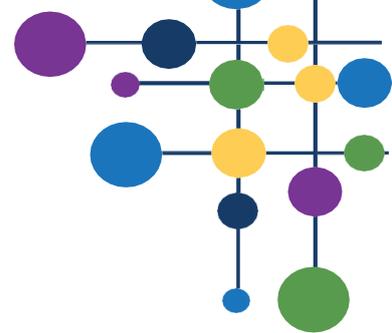


## **Cowlersley Primary School Curriculum Aims**

MAT Version	1.1
Name of document writer	John McNally
Last updated	January 2020
Review date	September 2021

## CONTENT:

1. Our Vision
2. Our Curriculum Allocation
3. The Curriculum at Cowlersley Primary Academy
4. Useful links



## 1. Our Vision

# “Empowering every child, inspiring a community”.

We have high aspirations of all our pupils and promote this through our broad and engaging curriculum that helps pupils to build the fundamental knowledge and skills beyond the academic. We recognise each pupil as an individual, whilst realising the significant role pupils play to support and positively influence each other as a school community. Our aim is to help every pupil to achieve their personal best, to succeed and to grow; so that they are proud of all that they achieve. We celebrate our many accomplishments as a community, valuing those people within it. We work together as a community to make sure that our pupils are best placed for the next stage in their educational journey and as positive, active citizens.

Our aim is that children leave us as confident, articulate individuals, with a secure command of the English language, mathematics and a love of learning. Our children receive an excellent grounding in essential skills, including those relating to reading, writing, spelling, grammar, mathematical understanding and confidence in the expressive arts.

We use quality ongoing assessment to ensure that our children achieve well, through the delivery of carefully planned sequences of lessons, which suitably challenge children, building upon prior learning.

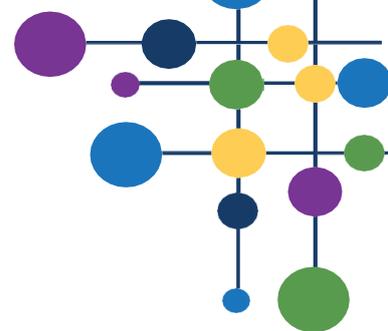
We also ensure that our pupils have the skills they need to be a successful member of our modern British society learning about the following core values: Democracy, The rule of law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.

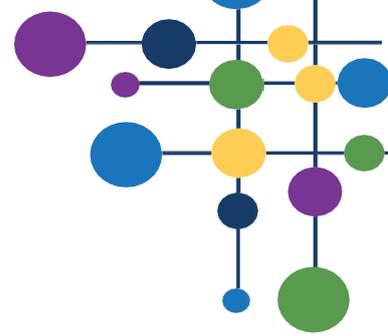
We believe these aims will develop us spiritually, morally, socially and culturally, therefore helping to prepare us for the next challenges and opportunities in our lives.

Our School Aims are at the very heart of our curriculum and are the reason that whenever our children participate, they know they have every chance of succeeding.

In our school, everybody should develop and maintain a purposeful and high-quality learning environment, organised and free from unnecessary interruption. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to:

- Achieve beyond their own expectations
- Be proud of our community, our school, our achievements and our peers
- Take part with the belief that we have every chance of success
- Develop a culture where we take appropriate risk, understanding this is how people learn, grow and achieve things they thought were too difficult
- Enable people to work together, in order to achieve more than we could on our own





## 2. Our Curriculum Allocation

The time spent on teaching each week at Cowlersley Primary Academy is approximately 5 hours per day.

Under usual circumstances, schools must open so that teachers can meet with pupils for 190 days in an academic year.

- Foundation Stage - There is no published guidance on minimum teaching hours for children in the Early Years Foundation Stage
- The Department for Education “no longer imposes legal requirements regarding the length of the midday break, or the morning or afternoon sessions. Schools can, therefore determine the length of each sessions and breaks. Every day on which a school meets is divided into two sessions with a midday break”
- The DFE no longer make recommendations as to teaching times per Key Stage
- The DFE also states that it is for schools to decide how much time to spend teaching each subject taking account of the needs and particular circumstances of their pupils
- It is not necessary to study all National Curriculum subjects every week, term or year, so an individual school may decide to concentrate on particular subjects during particular terms or particular years

At Cowlersley Primary, the following approximate time allocations are offered for teachers in Key Stage 1 and Key Stage 2 to be used as a general guide, taking into account the teaching time each week of 25 hours and the above information:

Each week, approximately the following time will be dedicated to the subjects listed below:

