

Primary Curriculum Document

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CURRICULUM AIMS

Our work at West Hill is focused to ensure that each pupil receives an appropriate provision to ensure their needs are met. We are committed to every child achieving as much as they possibly can with a focus towards personal growth and independence, including the following outcomes:

- Spiritual and moral awareness, emotional well-being, self-esteem and a tolerance and respect for other people; preparing to live in and contribute to a fair and multi-cultural society;
- Knowledge and appreciation of the world in which we live;
- A sense of personal and social responsibility and the knowledge needed to lead a full and healthy life;
- The ability to communicate clearly and confidently in a variety of ways and contexts, including reading, writing and language skills;
- An understanding of the application of mathematical ideas and the ability to use them appropriately in various situations;
- An understanding of the application of computing technology and the ability to use it appropriately in various situations;
- Imagination and sensitivity; an appreciation of the arts; a sense of awe and wonder; an appreciation of our past and of the environment;
- Agility and physical co-ordination, health and fitness; confidence in and through physical activity and the ability to express feeling through movement;
- The ability to analyse and solve problems, seeking and interpreting appropriate evidence, considering and applying solutions; and the skills necessary to make a successful transition to the next stage in their learning

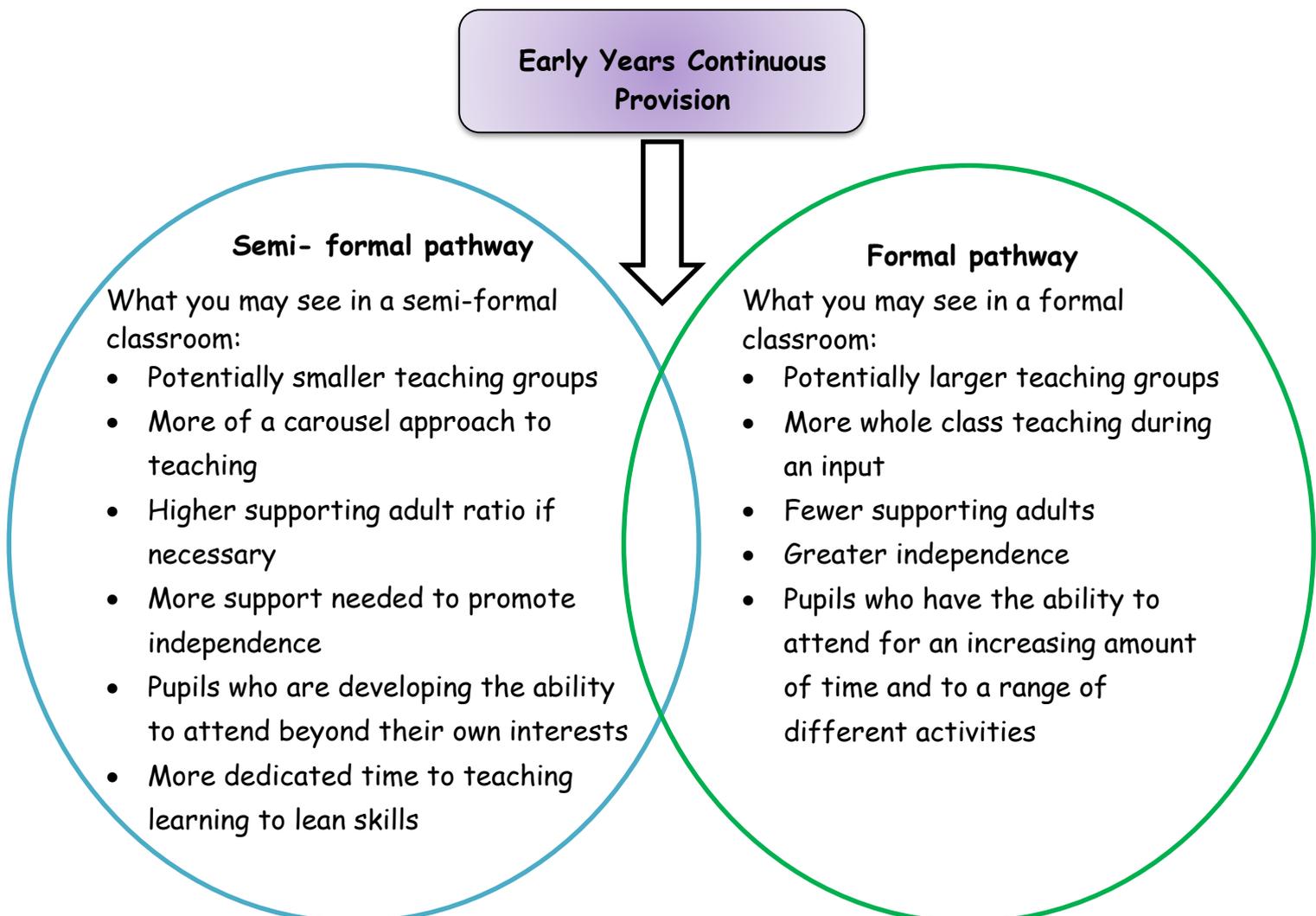
The curriculum will be centred on Development Matters in Nursery, Reception and Year 1. Development Matters will continue to be a focus until they are secured and the Early Learning Goals (ELGs) are reached. Pupils will then access provision

