

At Tilstock CE Primary School we provide a broad and rich curriculum which promotes a love of learning, personal growth and development through a balance of skills and knowledge.

Our curriculum is firmly rooted in and stems from our core aims.

believe
learn
reflect
smile
aspire
nurture
achieve

Our curriculum coverage provides:

- opportunities that develop a love of learning
- a wide range of experiences which make learning relevant and to the pupils
- opportunities for pupils to investigate, make links and apply their skills across the curriculum
- opportunities for pupils to share their learning and learn from others
- tools and skills pupils need to become independent learners

English

We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide and varied vocabulary and use these regularly in their speaking and writing
- develop 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
- develop an understanding of the writing process and how writers create different effects
- acquire the confidence and skill 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

Maths

Through our teaching of **Mathematics**, we aim to ensure that all pupils:

- become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time

- develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, investigating relationships and making generalisations
- justify or prove thinking using mathematical language
- can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- ask questions and develop their own investigations

Science

Through our teaching of **Science**, we aim to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- acquire the skills and language needed to conduct investigations and experiments and explain their findings
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- develop a love of science and the natural world

Art and Design

Through our teaching of **Art and Design** we aim to ensure that all pupils:

- 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 and designers, and understand the historical and cultural development of their art forms

Design Technology

Through our teaching of **Design and Technology** we aim to ensure that all pupils develop a secure understanding of the design process. We aim for all pupils to:

- understand who they are designing for and investigate similar items in a critical way
- design and make products that function in some way to be successful
- use age appropriate tools and techniques
- informed decisions such as selecting appropriate materials and techniques and deciding how these will work
- be original with their thinking
- evaluate and improve their products

Music

Through our teaching of **Music** we aim to ensure that all pupils:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Computing

Through our teaching of **Computing** we aim 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

Geography

Through the teaching of **Geography** we aim to ensure that all pupils:

- develop knowledge of the location of globally significant places –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 change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data 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 data and writing

History

Through the teaching of **History** we aim to ensure that all pupils:

- know and understand the history of the UK, 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
- 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
- understand the methods of historical enquiry, including how evidence is used 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

PE

Through our teaching of **Physical Education** we aim to ensure that all pupils:

- 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

RE

Through our teaching of **Religious Education**, we aim to ensure that all pupils:

- develop a secure knowledge and understanding of Christianity, other principal religions and religious traditions
- have opportunity to reflect
- have opportunity to explore their own beliefs and build their sense of identity and belonging
- understand beliefs, values and teachings and how they are conveyed
- understand practices and lifestyles of those of different faiths and develop a respect for others
- are prompted to consider their responsibilities

PSHE

Through our teaching of **Personal, Social and Health Education**, we aim to ensure that all pupils explore:

- Identity
- Relationships
- A healthy balanced lifestyle
- Risk and safety
- Diversity and equality
- Rights including the notion of universal human rights, responsibilities and consent
- Change and resilience
- Power
- Career

Value of the half term:

Every half term the whole school family will concentrate on exploring and learning about a Value or Theme. The value will be explored collectively through worship and in class groups through a variety of activities.

Sharing the learning:

Opportunities are provided throughout the year for children to 'Share the learning' in different ways.

- Teacher in Year 1 – 6 provide curriculum topic webs each term
- Families invited into school to share learning in books and displayed around the classroom
- Celebration assemblies
- Classes will offer chances to family members to join in with learning during the school day

Feedback:

- Feedback and marking from teachers provides feedback relevant to the task which challenges and moves pupils on in their learning.
- Opportunities are also offered for children to offer peer feedback to one another within supportive scaffolds.

Learning Outside the Classroom:

At Tilstock CE Primary we recognise the importance of the outdoors as a unique and engaging environment for learning.

- EYFS children have access to their own Outdoor Learning Environment
- Our Forest School area is available to all year groups.
- All staff are encouraged to make use of the outdoor environment across the curriculum and throughout the seasons.

SMSC:

Across all our curriculum we aim to encourage the Spiritual, Moral, Social and Cultural development of our pupils.

Homework:

At Tilstock CE Primary we encourage our families to get involved in their children's learning.

- Parents are informed of the learning planned on a termly basis through curriculum newsletters
- Spellings are sent home weekly
- Reading books are sent home daily
- School provides online platforms and sign in details for age appropriate sites which support learning at home (Mathletics, Spellodrome).
- Workshops are offered for families by staff on areas of the curriculum eg Phonics, Reading

The main emphasis, across the school, for home learning is around regular reading. Parents are encouraged to support the learning happening in school in other curriculum areas as appropriate.