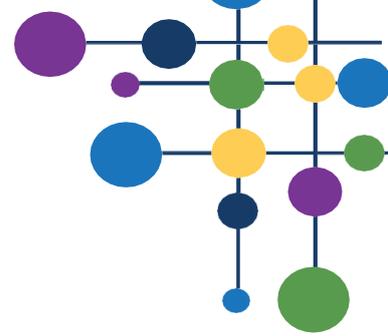
- English – Core subject including reading, writing, phonics and other literacy activities: 10 hours
- Mathematics – Core subject equivalent to one session each day - 5 hours
- Science – Core subject – 1.5 to 2 hours per week
- Computing – Core subject – 45-60 minutes per week
- Physical Education (or swimming) – 2 hours per week
- History/Geography – 1.5 hours per week
- Art/DT – 1 hour per week
- Music, Religious Education (RE), Modern Foreign Languages (MFL) and Personal, Social, Health and Relationships Education (PSHRE) are allocated 2.5 to 3 hours per week and are used flexibility depending on the focus for the half term.

## 3. The Curriculum at Cowlersley Primary Academy

We have carefully planned our curriculum to ensure full National Curriculum in all year groups. We have mapped each subject across each half term and each year group to build on prior learning to consolidate knowledge that have previously been taught. Our learning objectives centre round skills progression ladders to ensure that children of all ages are being taught the correct knowledge and skills at the right time and in the right order to help the knowledge really stick.

We dedicate time daily to the teaching of phonics, reading, writing and mathematics and weekly time to subjects such as PE, Science, PSHE and RE. Other subjects such as History, Geography and Art are given a half termly focus so that they can children can be really immersed in them whilst they are being studied.





## English (Speaking, Reading, Writing Inc. SPaG/Phonics)

Here are Cowlersley Primary we believe that the skills of literacy are essential everyday life; they allow us to communicate and operate on a day-to-day basis and to enjoy language.

The teaching of English in school falls under three different heading: Speaking and Listening, Reading and Writing. The development of children's skills and knowledge in these areas is of the utmost importance to us and we work hard to ensure that the children have the reading fluency and skills they need to access the rest of the curriculum. We aim to instil a love of reading in every child and believe books open the door to a whole new world.

Our English curriculum is designed to ensure the delivery of exciting, innovative sequences of lessons in Reading and Writing, which enable and empower children to develop their written and oral communication, command of grammar and reading and comprehension skills. We tailor the contexts in which children learn to the needs of individual cohorts, in order to nurture their academic, cultural and socio-economic needs, as well as tapping into what they are most passionate about.

Throughout school, whole class discrete Resilient Reader sessions are taught daily, which incorporate highly engaging word work tasks and the exploration of high-quality texts. Our curriculum for reading ensures all our children have the opportunity to develop and perfect all of the characteristics of being a good reader.



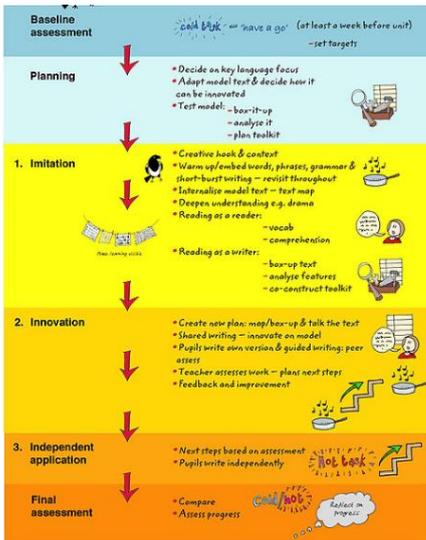
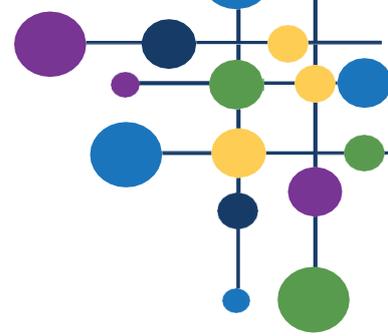
These include:

- Excellent phonic knowledge and skills
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum
- Knowledge of an extensive and rich vocabulary
- An excellent comprehension of texts
- The motivation to read for both study and for pleasure
- Extensive knowledge through having read a rich and varied range of texts

We know that if you have the characteristics of a good reader, you have all the tools you need to become a fantastic writer. Sequences of lessons across all stages of school support and inspire our children to develop their skills and knowledge in the following key areas:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)





Through the use of high-quality texts from our reading spine, children are exposed to a wide range of authors, text structures, sophisticated vocabulary and grammatical concepts.

