



Latchingdon C of E Primary School
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AIM HIGH  TO BE THE BEST

Latchingdon CE Primary School Curriculum Statement

Our Curriculum Intent

At Latchingdon we aim to teach the knowledge, skills and attitudes that prepare children for their next stage of education. We also want to develop a life-long love of learning and the underlying skills to enable them to succeed. As Church of England School which is part of the Vine Multi-Academy Trust, our curriculum is based on the vision and Christian values for the school to foster the behaviours and attitudes our children need to become good citizens who will make a positive contribution to society.

We aim to provide a broad and balanced curriculum which covers the overall requirements of the National Curriculum. We recognise the importance of core knowledge and skills in English, Mathematics, Science and Religious Education, which is currently taught through the Essex locally agreed syllabus. We also need to develop children's skills in exploring and using a range of technology and media. Our curriculum is designed to develop children culturally; socially and emotionally; physically and spiritually.

We want our children to develop independence and the ability to take responsibility for their own learning. They also need high aspirations in order to make the most of their learning opportunities.

Spiritual, Moral, Social and Cultural Development

We aim to enable our pupils to become healthy, independent and responsible members of society. We encourage them to play a positive role in contributing to the life of the school and the wider community which develops their sense of self-worth.

Pupils learn how society is organised and governed and experience the process of democracy through the School Council. They learn about rights and responsibilities and understand that actions have consequences. They also learn to appreciate what it can mean to be a positive member of a multicultural society and understand that people come from different backgrounds and have different faiths and beliefs.

Opportunities for active learning are planned to involve the pupils in discussions, investigations and problem-solving activities. Pupils are encouraged to take part in a range of activities, e.g. charity fundraising and planning special events. They also learn how to resolve conflicts through discussion.

Curriculum Implementation

Children learn best when the curriculum:

- is progressive, taking account of children's prior knowledge and skills and with a clear understanding of what the desired outcomes for the unit of learning should be;

- is personalised, taking into consideration children's interests, views and prior understanding. Learning is well planned and differentiated, with tasks well matched to abilities, interests and learning style.
- is matched to their needs and interests. They clearly understand the purpose, context and content of what is being taught. Educational visits or external partners visiting the school may be used to engage the children. Children work to an end result to showcase their learning.
- makes the best use of the local environment and facilities;
- actively contributes to children's spiritual, moral, social and cultural development, enabling children to have a clear understanding of British values and to prepare them for life in modern society.

It is also important that children's learning is evaluated and assessed and they are clear about what they need to do to make further progress

At Latchingdon we teach our curriculum through half-termly topics, because children find this more interesting and we can capture their enthusiasm to develop subject specific skills in a purposeful way. Children are also able to see the connections between the different subject areas. Topics begin with an exciting starting point to engage the children and an exit point to work towards.

As we have mixed age classes, the curriculum is planned on a rolling programme over two years, to ensure that there is coverage of knowledge and understanding and clear progression of skills. Maths and English are usually taught discretely:

Mathematics.

Our core teaching in Mathematics follows the Abacus Evolve scheme published by Pearson. 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 10 x 10) and we ask parents to help with homework practice to ensure that children have instant recall of these facts which they will need for more advanced problem solving.

Literacy

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 to explore different types of talk and we are introducing 'Talk for Writing' which 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 rhymes, songs and actions. This approach is supplemented by the use of 'Letters and Sounds' so that children have a secure knowledge of all their sounds for reading in years 1 and 2. Reading books are carefully banded 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
- an appreciation of themes.
- a deeper level of understanding using inference and deduction

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 also encouraged to take part in the Summer Reading Challenge at the local library.

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 cursive style and are encouraged to have-a-go at writing in a variety of 'play' settings as well as in guided groups with the teacher.

We use class topic work as a focus for reading and writing activities so that there are links with other areas of the curriculum. 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.

In addition, children are also taught grammar and punctuation. Spelling skills and strategies are taught weekly and parents are asked to help children with learning spellings at home as part of homework.

Impact

All learning within our curriculum will aim for high standards with children achieving to the best of their ability.

Our curriculum can be seen to impact positively on outcomes for children. It has been designed to meet the needs of individual and small groups of children with high quality teaching, supported by targeted interventions where appropriate.

The topic- based approach with starting and exit points provide and excitement and a purpose for learning for the children.

Children develop confidence and self-esteem through opportunities to share their learning with their peers, parents and carers in school-based activities and events involving other schools. They also feel safe to try new experiences.

The focus on Christian values promotes good behaviour, respect and tolerance so that children develop a responsibility to become good citizens.

Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.