated governor will have special responsibility for matters relating to Special Educational Needs (SEN) and for ensuring that those pupils registered as having SEN are known to the staff of the school.

The Headteacher shall ensure that special educational provision is made for pupils commensurate with resources made available to the school for this purpose. Should a deficiency in resources occur, the Headteacher shall notify the SEN Governor and LGC. The Local Governance Committee shall consider making an appeal to the Academy Trust depending upon the seriousness of the case. It shall also review its own "in-house" provision for SEN pupils at this time.

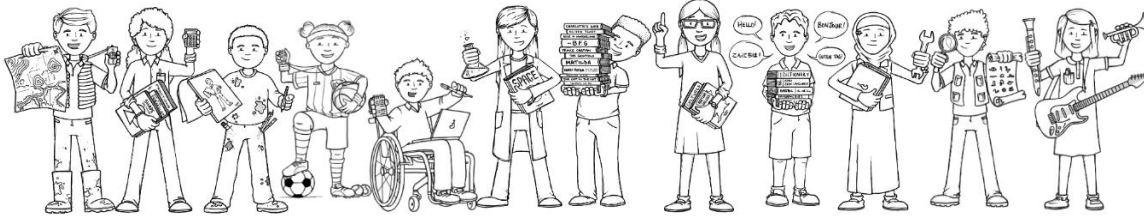
Parental and Community Links

The Local Governance Committee recognises the importance of a high commitment of time and energy given to establishing and maintaining strong parental and community links. Parental links are vital in maintaining continuity of learning for each child as good social skills, moral attitudes and self esteem have their foundations within the home. As such Pitton CE Primary School encourages parents to work with the school through the messaging links on the Online Teaching Portal (Class Dojo), regular formal and informal meetings with teaching staff and annual questionnaires.

Responsibilities of the Local Governance Committee (LGC)

The Local Governance Committee shall satisfy itself that the School fulfils the statutory curricular requirements. It shall do so by active participation in formulating the School Development Plan, by monitoring pupil assessment and by involvement in school activities. The LGC shall ensure that adequate provision is made, within the school budget, to meet its curricular obligations.

Members of the LGC shall encourage and support the Headteacher and staff in helping to foster high standards of achievement in the school. They will do so through close co-operation with all the teaching



**Year 3/Year 4
Cycle A (2024-25)**

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 3/4 will investigate this year will enable them to know more, remember more and apply more.

Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
<p>Where does the darkness come from? (Scientist, Geographer, Engineer)</p> <p>How can we find out about people in the past? (Historian, Geographer, Engineer, Artist, Musician)</p>	<p>What is underneath our feet? (Geographer, Scientist)</p> <p>What is the difference between surviving and being healthy? (Artist, Scientist, Engineer)</p>	<p>How do plants die? (Scientist, Geographer, Artist)</p> <p>How can you feel the force? (Scientist, Engineer)</p> <p>Why did people travel in the past? (Historian, Geographer, Musician, Engineer)</p>
<p>Curious Computing How can I change things?</p>	<p>Curious Computing How can codes be different?</p>	<p>Curious Computing How is everything connected?</p>
<p>Discrete Teaching not included in Curious City</p>	<p>Discrete Teaching not included in Curious City</p>	<p>Discrete Teaching not included in Curious City</p>
<p>Being an Author – Narrative with morals, Narrative adventure, Biography</p> <p>Being a Mathematician – Place Value, Addition and Subtraction, Multiplication and Division, Area</p> <p>Being a Philosopher – What makes some books sacred? What is the Trinity?</p> <p>Being an Athlete – Rugby, Gymnastics, Tennis, Dance</p> <p>Being a Linguist – What languages do people speak?</p>	<p>Being an Author – Explanation, Poetry, Instructions</p> <p>Being a Mathematician – Multiplication and Division, Length and Perimeter, Fractions, Decimals (Y4), Mass and Capacity (Y3)</p> <p>Being a Philosopher – How and why do believers care for others and the world?</p> <p>Being an Athlete – Football, Hockey, Netball, Cricket</p> <p>Being a Linguist – What do people say to each other?</p>	<p>Being an Author – Science Fiction stories, Non Fiction, Instructions, Narrative adventure</p> <p>Being a Mathematician – Fractions and Decimals, Money, Time, Shape, Position and Direction, Statistics</p> <p>Being a Philosopher – When Jesus left, what was the impact of Pentecost? What kind of world did Jesus want?</p> <p>Being an Athlete – Rounders, Athletics, Orienteering, Cross Country</p> <p>Being a Linguist – What songs do people sing?</p>



**Year 5/Year 6
Cycle A (2024-25)**

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 5/6 will investigate this year will enable them to know more, remember more and apply more.

Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
<p>What does Earth look like from the solar system? (Scientist, Geographer, Artist)</p> <p>How can you show what you believe? (Historian, Artist, Geographer)</p>	<p>How can science help the homeless? (Scientist, Engineer)</p> <p>Who is trading with whom? (Historian, Geographer, Engineer)</p>	<p>What do forces actually do? (Scientist, Engineer)</p> <p>Where is our twin? (Geographer, Engineer, Scientist)</p> <p>How are you helping to save the planet? (Engineer, Scientist, Geographer)</p>
<p>Curious Computing Why does sequencing in coding matter?</p>	<p>Curious Computing Why is 'trial and error' helpful?</p>	<p>Curious Computing Why are spreadsheets useful?</p>
<p>Discrete Teaching not included in Curious City</p>	<p>Discrete Teaching not included in Curious City</p>	<p>Discrete Teaching not included in Curious City</p>
<p>Being an Author – Narrative, Fiction Animation, Non-Fiction, Persuasion, Balanced Argument, Explanation Being a Mathematician – Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Converting units (Measurement) Being a Philosopher – Me and my relationships, Valuing Differences, Can religions help to build a fair world? What would Jesus do? Being an Athlete – Rugby, Football, Tennis, Netball Being a Linguist – People - Café</p>	<p>Being an Author – Narrative, Poetry, Journal Writing, Information, Explanation Being a Mathematician - Multiplication and Division, Fractions, Percentages, Perimeter and Area, statistics, Ratio, Algebra, Volume Being a Philosopher – Keeping myself safe, Rights and Responsibilities, Keeping the 5 pillars; what difference does it make to Muslims? What did Jesus do to save human beings? Being an Athlete – Swimming, Dance, Gymnastics, Being a Linguist – Places - Travel agents</p>	<p>Being an Author – Narrative, Non-Fiction, Persuasive Writing, Discussion, Instructions Being a Mathematician – Shape, Position and Direction, Decimals, Negative Numbers, Converting Units and Volume (Measurement) Being a Philosopher – Being my best, Growing and Changing, How can following God bring freedom and justice? Why is pilgrimage important to some religious believers? Being an Athlete – Rounders, Athletics, Orienteering, Cross Country Being a Linguist – Stories - My autobiography</p>

CURRICULUM POLICY

Reviewed: Every 3 years

Reviewed by: Curriculum/head

Ratified: **February 2025**

Next Review : **February 2028**

Filed: PITTON POLICIES/non statutory/curriculum