Staff use Talk for Writing, which is an engaging teaching framework based on the principles of how children learn, to deliver sequences of English lessons. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

Our aim is to:

- Nurture children's writing abilities so they become confident, capable writers
- Develop children's abilities to write fluently and with interesting detail on a number of topics throughout the curriculum
- Cultivate a rich and vivid imagination that makes readers engage with and enjoy children's writing
- Promote and facilitate children's development of a wide vocabulary relating to the whole curriculum
- Develop children's knowledge of writing techniques for a range of purposes
- Teach children to produce well-organised and structured writing, which includes a variety of sentence structures
- Learn excellent transcription skills that ensure each child's writing is well presented and punctuated, spelled correctly and neat
- Develop a love of writing and an appreciation of its educational, cultural and entertainment values
- Our children love using MC Grammar's songs to learn tricky grammatical concepts.



In addition to using songs to help our children develop and remember their knowledge of grammar, we also use many other MC Grammar approaches, such as 'code cracking'. Though some grammar, punctuation and spelling concepts are taught discretely, our sequences of lessons incorporate these areas of learning, to ensure that children can apply them in context. Expectations of children's application of handwriting, grammar and spelling are high in all subjects, not just in English.

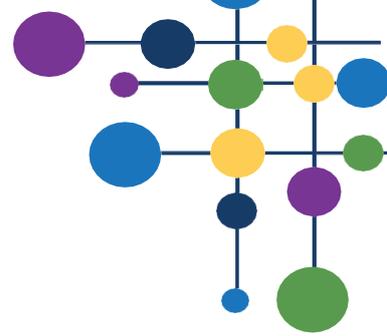
The MC Grammar combination of music, rap and grammar puts the swag into SPaG (Spelling, Punctuation and Grammar)! Try the resources for yourself at home.

<https://www.theteachertrain.com/mc-grammar>

## Maths

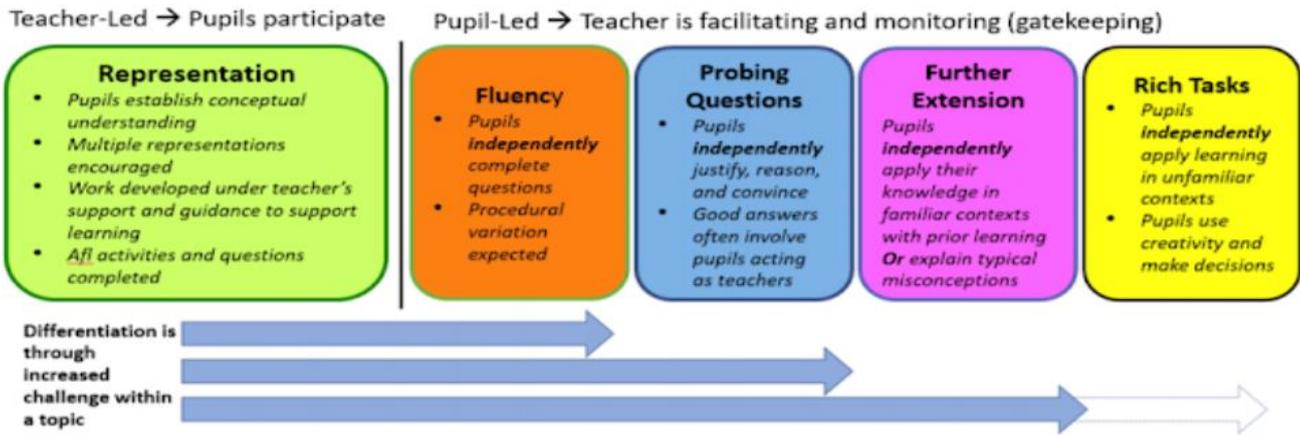
At Cowlerley Primary, we believe everyone can be a mathematician. We want our children to be inquisitive and to show a commitment to the 'why', not just the 'how' and by doing so, our children will become resilient problem solvers and have the confidence to try and try again. We carefully design our fluency tasks to be unfamiliar, rather than just be lists of the same kinds of calculations, helping the children to make connections and find patterns. We hope that our children will relish and enjoy





the challenge and exploration of the mathematical world and be open to different approaches to solve problems.

