

# SUBJECT SPECIFIC CURRICULUM STATEMENTS

	CURRICULUM INTENT	IMPLEMENTATION
WIDER-CURRICULUM (ALL SUBJECTS)	<p>The values underpinning everything we do in school are: Determination; Responsibility; Everyone Together (Collaboration and Inclusion); Achievement &amp; Aspiration and Respect (Dare to DREAM). The curriculum at Crown Wood Primary School strives to promote the highest achievement by all pupils through a purposeful context and a 'hands on' approach that allows the children to find out about the world beyond their locality and personal experience. The overall aims of our school curriculum are:</p> <ul style="list-style-type: none"> <li>• To enable all children to learn and develop their skills to the best of their ability;</li> <li>• To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;</li> <li>• To teach children the basic skills of English, mathematics and computing;</li> <li>• To enable children to be creative and to develop their own thinking;</li> <li>• To teach children about their developing world, including how their environment and society have changed over time;</li> <li>• To enable children to be positive citizens in society;</li> <li>• To teach children to have an awareness of their own spiritual development, and to understand right from wrong;</li> <li>• To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;</li> <li>• To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.</li> </ul>	<p>Our wider curriculum is based on the <a href="#">International Primary Curriculum</a> (IPC), which meets and exceeds the requirements of the National Curriculum. It is a comprehensive, thematic, creative curriculum, with a clear process of learning and specific learning goals for every subject. It develops international mindedness and encourages personal development and metacognition. Themed units help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning and make connections across different subjects. Not every subject is taught every week, creating time and space for children to deepen their knowledge and understanding. Our approach emphasises hands-on and experiential learning with opportunities for special events, trips and visitors. Children are challenged to explain, justify, solve problems and make connections, helping them to develop reasoning skills.</p> <p>Further information about the subjects covered by the IPC are detailed below.</p> <p>Physical Education (PE), Religious Education (RE) and some aspects of Personal, Social and Health Education (PSHE) and Modern Foreign Languages (MFL) sit outside the IPC and are taught using specific schemes. The implementation statement for these subjects are detailed below.</p>
ART	<ul style="list-style-type: none"> <li>• We believe everyone is an artist.</li> <li>• Art should be inspiring; expressive; emotive; thought provoking and encourage children to develop a greater sense of wonder and curiosity.</li> <li>• It should be transferrable across all subjects, including as stimuli for writing and reading, discussion topics in oracy and documenting key moments in history.</li> <li>• We aim to enable children to develop their skills in painting; drawing; sculpture; shading; use of colour and develop confidence when using mixed mediums.</li> <li>• Our curriculum features art from the past and present, and from a wide range of countries.</li> <li>• We believe art is not limited to the classroom and is extended within our Forest school environment.</li> </ul>	<p>A thematic approach is used in EYFS to teach children ways in which they can explore, manipulate and create art to achieve both planned and unplanned effects. In Milepost 1 (KS1), children develop their ability to reflect on their own artwork and the work of others while continuing to build upon and extend their techniques with colour; pattern; texture; line; shape; form and space. In Milepost 2 (Lower KS2), children use art as a form of self-expression, learn how to explain what they have done and why they have done it and to be able to critique and convey their ideas on the artwork of others. In Milepost 3 (Upper KS2), children learn to improve their mastery of art and design techniques and to consider works of art in terms of meaning, design, materials, place and time. This is linked to the works of great artists and architects, both modern and historical. Children document their work in sketch books. Work created with alternative mediums (e.g. clay, collage etc.) are displayed around the school and taken home. Exit points for each theme are shared using Edmodo to display the children's creations and learning of the subject. Our school encourages children to share their passion for art through competitions both within school and within the local community.</p>

