

## **CURRICULUM**

At Cowling Primary School we follow the National Curriculum and strive to enrich the curriculum wherever possible. Please click the following link to find out more [National Curriculum](#) and if you would like to discuss our curriculum please contact the Headteacher on 01535 632198.

We enrich the National Curriculum using a range of resources including the topic based Lancashire Curriculum. Our curriculum drivers are:

[Be Curious](#), [Be Knowledgeable](#), [Be Adventurous](#), [Be Creative](#), [Be Collaborative](#), [Be Reflective](#), [Be Positive](#).

Everyone at Cowling follows the Eight Steps To Success

- Imagine, Improve, Understand others, Don't give up, Try new things, Work hard, Concentrate, Push Yourself



Our children are taught in classes, small groups or individually, according to their needs, within the framework of the National Curriculum. A variety of teaching styles are used in school, based on good practice and teachers continually reflect on their teaching. We are always seeking to innovate where appropriate, to maintain high standards and provide the best in primary school practice.

## **MASTERY CURRICULUM FOR MATHEMATICS**

We provide a daily mathematics lesson for pupils developing children's skills in mathematical fluency, problem solving and reasoning. Staff use a range of teaching strategies including whole class and guided groups with oral and mental work featuring strongly in each lesson. Teachers use the planning materials from the White Rose Maths Hub. Children are expected to regularly practise at home to achieve their targets which are used and applied in numeracy lessons. We are committed to establishing a mastery approach in the teaching of mathematics. Class 5 teacher, Mrs Pease, is a Maths Mastery Specialist working with the Leeds Maths Hub and her expertise is used at Cowling and schools across Yorkshire. In the mastery approach all pupils are taught the

same mathematical content at the same time and at the same pace, with the focus is on developing fluency, reasoning and problem solving. There is greater stress on pupils deepening their knowledge, understanding and application of skills and as a result, questioning skills are an integral part of all lessons as pupils extend and develop their thinking and problem solving skills. As we introduce this new approach across all year groups we are undertaking evaluative lesson observations that particularly assess the impact teaching has on deepening pupils learning and understanding. Teachers share their findings to help identify ways to further improve teaching strategies in maths. As a result we have reviewed the school's calculation policy so that it provides closer links to the use of apparatus and equipment. This is particularly important to ensure our provision for least able pupils is well matched to their learning needs. Our provision for most able pupils is exploring ways to provide more challenging thinking challenges rather than larger numbers.

### **ENGLISH**

Literacy develops pupils' skills in both reading and writing. Through a variety of strategies our children are given opportunities to develop self-confidence and fluency when speaking to a variety of audiences. They are taught to listen to the opinions and experiences of others.

Our curriculum teaches children strategies for developing more complex sentence structures to make pupil's writing more interesting to read. Our children learn to manipulate words and phrases for best effect. Grammar and spelling skills are taught discretely but are also referred to in lessons.

When children first start school they are introduced to skills to prepare them for reading and build on their existing skills, both listening and visual. Books from a number of reading schemes are used, and children are encouraged to take books home regularly. We also provide books online for pupils to read.

Teaching a child to read is a partnership between home and school. A great emphasis is placed upon reading and the enjoyment children gain from books. Through shared and guided reading children are given a rich experience of a wide range of challenging texts. We aim for each child to be an independent, enthusiastic and reflective reader.

All children complete the reading challenge where pupils who read three times a week or more at home take part in our reading raffle.

## **SCIENCE**

In science the emphasis is placed on developing an enquiring mind and children are encouraged to ask questions and find answers. Much work is done practically and through investigations where children are involved in exploring, observing, measuring, recording results and drawing conclusions. Research from secondary sources is also an important aspect of Science, particularly in Key Stage 2. Children use books, ICT resources and the internet to gain knowledge in different areas.

## **GEOGRAPHY**

Children will study the physical, human and environmental aspects of Geography. These themes will be studied by looking at their local environment, contrasting localities in the United Kingdom and in other areas of the world. Fieldwork is undertaken wherever possible and includes a residential visit in Year 5/6 to the Lake District.

## **HISTORY**

Children are taught about important events, people and developments in the past. Artefacts, visits and ICT resources are used to support learning and engage pupils.

## **MODERN FOREIGN LANGUAGES**

French is taught weekly to children in Years 3 – 6.

## **ART**

Artwork is based on both imagination and observation. Children use a variety of materials, media and tools to express their ideas and feelings about the world. They are taught to appreciate, evaluate and to make judgements about art, craft and design from different times and cultures and to make practical decisions about how to develop their own artwork.