As teachers, we want to engage the power of the learner. Learning mathematics is a collaborative process and in turn, the children will gain sense of accomplishment and pride in their learning and find satisfaction in solutions. In maths, teachers use Academies Enterprise Trust (AET) resources to plan and deliver their lessons. This ensures that children are stretched and challenged to develop basic understanding of maths concepts and operations, whilst developing problem solving and reasoning



skills.

Mathematics is everywhere, this is a universal language, therefore we want our children to be fluent and aim for complete mastery. We celebrate and explore different approaches to maths and hope that the children become confident mathematical communicators and can explain, justify and reason. We believe mathematics is a creative discipline; the answer is only the start and children will appreciate both the relevance of maths and its abstract beauty.



At Cowlersley Primary we use Times Tables Rock Stars which is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. This format can successfully boost times tables recall speed that we want all of our children to achieve.

## History

The aim of History teaching at Cowlersley Primary is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern, multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

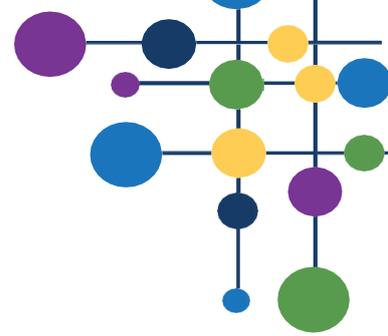
We aim to build an awareness of the past so that all children have a secure understanding of British, local and world history.

This includes topics such as:

- The Roman Empire
- The Anglo-Saxons
- Vikings



- Monarchy
- British history, law and political power
- Early civilisations
- War & post-war Britain



## Geography

Here at Cowlersley Primary, geography teaches an understanding of places and environments. Through their work in geography children learn about their area and compare their life in this locality to other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

## Physical Education (PE)

We aim to develop children's experiences of different kinds of Physical Education, to enable them to achieve personal success, and build the appropriate skills and confidence to partake in all sports and stay fit and healthy. Our Year 4/5 cohort attend swimming lessons throughout one academic year, approximately, with the aim that all our children are able to swim by the end of Year 5. Across the year, all children will have the opportunity to develop skills in a wide range of PE activities such as football, Netball, Dance/Gymnastics, Rugby. We also have visiting coaches from Pennine Sports Partnership who offer specialist teaching to our children at different points throughout the year.

## Personal, Social and Health Education (PSHE)

Our school's overarching intent for our children is to provide a personal, social, health education (PSHE) programme of study through Jigsaw that ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities



- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society

Our children will be taught in a safe and supportive learning environment. The jigsaw charter will be shared with all children before sessions begin to ensure all children understand the rules.

We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.



Our school's overarching intent for our children is to provide a personal, social, health education (PSHE) programme of study through Jigsaw that ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society

Our children will be taught in a safe and supportive learning environment. The jigsaw charter will be shared with all children before sessions begin to ensure all children understand the rules.

We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

## Science

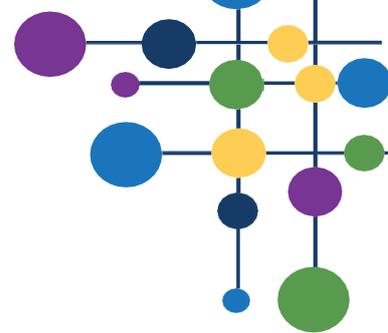
The 2014 National Curriculum for Science aims to ensure that all children:

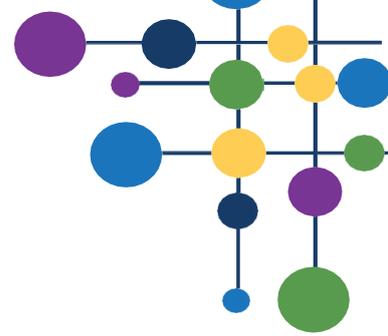
- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this

At Cowlersley Primary, we encourage children to be inquisitive throughout their time at the school and beyond. The Science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that the Working Scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

## Design Technology

At Cowlersley Primary, we have chosen to adopt a skills-based approach to the teaching of Design Technology which will allow our children to embed knowledge over time whilst revisiting and progressing skills from Reception to Year 6. Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community, something which we feel is important with the demographic we serve. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes and to work independently or as part of a team. We would hope that the activities undertaken here in Cowlersley Primary would also reflect the children's local environment and support them in the wider world.





## Art

At Cowlersley Primary, we believe that art is a vital part of children's education and has a significant and valuable role in the taught curriculum. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences based on the school's progression ladders. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum that will enable children to maximise their full potential as artists.

