



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School Curriculum Policy

“Dream Big, Aim High & Make a Difference”

At Potley Hill Primary School we recognise that learning is central to the curriculum. We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We believe that our curriculum should be broad, balanced and relevant to the learning needs of all our children. This policy supplements, and must be read, in conjunction with the Learning and Teaching Policy. We aim to offer a range of learning experiences that challenge, stimulate and promote thinking and learning.

This policy is linked to our six School Values and six School Rules which are:

Our School Values are:	Our School Rules are:
<i>Respect</i> <i>Resilience</i> <i>Kindness</i> <i>Creativity</i> <i>Teamwork</i> <i>Responsibility</i>	<i>Move calmly</i> <i>Listen carefully</i> <i>Speak politely</i> <i>Stay safe</i> <i>Be honest</i> <i>Act kindly</i>

The intent of our curriculum is to:

- Encourage and promote high standards in all areas of learning
- Embed the core skills of English, Maths, Science and Computing, and apply these within all learning opportunities across the curriculum
- Be stimulating, motivating and engaging so that children enjoy coming to school
- Develop a solid basis for lifelong learning through relevant, meaningful and exploratory experiences that develop the children’s ability to problem solve
- Enable children to develop emotionally, physically, morally and spiritually with a focus on positive mental health and well-being
- Ensure that each child’s education has continuity and progression which develops knowledge, understanding and skills
- Enable pupils’ capacity to learn and work independently and collaboratively
- Encourage children to become caring and responsible members of the community
- Help children understand Britain’s cultural heritage and values
- Appreciate and value the contributions made by all ethnic groups in our multi-cultural society
- Fulfil all requirements of the National Curriculum (2014) and the locally agreed syllabus for Religious Education

Curriculum Subject Intent and Implementation:

- A whole school curriculum map is in place for each subject which outlines topics covered in each year group. In conjunction with this, a progression of skills is in place for each subject together with key knowledge and vocabulary documents. The information contained within these documents are organised into year groups and provide the starting point for all learning.
- A curriculum map is in place for each year group which outlines the topics within each subject and projects that are covered throughout the year.

- Short term planning (weekly) is carried out in detail for English and Maths using an agreed format.
- Curriculum projects are planned, usually covering approximately 6 weeks/a half-term, with meaningful links made between some foundation subjects, hook events, celebrations of learning and clear end outcomes. When planning these projects, the progression of skills, key knowledge and vocabulary are used to ensure progression and the coverage of key content. The foundation subjects taught across the wider curriculum projects are science, history, geography, art and design technology. The planning for the projects resemble medium term plans and provide enough detail for lessons to be taught but with the aim of not being onerous and having flexibility for adaptation in future years.
- Other Foundation Subjects; music, physical education, computing, PSHE, Modern Foreign Languages and Religious Education are currently taught through agreed schemes of work.
- The children are taught in mixed ability classes for all subjects.

The information below summarises our intent and implementation for each subject area:

English – Reading

Potley Hill Reading – Intent and Implementation	
Intent	At Potley Hill, it is our intention to enable our children to read confidently, fluently and accurately with strong understanding. We aim to support children to learn to read and understand the importance of reading; in order to do this, children are encouraged to read a wide variety of genres and exposed to a variety of rich texts. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning. It is our aim that children use a variety of reading skills to enable them to access all other areas of learning. We want children to enjoy and appreciate literature and its rich variety.
Implementation	Pupils start their reading journey by focusing on individual phonemes, digraphs and trigraphs, and common exception words within the different phases. We follow the accredited phonics scheme ‘Little Wandle Letters and Sounds Revised.’ As children learn to read, they will follow a reading programme (Big Cat Books) which provides 100% decodable texts, so children are able to practise and apply their phonic knowledge in a book matched closely to their level, and what is taught to them in their phonics lessons. This will systematically increase the level of challenge, vocabulary and stamina as the children work up through the phases. We have carefully selected books that will appeal to children and provide a wide range of reading experiences. Through reading these books, children will experience success independently which is both important and necessary when learning to read. When children finish learning phonics, they continue Big Cat banded books to ensure fluency and comprehension. During these schemes, children also have access to our school library and classroom reading corners to enrich their reading repertoire. After this, children become rainbow readers, and are able to choose all their reading books freely. As children progress through the school, they will participate in Guided Reading sessions at least four times a week. These sessions are a mixture of Book Talk and comprehension sessions, where children’s skills in the key reading domains are developed and deepened. Children have regular opportunities to apply their reading skills independently, and the expectation of regular home reading supports children in developing their fluency. Children are exposed to a rich variety of genres through a daily 10-minute whole class reading session where teachers share a class book with the children.

