

“a church school for the whole community”



Pulford V. A. Lower School

Pulford Curriculum Statement

At Pulford C of E Lower School we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn. Through a positive and caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

We deliver programmes of study that meet the new National Curriculum requirements issued by the DfE in 2014 where applicable.

This National Curriculum comprises of:

English, Mathematics, Science, History, Geography, Design and Technology, Art, Music, Physical Education (PE), Computing, Modern Foreign Languages (MFL) and Religious Education;

The teaching of Religious Education is statutory in all schools. It is taught as a subject outside the National Curriculum, following the Bedfordshire Agreed Syllabus 2012 and our RE policy.

At Pulford Lower School we recognise the importance of English and Maths teaching in order to open up other areas of the curriculum and therefore a large emphasis is placed on these areas. In addition to regular Maths and English sessions teachers try to make as many cross curricular links as possible in order to utilize these skills in a range of contexts.

The EYFS have a separate policy outlining how Pulford delivers the Early Years curriculum.

Key Stage 1&2 follow a topic based approach. The planning of the curriculum is based around a rolling programme to ensure coverage of selected topics by all children who progress through the school. This means, where appropriate, teachers link subjects together to provide an engaging and inspiring curriculum. This programme is regularly reviewed to ensure compatibility with new directives or to make necessary improvements to the existing programme of work.

As a Church of England School we follow the ‘Values’ education programme. Although PSHE is non- statutory there is an expectation outlined in the introduction to the new national curriculum that all schools should teach PSHE. Values education is also a theme of the Clergy assemblies. When

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children leave Pulford Lower School at the end of Year 4, they should be equipped with the full range of skills that enables them to become lifelong learners. Through our unique approach of teaching and living out Christian Values, children are also equipped with the social skills and understanding to become good citizens in the future.

At Pulford Lower School we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom e.g. Forest School; visiting speakers; theatre/music groups. We have a wide range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, art, chess club, French and Spanish club, recorder club, opportunities to learn an instrument with peripatetic music teachers and school visits/trips. Year 4 have an annual trip to Blue Peris outdoor adventure centre. We also have a popular before and after school club.

We believe that the school/parent relationship is key to promoting learning beyond the school gates and crucial in ensuring children make the best possible progress. We pride ourselves on our open, friendly and approachable nature that encourages parents to be involved in their children's learning. Furthermore, we host regular 'Parent Think-tank sessions and opportunities to inform parents about how they can support and work alongside their child for example in Maths; English; topic use of the Learning Platform; e-safety.

The long term plans for each year group are published on the website so that parents can make trips to the library or places of interest in connection with the plans.

English

The English Curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Details of this are set out in our English policies.

Maths

The Maths Curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

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Maths is taught in five strands: Data Handling, Shape Space and Measure, Number, Calculation and Using and Applying according to our maths policy and the Bedfordshire Calculation Policy.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Pulford is blessed with extensive grounds and a Forest School area through which much science can be taught. The science policy outlines the Programmes of Study followed.

Teaching and learning

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively.

A variety of strategies, including questioning, discussion and marking, are used to assess progress. The information is used to identify what is taught next. The assessment, reporting and marking policy gives details of these.

Activities inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as “Why...?”, “How...?” and “What happens if...?”

Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and ICT.

Activities are challenging, motivating and extend pupils' learning.

Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carry out activities safely and decide on the best form of communicating their findings.

Continuity and progression

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The school ensures curriculum continuity by following the two-year rolling programme for Key stage 1&2. Long term plans are to be found on the website.

Computing

The school has a robust Acceptable User Policy and Internet Policy.

The school follows the DfE programmes of study for computing. The learning Platform is a rich and safe source of interesting courses and publications such as The Pulford Paper. The school teaches coding using Espresso and Purple mash as well as a variety of resources such as BeeBots.

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

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- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Religious Education

RE is a curriculum entitlement for all children and the school follows the Bedfordshire Agreed syllabus for RE. Supplementary materials are used from the Diocese of St Alban's manual. There is an RE policy which covers the curriculum in more detail.

Religious Education does not seek to urge beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

MFL

French is taught at key Stage 2 although children are exposed to languages at an earlier age through e.g. answering the register in a different language or attending French or Spanish club. Detail is outlined in the MFL policy.