## Religious Education (RE)

At Cowlersley Primary, RE supports and strengthens the vision, ethos and values that are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain
- Understand how belief may impact on culture, relationships, values and lifestyle
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem

## Modern Foreign Languages (MFL)

At Cowlersley Primary, we believe in teaching modern foreign languages (specifically French) in a way that is enjoyable and stimulating. To encourage children's confidence in speaking a different language, we aim to develop their speaking and listening skills through oral skills, singing activities and games. We aim to embed the skills of listening, speaking, reading and writing which will enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Our MFL curriculum is designed to progressively develop children skills in languages, through taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the 'I Languages' Scheme of work to ensure coverage and progression across school.

## Computing

Technology is changing the lives of everyone. Through teaching Computing, we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.

It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a



discriminating and effective way.

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

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.

## Personal Development



Our Pastoral system is founded on the “Ready, Respectful, Safe” code of conduct and this is highly visible around school and is familiar to all students. Through a mixture of dedicated assemblies and class time, students study PSHE to help them to show the good learning behaviour and promote a behaviour for learning environment that compliments the bespoke curriculum we have designed. As a school, we recognise that behaviour for learning is a non-negotiable within our curriculum intent.

## Early Years Foundation Stage (EYFS)

At Cowlersley Primary, we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage April 2017, and the four guiding principles that shape the practice in Early Years settings.

These include:

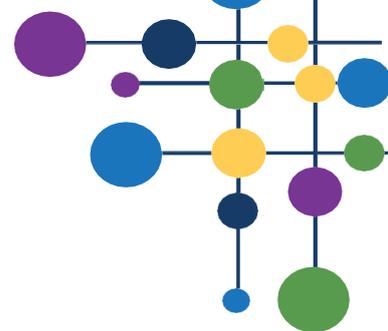
- Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
  - Positive Relationships – We recognise that children learn to be strong, secure and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

We adapt our curriculum planning to ensure that it is:

- tailored to individual needs
- capitalised on children’s interests in order to achieve learning outcomes
- flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment
- grounded in the Early Years Foundation Stage (EYFS) framework

## Assessment:

English including Phonics, reading, writing, SPAG (spelling, punctuation & grammar) and Maths are assessed throughout the year to teachers understand how well pupils understand what has been taught. Some assessments are formal ‘tests’, for example the National Year 6 SATs tests. Other assessments are completed by the teachers during day-to-day teaching and learning in classroom activities.



Whilst subjects like History, Art and PE for example are not formally assessed in terms of a 'test', teachers check what pupils understand, learn and remember regularly. The curriculum is then 'adapted' to suit the needs of pupils across school so that they cover the National Curriculum.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRI\\_MARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRI_MARY_national_curriculum.pdf)

At Cowlersley Primary we do not 'test' children when it is not required, rather assess their knowledge, understanding and skills over time to help teachers and leaders create a tailored challenging curriculum for all our learners, both now and for their future. We aim to keep parents and carers up to date with the progress of their children. The following table offers a summary of our assessments across the academic year.

Year Group	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
<b>Early Years (EYFS)</b>	<ul style="list-style-type: none"> <li><b>EYFS baseline (Sept)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EYFS assessment (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EYFS Profile (May/June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 1</b>	<ul style="list-style-type: none"> <li><b>RWI Phonics (Oct)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>RWI Phonics (Feb)</b></li> <li><b>KS1 Phonics (May)</b></li> </ul>	
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 2</b>	<ul style="list-style-type: none"> <li><b>Practice SATs (Dec)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>KS1 Practice SATs (Feb)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics retakes (June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 3</b>	<ul style="list-style-type: none"> <li><b>NFER Tests (Dec)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER Tests (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER Tests (July)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 4</b>	<ul style="list-style-type: none"> <li><b>NFER Tests (Dec)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER Tests (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER Tests (July)</b></li> <li><b>National Multiplication Checks (June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 5</b>	<ul style="list-style-type: none"> <li><b>NFER Tests (Dec)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER Tests (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER Tests (July)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 6</b>	<ul style="list-style-type: none"> <li><b>SATs baseline (Sept)</b></li> <li><b>Year 6 Assessment (Nov)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Year 6 SATs practice test (Feb)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>KS2 Test Week (May)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parents/Carer evening	Report home

**Reading** assessments take place throughout the year to monitor how pupils are progressing and to make sure that the books they read are suitable for their needs, offer challenge and engage our learners. Our Literacy Spine is central to our whole curriculum.

**Links** [www.cowlersleyprimaryschool.org.uk](http://www.cowlersleyprimaryschool.org.uk)