English – Writing

Potley Hill Writing – Intent and Implementation	
Intent	It is our vision that all children will learn to become writers by being given exciting and inspiring stimuli, and opportunities to be supported and challenged. We believe that this encouragement will enable them to become confident, capable writers who will develop a genuine enthusiasm for writing. They will use writing to express themselves and communicate with others, and will write independently for a range of real-life purposes. We want our children to have a deep understanding of how our language works, enabling them to make effective choices and have greater control over their writing.
Implementation	Children have frequent opportunities to write for a variety of purposes and audiences, and will write both independently and in groups, with peers or their class teacher. To inspire children’s writing, we use carefully selected narratives, non-fiction texts, poems, videos and life experiences. Children are given opportunities to share their work by reading it to others and displaying it around the school. To ensure standards are kept high, spelling and phonics are also taught in discrete lessons throughout each week – as well as being embedded within daily English lessons. Neat presentation and handwriting skills are expected, practiced and valued throughout the school.

English – Speaking and Listening

Potley Hill Oracy – Intent and Implementation	
Intent	We believe that the ability to both speak and listen well is essential for children to be able to articulate their feelings, opinions and ideas. Alongside this, we encourage children to value the thoughts and views of others, and treat them with respect and integrity through their choice of words and how they respond.
Implementation	We teach the skills of Oracy using the four domains set out by Voice 21: physical, linguistic, cognitive and social and emotional. Through a combination of teacher modelling, games and activities rich in talk, our children are given the opportunity to develop these important lifelong skills.

Maths

Potley Hill Maths – Intent and Implementation	
Intent	At Potley Hill, we aim to develop in children enthusiasm and excitement for mathematics, and an awareness that it is a vital part of the world around us. We strive to ensure that all children master mathematical concepts at their own level being supported and challenged where relevant. We believe it is important for children to develop a deep, conceptual understanding of mathematical ideas through regular access to practical resources and visual images. Our aim is to develop accurate, efficient and flexible calculators who can apply their knowledge of place value and number to real-life problems and puzzles with confidence. Our ethos encourages children to struggle with meaningful problems and see mistakes as an important part of the learning process, having the confidence to edit and refine their thinking. We believe it is vital for children to be given opportunities to discuss possible solutions with their peers, create mathematical arguments, and engage in the process of reasoning.
Implementation	At Potley Hill Primary School, we follow the Mastery Approach to teaching Mathematics. All teachers use both medium term and short-term planning to reflect the program of study set out in the National Curriculum. Termly overviews (medium term plans) are created to give an idea of the coverage of topics across the year, and then each unit is planned in more detail (short term plans) which are informed by the National Curriculum, White Rose Maths documents and Power Maths Publications, as well as ongoing assessments and teachers' judgements.