Humanities

In the most part History and Geography are the key drivers behind termly topics and other areas such as literacy will be utilised as a vehicle to explore these areas. The DfE programmes of study are followed for all of these areas.

History

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By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Children should understand the chronology of events and use specific vocabulary. Children's natural curiosity should be harnessed to research the past and questioning skills should be developed and honed. Key Stage 1 & 2 follow the DFE programmes of study according to the LC2 local agreement of topics.

In Key Stage 1 children learn about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

In Key Stage 2 children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children will learn about historical enquiry by looking at as many real sources as possible and by recreating events from the past.

They will learn about:

- the Roman Empire and its impact on Britain
- a local history study
- the achievements of the earliest civilizations
- study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a non-European society that provides contrasts with British history

Geography

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Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In the Early Years, children learn about their immediate environment and how to read and draw simple maps using invented and conventional symbols. Key Stage 1 & 2 follow the DFE programmes of study according to the LC2 local agreement of topics.

In Key Stage 1

Children should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage 2, the children develop this knowledge into a wider area and study transport, weather and landscapes, both in their local area and in many other countries.

Art

Children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practice them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

Design Technology

‘DT’ incorporates many traditional skills – model making, drawing and sketching, problem solving, food preparation observation and discussion – putting them together in an approach which encourages the children to become designers and inventors. The children are taught how to use tools and materials safely and economically. Many areas of DT are incorporated into topic work in Key Stage 1 & 2.

Music

The school has a long tradition of musical activity, offering considerable opportunities for children to develop their talents during Church services and assemblies.

Visiting peripatetic teachers for ‘cello, violin and recorders enhance the music curriculum.

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Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

They should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

The School uses Music Express to augment their schemes of work.

Physical Education

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

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The school employs 'The Future Games' team to deliver some of the PE content.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. The school also employs 'The Future Games' team to coach many of these activities.

In Year 4 children can elect to go on a residential course for outdoor activities in the Easter holiday.

Children have swimming lessons in Year 4.

We have good inter-school links to promote sport across the town.

Extra Curricular Activities

We provide a large range of activities including: football, volleyball, multi-skills, hockey, tag rugby to name but a few.

Spiritual, Moral, Social, Cultural (SMSC)

At Pulford we have a firmly embedded set of Christian Values that are taught and lived out by the entire school community. Staff and pupils come together for a daily act of Collective Worship. Parents may exercise the right to remove their child from Collective Worship.

As a school we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community.

In all teaching the teachers look to inspire and enthuse children. Teachers look to develop a love of learning and a working atmosphere where children enjoy learning.

Children are given opportunities to take on responsibility around the school: Y4 buddy system, gardening projects, playground leaders and lunch time clubs.

The school has a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect, tolerance and understanding. Friendship, respect and tolerance are taught as part of circle

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time. Through a combination of approaches the school is able to ensure that children develop an understanding of the key British Values.

At Pulford we feel that involving parents in their child’s learning is crucial in ensuring that children make the best possible progress. We try to get parents involved in a number of ways:

- Parent’s Evenings/Open Evenings – Opportunities for parents to come into school to talk to teachers about their child and share their child’s work.
- Bi-weekly Newsletters by e-mail – Keeping parents informed about what is going on in school and also providing useful help at home tips to support learning.
- Examples of pupil’s work and photographs are placed at regular intervals on each class’s Learning Platform.
- Parent Information sessions – To provide parents with the knowledge and information they need to support their child’s learning at home; recent events include: Maths Strategies, E-Safety, Learning Platform, expansion updates. Parent think tank sessions are also a regular feature.
- Opportunities to volunteer – We welcome the help of parents to support with reading, changing books, swimming, art and design projects and also when embarking on educational visits.
- The school also has an open door policy and parents are always welcome to come in and meet with class teachers to discuss issues related to their child.

The school offers a wide range of activities so that, no matter what a child’s learning style or preference, they should find something to enthuse and excite them at Pulford.

This statement should be read in conjunction with the EYFS policy; AUP; internet safety policy; subject policies; discipline and behavior policy.

Statement endorsed by the Governing Body on

SignedChair of the Governing Body

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Equal opportunities

All young people will be treated equally, regardless of race, creed, gender, culture, faith or belief.

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