that best meets their needs based on the setup of a LAN environment. The inclusive and creative curriculum, which takes aspects of the broad and balanced nature from the National Curriculum will help us achieve our vision that Year 6 children will be as far as possible:

- Good communicators
- Socially appropriate
- Able to emotionally self-regulate
- Literate
- Numerate
- Independent
- Ready for secondary school

WEST HILL PATHWAYS

At West Hill we work in two pathways; formal and semi-formal. These pathways enable us to identify the best learning style to meet the needs of our pupils. They enable classes to be grouped on pastoral needs, learning styles and learning needs rather than focusing on chronological age groups.



EARLY YEARS CURRICULUM

Our Nursery and Reception classes are led by the Early Years curriculum. We follow the guiding principles of Development Matters, providing an environment which is child led and rich in language, ensuring our provision is closely matched to the children's needs. We theme our environment based on the children's interests, this is flexible and changes regularly. Our environment is designed to enable the children to self-select resources and lead their own learning, with skilled adults joining them and extending their play where appropriate. Children play and learn both independently and in small groups with an emphasis on developing social skills and play-based learning. Our focus in the Early Years is on the prime areas (Personal Social Emotional Development, Communication and Language, Physical Development) as these are the foundations for learning and it is essential these are secure before moving onto the specific areas. Assessing the children is central to our practice and we follow a cycle of observing the children, assessing their learning and planning for next steps. Ensuring we have accurate and thorough assessments of the children is integral to planning next steps for them and ensuring we are best able to meet their needs. Children are regularly exposed to core books and rhymes as part of their day. These predictable stories and rhymes are revisited regularly giving children exposure to a range of language in a familiar context.

SEMI-FORMAL AND FORMAL CURRICULUM

The curriculum at West Hill is based around a thematic approach which allows pupils to experience a broad and balanced curriculum within contextualised learning opportunities. Theme based learning allows pupils to develop their creative thinking, generalisation skills, problem solving, working memory, communication, resilience, functional activities and independence through play, active and experiential learning opportunities. Both formal and semi-formal pathways use play as a pathway for learning, although this will look different for every class to ensure it is developmentally appropriate. Our teaching approach reflects the age and learning style of the pupils and, where possible, is based upon child led interests within themes. The formal pathway may look more structured but is still based upon our key principles and teachers always ensure learning is linked to practical activities and applied and consolidated through a range of different learning opportunities.

Classes are not restricted to Key Stage or year groups, as we group our pupils, within the pathways, depending on pupil need and learning styles rather than

age. There may be some movement between pathways or classes throughout a year or their time at West Hill. Some pupils will always need a semi-formal setting whereas others may make the transition to a more formal pathway, to best suit their needs and help them reach their potential.

Our thematic curriculum model is based on a spiral progression. The spiral curriculum, advocated by Jerome Bruner, reflects a belief in children's learning as a process of revisiting and building on previous experiences, skills, knowledge and understanding as children develop. Themes will be taught on a three year cycle which provides pupils with the opportunity to revisit earlier learning and engage in more challenging learning outcomes. This ensures progression but also embeds learning which checks pupil understanding and gives opportunities for application and generalisation of this learning.