COMPUTING	<ul style="list-style-type: none"> <li>The aim of our Computing curriculum is to train pupils to be ‘computational thinkers’ who can solve problems as they arise and look at solutions to emerging issues.</li> <li>Children will leave Crown Wood Primary School with lifelong skills - Critical thinking; Debugging; Designing; Collaborating and Noticing patterns – and knowing how to navigate and remain safe in an increasingly computerised world.</li> <li>The children will be taught about the risks online and how to remain safe, enabling them to independently use technology in a safe and responsible way.</li> </ul>	<p>In EYFS, pupils first learn about ICT and Computing through continuous provision linked to ‘Understanding the World’. In Y1-6, pupils develop their knowledge and skills through thematic units. A wide range of computing lessons are taught regularly and build upon previous skills, knowledge and experiences. Computing lessons equip the children with the skills to allow them to function and succeed within the modern world. These are delivered throughout the year in both stand-alone units (e.g. Creators &amp; Communicators) and in thematic units (e.g. Mission to Mars). Online safety is taught through discrete lessons as well as part of Computing, PSHE and other areas of the curriculum. In learning about Computing, children have access to a computer suite; laptops; tablets; bee-bots; phonological keyboards; mouse mats to support fine motors skills; microbits and online safety books.</p>
DESIGN & TECHNOLOGY	<ul style="list-style-type: none"> <li>Design &amp; Technology (D&amp;T) encourages children to develop the skills of ‘design’, ‘make’ and ‘evaluate’.</li> <li>They will design functional and purposeful products which meet a given criteria.</li> <li>They will develop positive attitudes towards designing and making and overcome problems through resilience and resourcefulness.</li> <li>We want children to be able to develop their creative thinking in a world that is ever changing and to be internationally minded about technology in a world that needs to be aware of its impact on the planet and society.</li> <li>We want our pupils to know how technology affects people’s lives and why designers need to be aware of their influence on the world.</li> </ul>	<p>The D&amp;T curriculum is divided into three Mileposts (Year 1-2, Year 3-4 and Year 5-6), which progress the skills of designing, making and evaluating through themed units of study. This gives the children purposeful activities to develop a block of skills and to develop creative and critical thinking and an ability to suggest solutions to problems. In all mileposts, children are taught the skills of handling tools and equipment safely. In EYFS children are encouraged to explore, how things work through construction kits, to develop their creativity and express their own ideas of materials as well as being taught to develop their skills and selecting of equipment Links are made with secondary schools to enhance the provision of resources and skills.</p>
GEOGRAPHY	<ul style="list-style-type: none"> <li>Our aim is to equip children with the knowledge of where in the world they are physically and to introduce them to aspects of human and physical geography.</li> <li>We want the children to leave our school with a secure knowledge of the names and positions of continents, major countries, rivers and mountain ranges as well as an understanding of the interdependence between humans and their environment, including commerce and tourism, and the necessity to take care of our planet.</li> <li>Children will be able to: <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>Use a compass, 4- and 6-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world;</li> <li>Use fieldwork to observe, measure record and present the human and physical features in our local area.</li> </ul> </li> <li>Geography links to every subject within the primary curriculum.</li> </ul>	<p>Children first encounter geographical concepts in EYFS through ‘Understanding the World’. Through continuous provision, children explore and talk about their own and other environments, different countries and the natural world. In Years 1-6 geography is taught in blocks, within thematic units. Children build on prior knowledge and there is progression of knowledge and skills between the three Mileposts. The geographical strands within each Milepost are: data collection and interpretation; weather and climatic conditions; changing landscapes and places and interaction of people and environments. There is a balance between human and physical geography. Children carry out primary and secondary research and record their work in a variety of ways. The children have access to world maps, globes, atlases and Google Earth. A world map is painted on the wall of the Main hall and is often referred to in assemblies, which themselves regularly include reference to human and physical geography. Teachers have access to Google Earth on their desk tops.</p>