Science

Potley Hill Science– Intent and Implementation	
Intent	Our vision is to provide a science curriculum which allows pupils to explore and have a deeper understanding of the natural and made worlds, by providing experiences which encourage curiosity and promote learning. Through the teaching of science, we hope to foster a growth mind-set approach, where children will experience the joy of learning 'how' and 'why', whilst gaining valuable skills, such as gathering and making sense of evidence and generating and testing ideas, as well as the skills required to become independent learners. We aim to encourage pupils to be confident, to ask questions and not to be afraid of getting it wrong; instead viewing it as an opportunity to deepen their understanding.
Implementation	Science will be taught in topic blocks which are based around the 'Hampshire Model for what should be learned', where each unit is planned around several powerful key ideas that are relevant to primary aged pupils. These key ideas are used to formulate enquiries and investigation whereby children are encouraged to hypothesise, carry out investigations and explain their findings to enable them to make sense of the world in a deep and meaningful way.

Computing

Computing	
Intent	'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world'. At Potley Hill we believe that computing is a fundamental part of our children's education. We strive to ensure the computing curriculum is accessible for all pupils, enabling them to become active participants in the ever-advancing digital world we live in. Through our broad and balanced curriculum, we aim to support pupils access and understand the core principles of computing; computer science, information technology and digital literacy. By building on our school values of kindness, respect and responsibility we ensure pupils know how to keep themselves and others safe online. Engaging lessons develop enthusiasm for computing and pupils are provided with the opportunity to explore new skills and knowledge, using technology functionally and creatively. By exposing pupils to a range of software, programs and equipment, we strive to provide experiences for pupils to be challenged, building their resilience and developing problem-solving skills within the subject. Through our spiral curriculum we endeavour to create confident, competent and responsible users of technology.

Implementation	Teachers use the 'Teach computing' scheme, published by the National Centre for Computing Education (NCCE) which covers the National Curriculum for computing. The NCCE's pedagogical approach consists of 12 key principles underpinned by research and teacher feedback which is regularly reviewed. It provides our pupils with an innovative progression framework where computing content has been organised into interconnected networks. The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. The first lesson of each half term covers an element of online safety using digital citizenship by Common sense education to embed children's understanding of staying safe online. At Potley Hill, pupils have access to laptops and iPads which ensures that the children can use computers for a range of purposes with links being made throughout the curriculum.
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Geography

Potley Hill Geography – Intent and Implementation	
Intent	Our Geography Curriculum aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We endeavour to instil in children a sense of environmental responsibility and encourage them to understand environmental issues at a local and global level. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
Implementation	Geography is taught in projects linked to key questions throughout the year, using a variety of enriching learning tools, such as through first-hand experiences, using pictures, maps and digital technology. We provide extensive opportunities for children to explore Yateley and utilise the vast local area to strengthen geographical skills, such as fieldwork and map reading. We promote a language-rich geography curriculum that encourages children to use subject-specific vocabulary.

History

Potley Hill History – Intent and Implementation	
Intent	The aim of our History Curriculum is to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe it should inspire pupils' curiosity to know more about the past and equip them with the skills and tools to enable them to delve into historical times. Thinking critically, weighing evidence and developing perspective and judgement are key skills that we strive to develop in order for the children to become keen historians.
Implementation	Our History curriculum is taught in blocks throughout the year with cross-curricula links being made where appropriate. We encourage regular references to timelines and how topics fit together, as well as a hands-on approach involving artefacts and drama workshops so as to bring history alive to our young learners.

Art

Potley Hill Art – Intent and Implementation	
Intent	Our vision is to provide an Art curriculum which allows all pupils to see themselves as artists, through partaking in a variety of media and cross-curricular experiences. We believe art stimulates creativity, imagination and resilience. We strive to ensure children have the opportunity to express their personal responses to ideas and experiences, as art should enable children to communicate what they see, think and feel. Experimentation with texture, colour, form, pattern and a range of materials is encouraged across all year groups. Every child is an artist and it is important their understanding of art is never limited to one style or medium. Art supports children in developing their cultural capital, visual literacy skills and imagination, alongside ensuring a growing competency across a repertoire of artistic skills and techniques.
Implementation	In Art, the curriculum is logical and sequenced, with children given opportunities to practise and develop mastery in the key processes of: Drawing Painting Printing Textiles and Collage Sculpture Photography and digital art Each of our artists have their own sketchbook to show their visual thinking journey, in which they can record ideas, practise new techniques and further refine their skills. These sketch books give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related artwork. Artists from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of art concepts and skills. Art is not only taught in discrete lessons, but also used cross-curricularly throughout year groups.