For some classes, core learning will be focused on as an integral part of a theme whereas other classes may deliver it through timetabled slots, as appropriate for each class. Teachers often use books as the stimulus for their focus within themes. In each academic year, classes study four themes, each lasting approximately 9 weeks.

	Theme 1	Theme 2	Theme 3	Theme 4
Year 1 (2018-19)	Our community	Celebrations	Changes	Water
Year 2 (2019-20)	Journeys	Space	Our world	Construction
Year 3 (2020-21)	Homes	Light and sound	Weather	Animals

Our curriculum is based on the following subject strands, which are taught through every theme. Further details of curriculum within subject strands can be found below.

English
 Maths
 Science
 Understanding the World
 Creativity
 Personal Development

Pupils will be assessed using Development Matters until they have achieved the ELG. Pupils are then assessed using Pebbles and Milestones. Children will be

assessed 3 times a year. Reports are sent home to parents at the end of each year. Tutor meetings are held every year alongside annual reviews.

Pathway teams plan each theme together to ensure activities are broad and balanced. The pathway lead monitors progression and coverage but all class teachers are expected to plan their own differentiated and developmentally appropriate activities for their class. Working in pathways allow staff to share knowledge, expertise and ideas, which enables West Hill to provide a rich and engaging environment for all pupils.

EXAMPLE OF THEME WEB:

Personal Development:

- Recognising people who help us
- Problem solving e.g. what to do if you get lost etc.
- Where you find different items i.e. from what shop
- What makes a good friend
- Making good and bad/appropriate and inappropriate choices
- What values we need to have to be a good citizen
- Potential trips to local community with focused areas

Maths links:

- Continued work to develop number skills using a mastery approach
- Data collection from local environment
- Sorting data using given criteria

English links:

- Continued work to develop writing/reading/speaking and listening using theme or focused book to drive
- Books about family, going to school, going to doctors etc.
- Role play of local community shops
- Being able to ask for help
- Recognising signs in the community



Science:

- Who is your family
- Differences and similarities
- Sorting and classifying
- Exploring our different senses

Creativity:

- Drawing ourselves and our families (sketches and observations)
- Making small communities through junk modelling
- Role playing - shopping, people who help us
- Different types of music that people might enjoy (and forming own opinion)
- Create art work to improve the appearance of our local community

Understanding the world:

- Google maps
- Searching for information
- Online safety
- Using walkie talkies
- Taking and exploring photos
- Finding places around school
- Different communities around the world
- Different peoples' beliefs in our community
- How the community has changed over time

P.E.:

- Continued work on developing basic skills
- Understanding different rules
- Working together as a team

MATHS CURRICULUM GUIDANCE

Aims: To help each pupil develop as far as possible the knowledge, skills and understanding in mathematics that will be required in further study and adult life. To engender a fascinations with the subject and to give all children the confidence to use their mathematical knowledge and understanding with fluency and accuracy.

Early Years

Development of the various skills that are precursors to mathematical thinking
*learning to learn skills including learning to use their senses; develop physical skills for manipulation and mobility; developing attention and perceptual skills; developing early communication skills

* fundamental skills that underpin mathematical thinking, including:

- 1) object permanence - objects still exist even if you cant see them
- 2) conservation of number - unless something is added or taken away, a quantity remains the same
- 3) the empty set - the idea of none and decreasing to nothing
- 4) number sense - the ability to notice differences in quantities (not by counting)

* rote counting - reciting number words sequentially. The numbers have no meaning to the child.

* subitising - the ability to instantaneously recognise the number of objects in a small group without the need to count them (can often be done confidently before a child can count with understanding). Subitising helps children to separate and combine numbers and accelerates the understanding of addition and subtraction.

The next stage is Gelman and Gallistel's five counting principles

- 1) The 1:1 principle - one, and only one, counting word is assigned to each of the items to be counted
- 2) The stable order principle - knowing that the list of number words must be used in a repeatable order
- 3) The cardinal principle - the number name allocated to the final object in a collection represents the number of items in that collection
- 4) The abstraction principle - the preceding principles can be applied to any collection of objects, whether tangible or not
- 5) The order-irrelevance principle - the order in which the items are counted is relevant providing each item is counted once and only once

Further counting principles

Hierarchical inclusion - an understanding the numbers are nested inside each other and the number grows by one each count e.g. $20 = 19+1$

Compensation - understanding that different combinations can make the same number e.g. $7=3+4$; $7=6+1$; $7=1+2+2+2$ etc.

