

Parkfield Primary School
Connected Curriculum Policy

Rationale

At Parkfield our curriculum is designed to broaden children's 'cultural capital' - providing them with a broad range of experiences and knowledge of the world which will enable them to succeed in school and beyond.

We believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that develop their aspirations and skills as life-long learners.

Our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally and culturally.
- Positive attitudes, healthy relationships and essential life and work skills.
- The ability to make informed choices, gaining experiences and developing responsibility for the future.

Introduction

The Connected Curriculum is organised into integrated themes and links are made between subject areas within a theme and while still giving emphasis to a foundation subject within each theme (the 'driver'). The use of computing is encouraged in all theme areas as a subject in its own right and in the teaching of the theme. Computing also gives children the opportunity to develop their independent learning. Computing, Maths and Literacy skills are linked both within the theme whenever possible. If necessary explicit skills are taught separately. Each class teacher is responsible for the delivery of the curriculum through a 'theme-based' approach which incorporates key skills.

Aims of the Connected Curriculum

We will engage, motivate and excite the children, equip them with skills and knowledge and encourage them to have high aspirations while making them active partners in their own learning.

Our aims are -

- To increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful by putting it into context.
- To provide a broad, balanced, relevant and inspirational education which provides both continuity and progression and takes individual differences into account.
- For children to be numerate and literate and to apply the skills they learn in a variety of contexts to consolidate their understanding.
- To provide children with the skills that they will need, both throughout their formal education and also for life.

- To help learners become more independent and take greater ownership of their learning, developing children's confidence and motivation to learn through the use of a range of learning and teaching styles
- To teach learners about geographical, historical and social aspects of the local environment, their national heritage and to be aware of other times and places.
- To help learners to recognise links among family, local, national and international events.
- To develop the use of computing across the curriculum.
- To have some knowledge of the beliefs of the major world religions.
- To teach learners to apply the basic principles of health, hygiene and safety.
- To develop learners enquiring minds and scientific approaches to problems.
- To enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- To develop learners' ability to transfer skills across different subject areas.
- To develop social skills and encourage children to become more active citizens within the school community and beyond.

Planning and organisation

In order to achieve these aims our curriculum –

- Gives opportunities for a flexible timetabling approach to make space for true depth of study.
- Is planned around themes which are chosen each year to meet the needs and interests of each cohort of learners.
- Establishes cross-curricular links wherever possible while being mindful of the skills and knowledge to be taught in each year group.
- Encourages collaboration across year groups, key stages and the whole school.

At Parkfield we follow the requirements of the National Curriculum for Key Stages 1 and 2 in the National Curriculum for Mathematics and Literacy. For the Foundation Subjects we use a skilled based curriculum (Chris Quigley Skills curriculum planning) which is also based on the National Curriculum and breaks down the key skills for key stages one and two. Nursery and reception classes follow the EYFS curriculum, which is also referred to as children transition into year 1.

Each class has a big book where examples of each theme are kept, as evidence of the teaching of foundation subjects and a record of themes covered through the year. It is annotated with explanations of wow moments and the skills which children have practiced.

Medium Term Planning

Each year group plans a unit of work based on a theme that is chosen with the children's interests in mind. Teachers then work from the skills set out for their class to plan activities which link to that theme. For each theme one foundation subject is given prominence, it is

known as the 'driver'. The driver changes for each theme, this ensures that the children experience a full range of subjects across a year. Within each theme other foundation subjects will also be revisited, but with less focus than the driver.

To create a sense of excitement and put the learning into context teacher plan a 'WOW moment' that underpins the whole topic. This may happen to launch a new theme or as a point to work towards. **We strongly advocate the use of visits/ visitors and creativity to engage pupils and ensure there is a 'WOW' factor.**

Inclusion

At Parkfield Primary School we are committed to ensuring that all children are able to fully access the curriculum. All of the children at Parkfield start at a different point in their learning and we want all of them to make their best possible progress. We modify and differentiate the curriculum for the needs of each individual child, especially those children with Special Educational Needs. Gifted and talented children will be challenged with work which extends their thinking and opportunities to take part in extra projects or groups.

Homework

We believe theme homework should support and extend the children's learning in class. The homework contributes to the overall outcome of the integrated theme. Therefore, the children see a clear purpose in their learning at home (see homework policy). At the start of a new topic children are given theme based homework which is usually practical and designed to be a fun project for the family.

Newsletters

At the start of each theme parents are given a 'curriculum newsletter' which outlines the areas they children are going to learn about. The newsletter outlines ways in which parents can support their children at home.

Monitoring and Evaluation

Monitoring and evaluation is carried out by the Senior Leadership Team, Governors and Subject Leaders through:

- scrutiny of class curriculum books and children's individual books
- regular discussions with staff
- observations of lessons
- monitoring planning to ensure curriculum coverage
- sitting in on planning meetings to support
- speaking with the children about their learning

Development

We always aim to improve. Subject leaders support colleagues to ensure challenge in their subject and we regularly use team teaching to model good practice.