



Harvington C of E First & Nursery School **Curriculum Policy**

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Reviewed: July 2026

Governors Responsibility: Curriculum and Assessment

Curriculum Intent Statement.

The curriculum at Harvington C of E First and Nursery School is derived from a precise understanding of our children's needs. In recognition of the starting points of many of our children, we have designed a curriculum to provide a breadth of exciting, purposeful learning experiences to ensure a rapid development of knowledge, skills, independence and confidence. We strive to follow our school's Christian values ensuring these are embedded in the life of our school. The aim is for our children to have the skills needed for them to become positive, aspirational and moral citizens with an understanding of global issues and a voice to support understanding and change.

Our curriculum intent includes planned opportunities to:

- Ensure a love and desire to learn following the Christian values and vision statement
- Enrich and challenge all learners
- Develop the skills to prepare children for life in the world we live in
- Become resilient, positive, aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Close all learning gaps
- Develop ambitious vocabulary choices
- Learn in a stimulating environment both inside and outside the classroom
- Engage in purposeful learning, opportunities including: visits, visitors, workshops, theme days, outdoor learning and cookery.
- Engage families in providing the skills and understanding to support as partners in learning
- Develop mastery skills by planning for breadth and depth
- Appreciate the world they live in and understand our local and global community
- Develop a voice to promote change and a confidence to speak out about issues that are important to us.
- Develop the social, moral, spiritual and cultural development of all our learners.
- Learn how to lead a healthy life
- Gain a range of experiences to aspire and learn about different career opportunities

Children leave our school as able, independent, caring, confident, respectful learners ready to find their place in the world.

Together we love, learn and grow

Introduction

The curriculum at Harvington First School follows the 2014 National Curriculum for KS1 and KS2 and the Early Years framework for Reception and Nursery.

What is the Curriculum?

We plan and organise activities to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave on a day to day basis. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Organisation of Foundation Subjects and Science

Based on the National Curriculum/EYFS framework, subject topics are set for each year group for each half term. History and Geography and Art and Design Technology are alternated half termly.

The long term planning overview maps out the individual subject topics for each year group. Medium term plans include details of key knowledge and vocabulary for each subject area and trips/visitors to link with a subject. Medium term plans ensure that throughout the year all National Curriculum objectives are covered for each year group with opportunities to revisit objectives in further detail hence developing mastery skills.

Long term and medium term overviews are set for staff members, staff will then plan activities based on the curriculum objectives. SLT and subject leaders will use the medium terms plans along with books and teacher assessments to ensure coverage and progression of the National Curriculum objectives.

Organisation of Maths and English

A long term plan is in place to ensure National Curriculum coverage and progression throughout the year groups. In maths, staff use this to plan daily maths lessons ensuring lessons begin with a flashback to recap prior learning. There are opportunities throughout the year to revisit learning objectives to ensure knowledge is embedded. Fluency skills including times table knowledge are further developed in extra maths fluency lessons. Each class from Year 2-Year 5 has a specific times table plan to follow.

In English a long term plan is in place detailing the National Curriculum objectives to be covered through specific genres and texts. Phonics and spelling is taught through separate timetabled sessions.

Assessment

All assessment is judged through teacher assessment using a range of evidence such as formal assessments, observations and work in books. At the end of a topic, children will complete a knowledge check assessment to inform assessment data and next steps. Teacher assessments are made half termly for science and foundation subjects and termly for reading, writing and maths. Results are analysed by assessment and subject leads with

feedback being given to staff and priorities set for the following term. SLT and subject leads also use evidence in books, lesson observations and classroom environment to track progress across the curriculum.

School Values and Christian Ethos

Our curriculum promotes respect for the views of each individual child, as well as for different cultures and religious beliefs. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. At Harvington our school values (truthfulness, perseverance, friendship, trust, forgiveness and respect) permeate through all areas of school life including the curriculum. These values are at the forefront of consideration when planning learning opportunities and experiences for the children and are reflected by the school's vision statement: **Together Love, Learn and Grow.**

Inclusion

The curriculum is accessible to all children regardless of ability. Children with special educational needs may need extra support/reinforcement or lessons adapted. More able children may require more challenging activities or opportunities to enhance their specific talents. By providing teacher support and positive reinforcement, varying instructions and also adapting activities, all levels can be supported. We recognise that there are children of widely different abilities so we aim to set common, open ended tasks, set tasks of increasing difficulty, group children sensitively and set different tasks according to the group and use TA's where appropriate. Consideration of children's individual support plans are incorporated. (See Equality Policy & Accessibility Policy and Plan.)

Long Term Theme Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 year cycle	All About Me	People Who Help Us	Space	Julia Donaldson Stories and Rhymes	Growing	Travel
	Growing and changing	Celebrations	Dangerous Dinosaurs!	Once upon a time	Nature	Around the World
Reception	Me in my World	My World	Houses and Homes	Food	Express Yourself	All Creatures Great and Small
Year 1	What is it like here?	How have toys changed over time?	What is the weather like in the UK?	What happened in the Great Fire of London?	What is it like to live in Shanghai?	What is a Monarch?
Year 2	What was the space race?	Would you prefer to live in a hot or cold place?	What was it like to be a Victorian child?	Why is our world wonderful?	How can we help everyone to stay healthy?	What is it like to live by the coast?
Year 3	What impact did the Ancient Egyptians have on the wider world?	Why do people live near volcanoes?	Who were the Celts and how did they live?	Who lives in Antarctica?	Are All Settlements the same?	What did the Romans bring to Britain?
Year 4	Where does our food come from?	How did World War II, impact family life?	Why are rainforests important to us?	Was the Saxon time, positive or negative for Britain?	What are rivers and how are they used?	Who makes the decisions in Britain?
Year 5	What was life like in Viking times?	What is life like in the Alps?	What caused the Battle of Evesham?	Why do oceans matter?	Would you like to live in the desert?	Why were the Tudors important?



