

## **Bramcote Hills Primary School**

### **Our School Curriculum**

The school has a clear Personal, Social, Health and Citizenship Education programme which underpins our whole curriculum. This ensures issues of personal safety, healthy lifestyles and growing up are not only introduced progressively through the school (together with teaching about citizenship, awareness of economic and enterprise issues and environmental education) but also lived out in our school community on a daily basis.

Children in Foundation follow the Early Years curriculum comprising personal and social education, communication and language, maths, knowledge of the world, and creative and physical development. Activities are planned around imaginative topics and are play based to enable children to progress towards the Early Learning Goals. Children follow a rigorous and systematic synthetic phonics programme which is based on the government's Letters and Sounds programme but primarily uses the Jolly Phonics resources. These schemes continue throughout Key Stage 1 and into Key Stage 2. In the Early Years, children are given a range of phonetically decodable reading books to take home which give them early success and independence when reading. As children's phonic knowledge increases, they are introduced to a wider range of texts which are carefully graded using the 'Book Bands' system. For children in Year 1-6, the curriculum remains broad and balanced but includes within it all the subjects in the National Curriculum: the *core* subjects of English, maths, science and Computing; and the *foundation* subjects – design and technology, history, geography, art and design, music and physical education. Children aged 7-11 also learn French. The school follows detailed schemes of work in each subject, based on the National Curriculum Programmes of Study and woven into learning topics which usually last four or five weeks.

In addition, the school has comprehensive schemes of work for religious education and sex and relationships education. Both are taught in accordance with guidelines issued by the Nottinghamshire Local Authority and approved by the Governing Body. Sex and Relationships Education is linked to the study of Life Processes and Living Things in science. Parents are informed when specific sex education is being planned and may exercise their right to withdraw their child if they wish. They may also view the materials used in advance. In addition, children's questions about sex are answered frankly by the teachers with due regard to the child's age and maturity.

Throughout the Foundation Stage (reception children aged 4-5 years), Key Stage 1 (infants aged 5-7 years) and Key Stage 2 (juniors aged 7-11 years), a variety of teaching styles are used in order that children can access all areas of the curriculum. Teaching methods across the school include a mixture of whole class teaching, group activity, paired and individual work. Methods are chosen and adapted to suit the learning preferences and individual needs of the children. Children's work is often related to broad themes which are followed for a number of weeks. As a result, curriculum subjects are sometimes taught in separate lessons and sometimes as part of a wider topic. Class timetables and termly plans are available for parents to see if they wish. The school is committed to providing equal opportunities,

promoting racial equality and good race relations, and preparing children to live in a multi-cultural society.

Residential visits are arranged as part of the teaching programme for children in Years 2 to 6 and all classes go on educational visits to support work in the classroom. The governors charging policy is available on request.

*"Pupils thrive on the challenging, varied and interesting curriculum"*  
OFSTED Inspection Report – February 2002

*"The outstanding curriculum makes sure that all pupils acquire the key skills of communication, using number, ICT, working with others and improved personal performance and problem solving."*  
OFSTED Inspection Report October 2006

## **Curriculum aims**

The governing body has agreed the following statement summarising the curriculum aims of the school.

The curriculum at Bramcote Primary School will be broad and balanced, and will: -

- ❖ promote the intellectual, physical, spiritual, moral, cultural and social development of children
- ❖ prepare children for the opportunities, responsibilities and experiences of adolescence and adulthood
- ❖ meet children's individual and special educational needs as fully as possible at each stage

We are committed to do our best to ensure that in the following subjects each child will:

### **English**

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**

Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

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**

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.

## **Design and Technology**

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.

## **Computing**

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.

## **History**

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,

analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Geography**

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Languages**

Understand and respond to spoken and written language from a variety of authentic sources.

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Discover and develop an appreciation of a range of writing in the language studied.

### **Art and Design**

Produce creative work, exploring their ideas and recording their experiences.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Evaluate and analyse creative works using the language of art, craft and design.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Music**

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others.

Have the opportunity to learn a musical instrument.

Use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Physical Education**

Develop competence to excel in a broad range of physical activities.

Are physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

### **Personal, Social and Health Education & Independent Learning**

Learn how to research topics independently, acquire information from various sources, record information and findings in various ways and make judgements based on the information collected.

## **Religious education policy**

Religious education is taught in line with Nottinghamshire guidelines. Although broadly Christian, it also reflects our multi-cultural society and the faiths, customs and celebrations of other cultures. We have daily school, Year Group or class assemblies, which are taken by the Head Teacher and other members of staff. Guest speakers from the local faith groups are regularly invited to lead an assembly. Parents have the right to withdraw their children wholly or partly from religious education or assemblies on religious grounds.

The school is not affiliated to a particular religious denomination.