KS1/KS2

Pupils who have reached the early learning goal will follow a personalised curriculum and be assessed against pebbles and milestones performance descriptors

There are five main areas for development. These are facts, skills, concepts, processes and personal qualities.

Fact - number names and symbols, shape names

Skills - use of mathematical instruments, calculators or mental agility

Concepts - number, measurement

Processes - developing strategies to solve mathematical problems, using mathematical ideas to solve everyday problems

Personal qualities - working independently or sharing ideas with others sustaining interest in solve a problem

The subject will be taught as a combination of discrete teaching, contextual applications and specific developmental blocked units based on mathematical themes. Teachers use Maths Mastery to plan lessons/learning activities for their pupils, choosing skills from the most appropriate year group skills list and pitching up and down as appropriate to support and stretch pupils in their class. Maths mastery is based on the concept that pupils should spend as much time as needed to become secure in areas within maths, embedding these skills in a wide range of contexts, before moving on to a new topic, which allows them to develop a secure understanding of the basic principles to build their future learning upon. Different classes will therefore be learning different topics throughout the year as appropriate to their needs.

ENGLISH CURRICULUM GUIDANCE

Aim:

- To help each pupil converse confidently for adult life as far as possible.
- To develop each pupils literacy skills to support functional skills

The overarching aim for English in the national curriculum is 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. The national curriculum for English aims 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 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

English includes reading, writing, drama, speaking and listening. Communication is a key skill which underpins everything we do and is not only exclusively taught in English, but embedded throughout all activities and opportunities across the school e.g. asking for help in the lunch hall. To help promote a love of reading and reading skills, Optima is used where appropriate. Optima Reading is an approach to teaching reading that is underpinned theoretically by instructional psychology and combines the exclusive use of real books with synthetic phonics. Pupils are taught four key skills, (synthesis, segmentation, phonics and sight word reading) which they then apply to real books, where the focus is on reading for pleasure, as well as accurate decoding. Real books also maximise the opportunities available to develop pupils' vocabulary knowledge, which is critical in facilitating their decoding skills and long term progress in learning to read. Optima Reading teaches the optimal number of phonic and sight word reading skills, that research has shown appear most frequently and thus, are most useful in written English (for example, 16 words account for over 25% of written English). Pupils are therefore, not taught many of the skills that are typically covered in commercial synthetic phonic programmes. All the teaching within Optima Reading is conducted on a differentiated, whole class basis by pupils' regular teachers and informed by several core instructional principles, for example: distributed practice (regular practise throughout the day), interleaved learning (teaching new skills alongside the old) and contextual diversity (applying skills in a diverse range of contexts) which provides the rationale for the exclusive use of real books rather than reading schemes.

For classes whom optima is not appropriate. Reading skills are embedded and taught discreetly.

When early writing is referred to, it is not referring to children producing letters of the alphabet. The first principle taught is that writing can carry a meaning and this forms the first step that other skills are taught upon. One of the other early important connections that come with beginning writing is helping children become aware that what we say are words, and these words can be written down. The

beginning of actual spelling is seen, as children begin to figure out the letter that represents the beginning sound of each word. Then most children will progress through stages of invented spelling.

The English curriculum is taught through immersion in a high quality text to develop young learners who have fluency and depth of understanding in a range of reading, writing, grammar and punctuation skills. Having a purpose for writing, which is real and of interest to children, will help them to understand why learning to write is important and will motivate them to write. Staff also provide pupils with a model as a writer and to respond as a reader to their early attempts at writing.

Throughout the themes, children will be exposed to a range of different texts including fiction, non-fiction and poetry. Coverage will be monitored by the head of pathways.

SCIENCE CURRICULUM GUIDANCE

To ensure coverage of content and skills required within science, each theme is linked to a science topic unit. Teachers use Equals schemes of work to help them ensure coverage of vocabulary and skills although these are adapted and may only be used as a guide, or followed completely, depending on the nature of the topic.