HISTORY	<ul style="list-style-type: none"> <li>We want children to develop historical knowledge and skills so they gain an understanding of ancient, modern, recent and living history and know how the past affects the world now.</li> <li>We want learners to develop an understanding of world history and the interconnectedness of the past and to cultivate an empathy for people of the past by engaging with multiple perspectives through a variety of sources.</li> <li>The interdependent nature of history will help learners to transfer their knowledge, understanding and skills to other subjects and</li> </ul>	<p>Children first encounter historical concepts in EYFS through ‘Understanding the World’. Through continuous provision, children explore and talk about past and present events in their own lives and begin to understand the past through stories. In Years 1-6 history is taught in blocks, within thematic units. Pupils are taught using a thematic approach, allowing them to link their knowledge of history to other subjects and build a comprehensive understanding of the period and concepts covered. As well as learning key dates and facts, pupils develop their historical enquiry skills by building their understanding of evidence, interpretations, cause, change, similarity/difference and significance. The sequence of learning builds a rich web of</p>

MFL	<p>subsequently aids their understanding of the world in which they live.</p> <ul style="list-style-type: none"> <li>Learners will be able to create connections within and between subjects and to strengthen their 'international-mindedness' and understanding of the wider world and its citizens.</li> <li>Overall, we aim to build an innate joy and pleasure of history.</li> </ul>	<p>information and understanding, not one of disconnected facts. Concepts, such as rebellion, worship, democracy and government, are also taught. Pupils build on prior knowledge, which is often presented in a different context so enthusiasm and curiosity is maintained. Carefully selected trips and events are planned so learners experience the time-period studied and fully immerse themselves. Children organise and communicate their findings in a variety of ways.</p>
	<ul style="list-style-type: none"> <li>The aim of our MFL/French curriculum is for all children at Crown Wood to be able to develop an interest and enjoy what they are learning; develop resilience in learning a language; develop an awareness of another culture; develop a sense of belonging within their linguistic learning and to challenge their critical thinking skills.</li> <li>We want pupils to leave Crown Wood secure in their basic skills, phonetical awareness of French sounds and understandings of the wider world.</li> <li>Our overarching aim is to inspire the children to learn another language.</li> <li>We want pupils to leave passionate, excited and inquisitive about the world around them and to begin to understand learning another language opens the door to new possibilities, experiences and gives them the building blocks to further develop and succeed.</li> </ul>	<p>We use the Catherine Cheater / Sue Cave scheme of work to support the teaching of Modern Foreign Languages (MFL), specifically French. The scheme meets the requirements of the National Curriculum. Teachers follow the sequence of lessons from this scheme of work adapted to suit our children covering a wide variety of topics and themes. French is taught through weekly (30 minutes) or bi-weekly lessons (60 minutes). French is also, 'drip fed' throughout the academic day within pupils' daily routines. For instance, weather, date and greeting one another. Each classroom has a French display to highlight the phonetical, vocabulary and grammar that is currently being taught and practiced.</p> <p>There are 4 main pillars: Vocabulary (speaking and listening), Grammar, Structures/ Features and Phonics. These main pillars ensure pupils are obtaining the skills required to progress. Alongside the 4 main pillars are Stories/ Rhymes/ Songs and Dictionary/ Culture. These aspects of the scheme are integrated progressively through each term and between years. The expectations/ objectives are progressive and children build on them as they move up through the scheme/ key stage. A range of teaching strategies are used as appropriate. These include voice recordings to model key vocabulary at word, sentence and text level; activities to develop knowledge about language; contexts to promote language learning strategies; methodology to help children memorise vocabulary; activities to develop simple sentence building; dictionary skills; spelling strategies and opportunities to develop cultural knowledge.</p>
MUSIC	<ul style="list-style-type: none"> <li>We are committed to ensuring children realise the benefits, value and importance of music and are given opportunities to involve themselves in musical experiences in a variety of different contexts.</li> <li>We aim for children to develop fond memories of music through exciting experiences, to gain an awareness of their abilities and strengths as a learner and to build self-confidence and an understanding of the skills and attitudes needed to play an instrument and perform music.</li> <li>Children will get the opportunity to perform and listen to solo and group pieces, to understand musical notation and appreciate musical history.</li> <li>Children will have the opportunity to perform independently and collaboratively.</li> <li>The children will be exposed to different genres of music and music from different countries and cultures, helping them develop a sense of mutual respect for others.</li> </ul>	<p>Children participate in weekly singing assemblies; learning new songs and performing songs they know. Classes use music as part of their Wider Curriculum Entry and Exit points to develop an enjoyment of music. EYFS and KS1 children are taught poetry, chants and rhymes that to develop their sound differentiation and sense of rhyme and rhythm. Percussion and tuned instruments are used as part of continuous provision in EYFS. In KS1 and KS2, Music is taught in blocks, within thematic units. Children build on prior knowledge with progression between each Milepost. In addition, Berkshire Maestros teach an instrument to Year 4 pupils and small group and 1:1 lessons are facilitated and hosted by the school. Children are encouraged to perform to their class and a wider audience.</p>