Design & Technology

Potley Hill DT – Intent and Implementation	
Intent	We believe that Design and Technology develops children’s ability to work creatively and to think critically, to solve real and relevant problems, within a variety of contexts. Design and Technology is an inspiring, rigorous and practical subject, which allows children to work independently and as part of a team. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
Implementation	Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in the process of designing and making. These build upon the foundations developed in the Early Years Foundation Stage. Units follow a clear progression of skills with skills revisited and built upon covering the key areas of design, structures, mechanisms, electrical control and a range of materials, including food. Cooking and nutrition is taught with a focus on specific principles, skills and techniques in food, including where food comes from, seasonality and hygiene. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those who learn in different ways.

P.E.

Potley Hill PE – Intent and Implementation	
Intent	Our vision is for all children to be engaged in high quality physical activity, whilst ensuring that they know and understand the benefits of keeping healthy. We strive to ignite enthusiasm in all our children to be regularly active, physically confident and to develop a passion for exercise outside of the school day. Through physical activity, we aim to improve health and well-being, to promote active participation and develop high self-esteem and high expectations within every child. As a school, we endeavour to inspire all pupils to succeed and excel in competitive sports and other physically demanding activities, embedding values such as: communication, team work, respect, resilience, ambition and attitude.
Implementation	Each child throughout school, has 2 hours of taught PE curriculum each week and we use the “Get Set 4 PE” scheme of work to provide us with a structured, progressive curriculum. It provides teaching and learning in the following key areas: Athletics Gymnastics Dance Team Games Outdoor Challenges Each lesson is designed to take the children on a journey of warm up, teaching or consolidating of a new skill, application of this new skill before finally evaluating and cooling down.

PSHE

Potley Hill Personal, Social & Health Education Learning– Intent and Implementation	
Intent	Our vision is that our PDL curriculum enables our children to reflect on their health and well-being, relationships with themselves and others, and their contribution to the wider world. It is through this curriculum that our children will develop the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled and responsible lives. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. Through taking part in a variety of activities and experiences across and beyond the curriculum, we strive to equip the children with the skills they need to be positive members of a diverse, democratic and multi-cultural society.
Implementation	The majority of our relationships education is taught weekly using a scheme of work called ‘My Happy Mind’ This scheme brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There are 5 areas that are designed to progress in sequence as pupils move through the school and are taught across the first 5 half-terms of the year: Meet your Brain Celebrate Appreciate Relate Engage Every year group works on the same theme at the same time allowing for a whole school approach. The other areas of the curriculum, including the Physical Health and wellbeing curriculum is taught through a variety of different ways within the school, with a few areas being taught discreetly.

Music

Potley Hill Art – Intent and Implementation	
Intent	At Potley Hill Primary School our vision is to make music an enjoyable and memorable learning experience which inspires creativity, self-expression and confidence. We encourage children to participate in a variety of musical experiences, giving them opportunities to connect with others, nurturing their talent as musicians, and instilling a sense of achievement. We promote a love of music, singing and playing throughout the school community which results in the acquisition of knowledge and improved well-being. By listening and responding to different musical styles, finding their voices as singers, performers and as composers, we hope to foster a life-long love of music and enable children to become confident, reflective musicians.
Implementation	At Potley Hill, we primarily follow the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. In Reception, music skills are covered through continuous provision linked to weekly topics. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. Through the program, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, deepening their understanding and promoting a love of learning. Pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and use their voices, and to create and compose music on their own and with others. This is embedded in classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. We ensure all children have the opportunity to learn musical instruments both in KS1 and KS2, which are taught by a specialist music teacher from Hampshire Music Service. In KS1 this includes the recorder, Samba drums and ukulele and in KS2, the Samba drums, guitar and violin. During this time the children learn to read musical notation and play and perform as part of an ensemble. Music plays an important role in helping children to feel part of a community. They also have access to music through specialist music lessons with peripatetic teachers.