Example of Medium Term Theme Overview

Medium Term Plan- Year 4- Spring 1

Grab:

Geography: Why are rainforests important to us?

Key Knowledge

- To know where North and South America are on a world map.
- To know the names of some countries and major cities in Europe and North and South America.
- To know the names of some of the world's most significant rivers.
- To know that climate zones are areas of the world with similar climates.
- To know vegetation belts are areas of the world which are home to similar plant species.
- To know the name of some counties in the UK-Worcestershire, Warwickshire and Gloucestershire
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region: the countries with the hottest climates.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife and know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know the world's different climate zones and that climates can influence the foods able to grow.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the threats to the rainforest both on a local and global scale.
- To know that an OS map shows human and physical features as symbols.
- To know an enquiry-based question has an open-ended answer found by research.
- To know that quantitative data involves numerical facts and figures and is often objective and qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To which chart is best to represent data.

Key Vocabulary: analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts

End Product:

R.E. How do festivals and family life show what matters to Jewish people?

Make sense of belief:

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

Trip: Synagogue

Science-States of Matter- Kapow

Key Knowledge

- All substances around us can exist as solids, liquids and gases.
- A property of a solid is that it keeps its shape unless a force is applied to it.
- A property of a liquid is that it can flow freely and take on the shape of a container.
- A property of a gas is that it does not have a fixed shape and can escape from an unsealed container.
- Heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating).
- Cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing).
- Water can exist as a solid, a liquid or a gas.
- The melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius.
- Water flows around the world in a continuous process called the water cycle.
- In the water cycle, evaporation is when bodies of water are heated and turn into water vapour.
- In the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation.
- The rate of evaporation increases as the temperature rises.

Key Vocabulary: boiling, conclusion, condensing, degrees Celsius, evaporating, evaporation rate, freezing, gas, liquid, melting, precipitation, rate, solid, steam, stopwatch, temperature, thermometer, the water cycle

<u>PE Dance-Get Set for PE</u> <u>Key Knowledge</u> • To copy and create actions in response to an idea. • To use changes of space to adapt the set material. • To choose actions which relate to the theme. • To work with a partner to show action and reaction. • To use actions, dynamics, spacing and timing to represent a state of matter. • To remember and repeat actions and create dance ideas in response to a stimulus. • To use action and reaction when creating ideas with a partner. • To remember, repeat and create actions to represent an idea. • To use choreographing ideas to change how actions are performed.	<u>PSHE-Dreams and Goals-Jigsaw</u> <u>Key Knowledge</u> • I can tell you about some of my hopes and dreams. • I know how to cope with disappointment. • I know how to make a new plan and set new goals even if I have been disappointed. • I know what it means to be resilient and to have a positive attitude. • I can identify the contributions made by myself and others to our group's achievement.	<u>Art and Design- Painting and Mixed Media-Light and Dark</u> <u>Key Knowledge</u> • Adding black to a colour creates a shade. • Adding white to a colour creates a tint. • Using lighter and darker tints and shades of a colour can create a 3D effect. • Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone can be used to create contrast in an artwork. • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work.
<u>Music- Changes in pitch, tempo and dynamics: Rivers -Kapow</u> <u>Key Knowledge:</u> • When you sing without accompaniment it is called 'a cappella'. • Harmony means playing two notes <u>at the same time that</u> usually sound good together. • An ostinato is a musical pattern that is repeated <u>over and over</u>; a vocal ostinato is a pattern created with your voice. • 'Performance directions' are words added to musical notation to tell the performers how to play. <u>Key Vocabulary:</u> a <u>cappella</u>, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato	<u>Computing Unit: Sound Stories-Purple Mash</u> <u>Key Knowledge</u> • To understand what makes audiobooks effective and identify the key features that make them <u>engaging</u>. • To plan and write a script for an engaging audiobook. • To record clear narration and add sound effects to an audiobook. • To edit, improve and finalise an audiobook using recording and sound design tools. <u>Key Vocabulary:</u> audio book, background music, edit, editor, final mix, playback, recording, sound effects, sound effects manager, sound technician, timeline, track	<u>Key Vocabulary:</u> abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid

Yearly Trip Overview

Class	A1	A2	Sp1	Sp2	Su1	Su2
Year N		Ellenden Farmshop		Sandfield Farm	Visit Harvington St James' Church	Theatre /All things Wild
Year R		Little Owls Farm	Walk around village		Nature in Art	Theatre /All things Wild
Year 1	Bishops Wood visit	Local Church		Cotswold Wildlife Park	Local Area Walk	Warwick Castle
Year 2	Leicester Space Centre		Black Country Museum		Worcester Cathedral	Envirosort
Year 3	Birmingham Museum		Bishops Wood- Celts	Hindu Mandir	KS2 Trip rotate over 3 years: Lego Discovery We the Curious Theatre	Chedworth Roman Villa
Year 4		Hartlebury Museum	Synagogue Visit			London-Houses of Parliament
Year 5	Compton Verney £15		Almonry Museum and churches Residential	Islamic Exhibition Visit		Visit Stratford-Mary Arden's farm