	<ul style="list-style-type: none"> <li>PE in our school is designed to enable all children to have a range of versatile skills that are a solid foundation for achieving excellence in their future sporting lives.</li> <li>We want children to leave Crown Wood understanding the importance of PE as a life-long skill and with knowledge and skills which they can apply to a range of different sports throughout their school life and beyond.</li> </ul>	<p>Our curriculum is designed to progressively develop children's knowledge, skills and understanding by using the Val Sabin scheme of work as a planning aid, alongside an expert sports coach and Forest School teacher. The children are allocated a minimum of two hours of PE per week, including one outdoor session and one indoor session. The scheme satisfies and exceeds all the requirements of the National Curriculum.</p>
PHYSICAL EDUCATION (PE)		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<ul style="list-style-type: none"> <li>• Our PE curriculum helps to foster a love of physical activity and sport and to develop a secure understanding of the importance of a healthy lifestyle.</li> <li>• It also supports children to be resilient, determined, collaborative and creative.</li> <li>• We want PE to be inclusive so all lessons are planned so children are appropriately challenged and supported to ensure every child has the chance to succeed.</li> </ul>	<p>PE starts in EYFS where the children take part in activities to develop their fine and gross motor skills and are introduced to small game play. Throughout EYFS and KS1, the children are taught the fundamental skills needed (e.g. balance, coordination, agility etc.) before being provided with time to apply these skills to different sports and scenarios going into KS2. Children are encouraged to reflect on their performance across the PE curriculum. Children are regularly provided with opportunities to take part in competitive sport during lessons and outside of school at local competitions. We have a multi-skills approach to the teaching of games, providing children with time to practice but also to problem solve, work as a team and be competitive. Dance and gymnastics exposes children to a range of stimuli, allowing creativity and improvisation alongside the teaching of specific skills. Outdoor and adventurous activities are taught through Forest School sessions and a residential trip to North Wales during Year 6. Children are taught to follow trails and using maps to orientate themselves; solve problems; work cooperatively and collaboratively with others.</p>
	<ul style="list-style-type: none"> <li>• We want our PSHE curriculum to support pupils' health, relationships and wellbeing.</li> <li>• Our aim is for all children at Crown Wood to make informed choices resulting in positive outcomes, including improved attitudes to health, being able to deal with personal challenges and improved behaviour.</li> <li>• We focus on strengthening the knowledge, skills and connections needed to keep our children healthy and safe, and prepare them for Secondary School and later life.</li> <li>• We aim to help children develop fully as individuals and as members of communities, which will ultimately enhance their life choices and open up a world of learning and responsibility.</li> <li>• The teaching of life skills to be able to deal with personal challenges is a key part of PSHE. This is achieved through developing: Leadership, Organisation, Resilience, Initiative and Communication (LORIC) in children.</li> </ul>	<p>Our PSHE curriculum is based on PIXL Quickstart, The Christopher Winter Project (Relationships &amp; Sex Education) and UNESCO's 'Rights Respecting Schools' programme. These schemes work in line with the EYFS Framework and National Curriculum and include health &amp; wellbeing, e-safety, relationships and character education. Teachers follow the sequence of lessons from these schemes, but adapt them to meet the needs of our children. Our curriculum also links to the school's values, British values and to Social, Moral, Spiritual and Cultural (SMSC) education. PSHE is taught through weekly or bi-weekly lessons. Assemblies - whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC. In these, children are encouraged to think, reflect and share their ideas. PSHE is also taught as part of wider curriculum themes and through subjects like PE. Children are encouraged and expected to use the skills and attitudes acquired in PSHE when working collaboratively.