**Curriculum planning**

We try to teach our curriculum wherever possible through a thematic topic (eg The

Romans). We find children quickly become enthusiastic about the topic and we can

capture that enthusiasm to develop subject specific skills in a purposeful way. It also

enables children to see the connections between the different subject areas.

We aim to ensure that in every topic, we start with a really interesting event and

include visits and visitors to bring the learning to life.

Our topic calendar can be found on the accompanying document below.

**Mathematics.**

Our core teaching in Mathematics follows the Abacus Evolve scheme published by

Pearson. We feel that using a scheme ensures a structured progression of maths skills

with a consistent approach from year 1 to year 6. The published scheme includes active

problem solving as well as book-work and our teachers supplement the scheme with a

variety of activities and resources which make the maths learning more lively and

connect it with real life experiences.

We place a strong emphasis on the learning of key maths facts (addition and

subtraction of numbers to 20 , and multiplication facts to 12 x 12) and we ask parents

to help with home learning to ensure that children have instant recall of these

facts which they will need for more advanced problem solving.

**English**

*Speaking and Listening*

Speaking and listening skills are developed as an integral part of our learning in all

subjects. Through our topic work we ensure that children’s vocabulary is developed.

Use of talk partners enables children to practice talk and dialogue for learning. We use

drama particularly role play to explore different types of talk and our ‘Talk for

Writing’ curriculum involves children in learning and retelling stories.

*Reading*

Reading in school starts with a phonic based approach to learning to read. Our

reception children enjoy learning the corresponding sound (or phoneme) for each letter

through the ‘Jolly Phonics’ approach which uses rhymes, songs and actions to ensure the learning is fast and fun. This approach is supplemented by the use of ‘ Letters and

Sounds’ to ensure that children achieve mastery of all their sounds for reading in years

1 and 2. Reading books are carefully graded with reading based on texts at an

appropriate level for the child’s decoding skills. Reading comprehension also starts

from the very beginning with guided reading sessions to explore understanding.

Once children have learned to reliably decode print, guided group reading continues

throughout Key stage 2 to explore the skills of:

skimming and scanning texts to find information

a deeper level of understanding using inference and deduction

an appreciation of themes.

We encourage a love of reading through the reading of stories regularly in class as well

as a daily quiet or shared reading time . Children are able to select a wide variety of

books from our well-stocked library.

*Phonics*

We have devised our own phonics programme based on Letter and Sounds (Six- Phase Teaching Programme.)We use a range of resources, which include PhonicsPlay, Jolly Phonics and Songbird Phonics to support the pupils learning of phonics.

*Writing*

In the earliest stages children are encouraged to breakdown the sounds they hear in

words and use their phonic skills to write them as part of their daily phonics sessions.

They are taught correct letter formation using the ‘Debbie Hepplewhite’ handwriting scheme and

encouraged to have-a-go at writing in a variety of learning activities as well as in guided

groups with the teacher.

We use class topic work as a focus for reading and writing activities. Our children

enjoy writing because of our commitment to a ‘Talk for Writing’ approach which means

that children have had lots of oral rehearsal before writing and so feel confident and

clear about the content of their writing before they start. Children throughout the

school have a monthly ‘Big Write’ session, across the school : this is a 40 – 50 minutes session of quiet uninterrupted writing time .

We ensure that children have a variety of purposes and contexts for their writing,

including newspaper reports, letters, diaries, reports, biographies, instructions,

persuasion, discussion and recounts .

Spelling skills and strategies are taught weekly. Children are expected to master the

spelling of the main key words by the end of Year 2 . Parents are asked to help

children with learning spellings at home as part of homework.

**Science**

We use an established science curriculum (Hamilton) to ensure continuity and

progression in our science teaching from year 1 to year 6. Children learn the skills of

being a scientist through planning, carrying out and evaluating regular investigations as

well as learning about the important science concepts and knowledge.

**Computing**

Our core teaching in computing follows the new national curriculum expectations. The children have a weekly lesson, in which they learn new skills. Plus we ensure that the children use ICT when appropriate in all other subjects

**History and Geography**

These subjects are taught thematically with a different topic each half-term. We find

this approach ensures maximum enthusiasm and engagement from our pupils. We try to

start each topic with a visit or visitor to engage children from the very beginning.

They quickly become immersed in the topic and we have received some truly amazing

project work as a result.

**Religious Education**

We follow the Devon agreed syllabus for RE in common with all other maintained

schools in Devon. This ensures a rich mix of learning about Christianity and other

World Religions through themes.

**Person , Social, Moral and Health education**

Weekly lessons explore feelings, social situations and aspirations through circle time,

drama and group activities. We have a whole school planned curriculum which includes

progressive and age appropriate learning about drugs, smoking and sex education.

Parents have the right to withdraw their child from sex education if they so wish. We

are always happy to discuss and share with parents the materials we use for this area

of the curriculum and parents are notified in advance when this topic is due to be

taught.

**Music**

Weekly music sessions develop children’s sense of rhythm, timing and pitch through

listening and composition activities. We have excess to a wide variety of instruments in the Learning Community. Children develop singing skills and a love of singing through a weekly singing practice.

**Art**

Our detailed art curriculum develops skills in drawing, painting, and a variety of 3D

activities through weekly art lessons.

**Design Technology**

Our design Technology curriculum is linked to our topic and science work . We practice

cutting, shaping and combining a range of materials to make puppets, bridges, pop-up

cards, slippers , shelters, photo-frames, Egyptian shadufs, Roman shields and much

more from our own designs.

**Modern Foreign Languages**

Children in key stage 1 learn some French vocabulary and phrases mainly through songs,

and rhymes. In key stage 2 children begin a more structured approach; learning French

phonics and conversational language. They also learn about French culture through

eating French food, learning French songs and reading French books.