## **MUSIC**

Our aim is for children to experience the excitement and joy of performing music in various ways. Pupils will all be given opportunities to:

- Acquire a basic knowledge of the elements of music in such things as rhythm, melody and harmony
- Read music to varying degrees
- Listen to many different kinds of music

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- Make simple judgements about the music they hear or play based on their growing knowledge
- Respond to music using their knowledge and skills to improve their own performance
- Perform in school concerts.

North Yorkshire's peripatetic music service enables pupils to learn to play instruments including the accordion, guitar, and piano.

### **COMPUTING**

Children learn to use and program a computer with confidence, skill and enjoyment. They develop skills in using algorithms, word processing and graphics. Use of the Internet is invaluable across the curriculum. Children are taught about internet safety.

### **DESIGN TECHNOLOGY**

Children are given the opportunity to practise skills through specific tasks. They are encouraged to evaluate their own work and that of others.

### **PHYSICAL EDUCATION**

We endeavour to provide a wide range of physical activities to help pupils develop physical competence and to value the benefits of exercise. PE also contributes to the establishment of self-esteem and teamworking skills. The areas of activity covered will be athletics, dance, games, gymnastics, swimming and outdoor adventurous activities. In addition specialist teachers work in school as part of the School Sports Coordinator Partnership. Children also have the opportunity to take part in inter school sports tournaments during Key Stage 2. We hold an annual sports day. During the Autumn and Spring terms pupils in Years 3 and 4 swim weekly at Colne Swimming Pool. A voluntary contribution from home supports the costs of tuition, entrance and travel.

### **RELIGIOUS EDUCATION**

Emphasis is placed on the development of a caring and respectful attitude towards others in the school, local community and in the world in which we live. These attitudes are fostered throughout the school at all times extending into Personal, Social, Health, and Citizenship Education (which is taught across the curriculum). Regular collective worship of a broadly Christian character takes place in school. Parents have the right to withdraw their children from these assemblies, but must inform school in writing.



## **BRITISH VALUES**

The DfE has recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. At Cowling Community Primary School, these values are reinforced through the curriculum, embedded into assemblies and in the daily life of the school.

### Democracy

Cowling School believes in the rights and responsibilities of all children. Children have many opportunities for their voices to be heard and elections are held for positions such as the School Council.

### The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the day to day life of the school, as well as reinforcing positive behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message and our MP has visited the school to take part in a workshop with pupils.

### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety work, the ICT Acceptable Use Agreement and PSHE lessons.

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### Mutual Respect

Mutual respect is at the heart of school life and children learn that their behaviours have an effect on their own rights and those of others. All members of the school community aim to treat each other with respect.

### Tolerance of those of Different Faiths and Beliefs

Cowling School celebrates difference. Class based learning and Assemblies are regularly planned with the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHCE and school curriculum as a whole promotes quality teaching and learning that reinforces tolerance and inclusion. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths and we have well established links with the neighbouring Anglican and Methodist churches.

At Cowling we will challenge pupils, staff or parents expressing opinions contrary to these values, including 'extremist' views.

### Rolling Programme

At Cowling Primary we operate the curriculum on a three year rolling programme. The Cowling rolling programme follows a half-termly theme based around a lead subject either science, geography, history, art and design, DT or music.

English and Maths follow the yearly expectations in the new National Curriculum. Progress is measured using steps.

Science (NYCC 2 year rolling programme), Computing (Rising Stars and Lancashire) , PE, Music (Music Express), French (KS2 - use NYCC scheme) and Personal Development stand alone to ensure coverage but links are made wherever possible.

Phonics: children follow the Letters and Sounds Phonic Programme and follow the Book Band reading scheme.

### In Medium Term Planning:

Teachers should constantly ask "Why do my pupils need to know this?" and make content relevant to pupils. Teachers should plan beyond the expectations of the National Curriculum to enrich learning. Teachers must ensure the aims and purposes of study are incorporated into planning so plans are not just content. Teachers strive to put the fun into learning.

Short term Planning:

Teachers strive to ensure lessons follow the 80:20 rule – children show high levels of productivity and are doing 80% of the work. Teachers should where possible plan a series of 10 minute activities which demonstrate progress by children saying, doing or showing what they have learned. Teachers strive to establish “learning without lessons” areas eg displays to prompt thinking and extend opportunities for learning outside of the lesson.

Children in Reception follow the Early Years Foundation Stage Curriculum which involves the children in play based learning across the following curriculum areas: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