	Theme 1	Theme 2	Theme 3	Theme 4
Year 1 (2018-19)	Our community Evolution and inheritance	Celebrations Scientific enquiry	Changes plants	Water Properties of materials
Equals unit	<p>Ourselves - KS1 animals including humans unit</p> <p>Variation and classification - KS2 animals including humans unit</p>	<p>Exposure to scientific enquiry at appropriate level</p> <p>Working scientifically - KS2 scientific enquiry unit</p>	<p>Growing plants - KS1 plants unit</p> <p>Green plants - KS2 plants unit</p>	<p>Sorting and using materials - KS1 Everyday materials unit</p> <p>Grouping and changing materials - KS2 Everyday materials unit (Extend to Grouping and classifying - KS2 properties and changing materials)</p>

Year 2 (2019-20)	Journeys Forces and magnets	Space Earth and space	Our world Plants/scientific enquiry	Construction Use of everyday materials
Equals unit	Pushes and pulls - KS2 Forces unit (but is a low unit) Forces and movement - KS2 Forces unit (Ext: forces and motion/magnets and magnetism in KS2 forces and magnets unit)	Exposure to the earth and beyond at appropriate level The earth and beyond - KS2 Earth and Space unit	Variation and comparison with plants - KS1 animals including humans unit Plants and animals in the local environment - KS2 animals including humans	Sorting and using materials - KS1 Everyday materials unit Characteristics of materials - KS2 Everyday materials unit
Year 3 (2020-21)	Homes Electricity	Light and sound Light and sound	Weather Scientific enquiry	Animals Animals including humans
Equals unit	Keeping warm - KS1 Seasonal changes (exposure to electricity at appropriate level) Using electricity - KS2 electricity unit	Light and dark - KS1 seasonal changes unit Light and sound - KS2 Light and sound unit	Exposure to scientific enquiry at appropriate level Working scientifically - KS2 scientific enquiry unit	Health and growth - KS1 animals including humans unit Living things and their environments - KS2 animals including humans unit

SUBJECT STRANDS GUIDANCE

The typical 'foundation' lessons have been grouped into subject strands to allow our curriculum to be as creative and relevant as possible for our pupils. Teachers use skills lists as guidance when planning activities, although it is important to note that these skills lists are not assessed against and due to the extremely personalised nature of the curriculum, pupils may not cover all the skills on this list during their time at West Hill, but will have experienced the skills they require in a range of different contexts and situations. Teachers may choose to focus on two key skills from each subject strand each theme or a wider range of skills, whatever is appropriate to the class interest and ability. The skills lists are not a hierarchy of skills; each skill is to be differentiated and personalised, in line with our spiral curriculum.

Understanding the World (including geography, history, RE, computing)

The statutory requirements for RE are covered within our themes. Other activities are driven by class interest within the themes. Activities within this subject strand aim to provide pupils with a sense that they are part of the world and the role they play within this world. There is a focus on problem solving skills, enquiry, proprioception and relating learning to themselves, their own lives and the real world. These skills are planned for and taught within the themes and some themes may have a stronger focus on one area or skill.

Creativity (including art, design and technology, music, drama)

Creativity focuses on skills of developing problem solving, perceiving the world in new ways, finding patterns, generating solutions, thinking and producing. Activities, where appropriate, are based around the theme but are strongly guided by pupil interest.

Personal Development (including PE, health, food technology, PSHCE, preparation for adult life)

PE is taught exclusively within the primary timetable for most classes, some of which may be taught by an external sports coach. Each class has an explicit 1 hour PE lessons if pupils are developmentally ready for this and can cope with transition to a different learning area. For pupils who are not at this stage, PE is taught within activities in class. The PE curriculum is based upon a skills list, with a further breakdown of fine and gross motor skills available to staff if beneficial for planning activities where possible. In addition to this, most primary classes take part in the daily mile each

morning, designed to promote positive mental and physical health and preparation for learning.

A separate skills checklist is designed for Personal Development, based upon West Hill Steps, Preparation for Adulthood outcomes and CQ Milestones. This includes life skills, relationships, safety and accessing the community. West Hill have the use of two minibuses which are used frequently to enrich the curriculum and provide pupils with the opportunities to develop their skills in the wider community. Trips and external learning opportunities are planned in pathway meetings and when appropriate, linked to themes.