

# Washacre Primary School Curriculum



## **Curriculum**

The staff and governors at Washacre Primary School have a very clear vision of inclusive education, in which every child is encouraged to succeed and does so thanks to our broad, balanced and enriching curriculum; this is based upon strongly held values and prepares children for life in modern Britain.

We are passionate in our belief that the curriculum underpins all of our provision as a school, and that through it the children should receive outstanding spiritual, moral, social and cultural guidance and, as a result, make excellent progress socially and academically, equipping them to become the good citizens and leaders of tomorrow. We strive to ensure that there is an extensive range of free-to-all extra-curricular activities to supplement this.

The 2014 National Curriculum differs from previous versions in a number of ways, mainly in that it encourages a deeper learning – mastery – of fewer objectives, and in the way that it encourages children to be taught knowledge of key facts as well as the skills which will equip them for the future workplace.

Our job as a staff and governing body has been to tailor this curriculum to suit the needs of the learners at Washacre. Following consultation with children and joint research with local primary schools, we have created a curriculum which harnesses all of the statutory objectives and fits them into schemes of work and topics which are relevant and stimulating to children in the Bolton locality.

In this section of the website you will find a brief summary of the key elements of each subject area of the school's curriculum. Should you require further information, please contact us – our curriculum leaders will be happy to talk in more detail. Alternatively, visit the DFE website for a full list of learning objectives and curriculum requirements.

## **English**

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.

## Aims

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

## Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Science

A high-quality science education provides 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.

## Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics.
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

## Art and Design

Through art and design we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The children will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils will be taught to:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas,

experiences and imagination.

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay.
- about great artists, architects and designers in history.

### **Computing**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### **Design and Technology**

Design and technology is an inspiring, rigorous and practical subject. In our school we believe in developing an inclusive curriculum that gives every child the opportunity to develop their imagination and put their practical skills to good use.

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.

- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### **Geography**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **History**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Languages**

Since the new curriculum for 2014 was introduced, FL (Foreign Language) has become a statutory subject to all classes in Key Stage 2 (years 3- 6). All our junior classes at Washacre are taught French on a weekly basis for 30 minutes.

High quality teaching of foreign languages should provide an appropriate balance of spoken and written language and should lay the foundations for future language teaching at KS3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The New National Curriculum for Foreign Languages aims to ensure that children are able to listen and engage, express opinions, speak in simple language and be understood, develop basic punctuation, present ideas and information orally, show understanding in simple reading, adapt known language to create new ideas, to describe people, places and things and to understand basic grammar such as gender.

## Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Physical Education

As a school we provide high quality Physical Education within the curriculum and sporting opportunities outside of it; we are noted as having one of the highest levels of extra-curricular sporting activities in the city and are proud of the rare fact that our provision is all free of charge.

### Our PE Curriculum

#### Foundation Stage and KS1

##### *Physical Literacy*

Physical literacy provides learners with the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life.

Through **games, gymnastics** and **dance** children are taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

#### KS2

Through **games, gymnastics, dance** and **athletics** children are taught to:

- use running, jumping, catching and throwing in isolation and in combination
- play competitive games, modified where appropriate, such as [football, netball, rounders, cricket, hockey, basketball, badminton and tennis,]and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, [for example through gymnastics and athletics]

- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones to achieve their personal best

### **R.E. and Worship**

It is also our moral duty in a modern, diverse society to teach understanding and empathy with the other major world faiths – Islam, Judaism, Hinduism, Sikhism, Buddhism and Humanism.

Parents have the legal right to withdraw their children from R.E. lessons and worship. If they wish to do this, alternative arrangements will be made for your child during these times. Parents should speak to the Headteacher about this, though as we are a church school we would not expect this to happen.