</p> <p>A range of teaching strategies are used as appropriate. These include circle time, role-play, discussion – whole class, small group, 1:1, visitors (e.g. Police, Fire Brigade or Health Advisor etc.), stories (e.g. exploring behaviour of characters), creative activities and pupil-initiated activities. Teachers choose the method most appropriate for their whole class to meet the objectives of the lesson. Work is recorded in variety of ways and displays across school reinforce the PSHE curriculum enabling children to make links. The elected School Council are actively involved in promoting PSHE and Citizenship issues, as are the Eco-Warriors, Sports Council, House Captains and Peer Mediators. The forest learning provision gives children opportunities to express and challenge themselves in a more informal setting and to display the school's values skills.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RELIGIOUS EDUCATION (RE)</p>	<ul style="list-style-type: none"> <li>• Our RE curriculum is in-line with the locally agreed syllabus for Berkshire.</li> <li>• It is designed to support children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;</li> <li>• To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;</li> <li>• Develop the ability to make reasoned and informed judgements about religious and moral issues;</li> </ul>	<p>We use the Discovery Scheme to support the teaching of Religious Education (RE). The scheme meets the requirements of The Pan-Berkshire Syllabus (2018-2023). Teachers follow the sequence of lessons from this scheme, but adapt them to meet the needs of our children. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. We promote evaluation and critical thinking to help equip the children to consider the different belief positions they encounter. Children are given opportunities to develop the skills and attitudes required by the Agreed</p>

<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Enhance their spiritual, moral, social and cultural development and develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.</li> <li>• Our curriculum does not include any attempt to alter a child's beliefs. In accordance with the locally agreed syllabus, our RE programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'.</li> </ul>	<p>Syllabus, including communication; collaboration; commitment; fairness; respect; self-understanding; enquiry and open mindedness.</p> <p>RE is taught through weekly or bi-weekly lessons. In addition, assemblies - whole school, Key Stage and class - regularly make a link to RE, British Values and SMSC. RE is taught through "big questions" and the concepts of "Belonging, Believing and Behaving". A range of teaching strategies are used as appropriate. These include discussion – whole class, small group, 1:1, role-play, visitors, the use of artefacts, stories, creative activities and pupil-initiated activities. Teachers choose the method most appropriate for their whole class to meet the objectives of the lesson.</p>
	<ul style="list-style-type: none"> <li>• The aim of our science curriculum is to provide pupils with the foundations for understanding the world they live in.</li> <li>• We want them to develop and maintain intellectual curiosity and scientific thinking so they are questioning learners with a thirst for knowledge.</li> <li>• We want children to leave Crown Wood with the skills and understanding they need to pose hypotheses and answer questions through self-led enquiries and to be excited and curious about the world.</li> <li>• The children will also learn about the history of Science and given opportunities to express scientific ideas, concepts and thinking across the whole of the curriculum.</li> </ul>	<p>Thinking scientifically, posing questions, finding answers and exploring the world begins in Early Years. Child-led and play-based learning provides opportunities to develop scientific skills. Science is taught in blocks, within thematic units. Children build on prior knowledge, but this is often presented in a different context so that enthusiasm and curiosity is maintained. Science teaching is practical with an emphasis on research and investigation. Recording and use of rubrics allow teachers to assess children's scientific knowledge, skills and understanding without over-reliance on their reading and writing abilities. Teachers use oracy skills and discussion to probe understanding and address misconceptions. Science learning is enriched through trips, outside learning (particularly in Forest School) and the planned school allotment.</p>

<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>• Summative assessments are recorded three times a year. Teachers use 'rubrics' (in subjects covered by the IPC) and / or formative assessment to make judgements and to inform planning. The children are involved in the learning process at every stage, helping to shape the 'route' through a unit and self-assessing (e.g. using 'rubrics').</li> <li>• Subject leaders undertake frequent learning walks to check the quality of teaching and subject knowledge. They also scrutinise books and other work and talk to the children to check standards and rates of progress.</li> <li>• Developmental drop-ins (DDIs) and staff surveys are used to check staff confidence and to identify further support.</li> </ul>	