

Wider Curriculum Implementation Statement

Priorities in light of new Ofsted Framework

1. Develop skills and understanding of Middle Leadership
2. Develop a clear vision / intent for each area of the curriculum
3. Ensure there is a clear progression of skills in each area

Religious Education : A whole school curriculum map has been planned in line with guidance from the Diocese. The units taught are taken from the Understanding Christianity scheme and the Warwickshire SACRE Agreed Syllabus, and are plotted to ensure progression in the teaching of key Christian themes and values as well as coverage of other religions. Please see R.E. Curriculum Map.

Computing: We use the 'Switched On Computing' scheme across the school. Please see Computing Curriculum Map.

PSHE: We are trialling the Jigsaw Scheme which includes the new statutory relationships and health education. We take part in the 'Taking Care' project which focus on teaching protective behaviours, and teach this as a whole school unit in Autumn 2.

Modern Foreign Languages: We teach Spanish across Key Stage 2 using the Early Start Language subscription. Please see Languages Curriculum Map.

Physical Education.: We have a Sports Coach who has designed a school PE Curriculum Map that ensures coverage and progression from year to year. He is a PE specialist who teaches all PE from Reception to Y6, as well as developing Sports competitions within school and identifying other sporting opportunities beyond the school. Please see P.E. Curriculum Map.

Science / History / Geography / Art / Design Technology and Music

We have developed a number of key themes that act as a whole school focus for teaching within individual subjects. The themes last a term, and are planned as part of a two-year rolling program, meaning there are six themes over two years. National Curriculum objectives have been mapped within the two-year rolling program to ensure full coverage over the two years across pairs of year groups – Year 1 & 2, Year 3 & 4 and Year 5 & 6.

Within themes, subject specific lessons are taught in a sequential way to ensure that skills and knowledge are built upon over time. Science lessons are taught every week in every year group. Other subjects may not be taught every week to ensure that there is depth of knowledge over time. Instead, there will be a sequence of lessons within subjects across the theme. For example, there may be a series of history lessons over a period of approximately half a term that sequentially build skills and knowledge over the sequence of the lessons. The following half term might focus on building geography knowledge and skills within the same theme.

All lessons within this group of subjects take the same format. Lessons start with a 'Big Question' – an exploration task which allows children to explore the ideas associated with that lesson objective. Teaching then moves through the ideas that come out of this exploration task, identifying the key learning points. Evidence of pupils' learning may be recorded within the lesson in a number of ways, sometimes by the pupils in the form of a written task in exercise books, but sometimes pupils will undertake practical work or group work which may be photographed for evidence.

Opportunities for extended writing are built into wider curriculum subjects where possible, although all lessons are assessed based on subject specific objectives.