R.E

Potley Hill RE– Intent and Implementation	
Intent	The aim of our RE curriculum is to enable all children to become religiously literate and equipped to live in a diverse and rapidly changing world. We strive for children to see the relevance of RE to their lives now and in the future. We believe it is important for children to have opportunities to think about and reflect on their own and others thoughts about key concepts. Through RE, we aim to develop critical thinkers who ask deep and meaningful questions, make connections within and across religions and world views, and reflect, respond and express their own opinions and beliefs demonstrating an open-minded viewpoint.
Implementation	At Potley Hill Primary School we ensure high standards of teaching and learning in RE by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners through RE lessons. RE is taught through concepts following the 'Living Difference IV' syllabus which focuses upon the knowledge and skills stated for children to meet the End of Year Expectations for their year group. Children at Potley Hill Primary school will explore a variety of religious traditions. There are always occasions where teachers may feel it necessary to teach RE as a result of an issue arisen in their own class and the nurture lead may also support groups or individuals when appropriate. Each RE journey enables children to recall and build upon previous learning, exploring the underlying principles of RE half termly at a depth that is appropriate for the age and stage of the child. Teachers ensure that children are engaged in RE through providing a range of creative opportunities to develop their knowledge and skills. Their ability to communicate, apply, inquire, contextualize and evaluate using the Cycle of Inquiry will enable them to begin to develop an understanding of RE and what it means for others to live a religious life.

MFL

Potley Hill French – Intent and Implementation	
Intent	At Potley Hill Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. As part of the National Curriculum, all Key Stage 2 pupils must learn another language. At Potley Hill Primary School, we have chosen to teach French to all children in KS2.
Implementation	We are using Kapow Primary to support with the teaching and learning of French. The skills are broken down into the following six areas: Listening, Speaking, Reading, Writing, Grammar and Intercultural Understanding. French Vocabulary Books stay with the children from Year 3-6. Children build up a bank of vocabulary that they can refer back to, which supports retrieval practice. The children write French words/phrases, the English translation and draw small pictures to aid memory.

Equal Opportunities at Potley Hill

Potley Hill Primary School is a local authority maintained school. We believe that every child should reach their full potential. Learning should be suitably challenging for all so that it constantly moves children forward in their learning journey. Teachers are expected to have high expectations of all children and a belief that all children can make good progress.

Where children have been identified as having Special Educational Needs, personal plans are produced which specifically address their needs. These are often based on the advice received from outside agencies who have conducted specific assessments on the child's area of difficulty. Often, additional resources are deployed to ensure that children with special needs are supported in reaching their challenging targets and have the appropriate access to the curriculum; they are expected to progress at the same rate as other children.

Where children are more able, it is every teacher's responsibility to ensure that their needs are met within each lesson. Often a child can be challenged through applying their understanding to different contexts. The curriculum does not put a cap on children's progress; they will be taught at their level of attainment.

Roles and Responsibilities

- Class teachers are responsible for adapting medium term plans and for liaising with Subject Leaders over the content and delivery of units of work.
- Subject Leaders evaluate and monitor standards in their subject across the school.
- The Headteacher and the Senior Leadership Team ensure that the progress of each pupil is tracked and that there is appropriate challenge and support.
- The governors monitor the success of the curriculum through strategic monitoring visits, the Head teacher's report and via the annual subject leader reports and actions plans from different subject leaders.

Reviewed by Governors: January 2025

Review date: January 2027