



## **CURZON'S CURRICULUM STATEMENT**

### ***Learning, growing and sharing under God***

Part of our three-fold vision is for our pupils to reach their potential. We aim to provide an environment in which each child's talents are nurtured and developed with emphasis being placed on reaching high standards. Both excellence and effort are commended.

Curzon not only has a team of dedicated teachers with a wealth of experience but a range of subject specialists to deliver a rich curriculum. Alongside the comprehensive requirements of the 2014 National Curriculum, attention is given to spiritual, moral, cultural, and social development of our learners. We aim to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We have invested a great deal of time and energy to ensure that our curriculum is specifically tailored towards the needs and interests of the children in our school and complements our Christian beliefs and values.

### **What is important to us at Curzon?**

Three distinct drivers underpin our teaching across the curriculum: Eco, Christian Values and Diversity. With these distinctive features, we aim to give our pupils the best possible education.

Our curriculum drivers:



**Eco**

**Christian Values**



**Diversity**

## Eco

Our beautiful woodland setting lends itself to “Learning Outside the Classroom”, supported by our Forest School accreditation and outdoor classroom in the woods. Our children love and respect learning outside through initiatives ranging from weekly Forest School lessons, “Spring Wonderland” activity days, to cross country woodland runs and pupil ECO reps. We are very proud of our ECO Silver accreditation.



## Christian Values

Our Christian ethos and spiritual distinctiveness are at the centre of all we do, and together with our small class sizes, create our strong sense of family. Our core values of Courtesy, Consideration, Cooperation, Confidence, Competence and Respect permeate the whole of school life.

Vicar-led assemblies and services held in the church to mark key festivals bear witness to our close links with Holy Trinity Church.



## Diversity:

Preparing our pupils for life in Modern Britain beyond the boundaries of a small rural school is vital. British Values are embedded in Curzon’s core values. Our links with a school in Kenya, visits from those of different faiths and ethnicities and events such as country days enhance our pupils’ multi-cultural development.

## Enhancing our curriculum

We enhance and enrich the curriculum through a variety of activities including motivational visits, opportunities for performances, engaging visitors, wide ranging after school clubs and beneficial links with other schools.



We hold “Wonderland Days” where all children develop an appreciation and greater understanding of the local natural environment through activities, such as seed planting, den building, mini beast searches and observing young birds hatch via our webcam.

The school holds country days where children are able to find out lots of fascinating facts about another country. The emphasis is on active learning with children experimenting by cooking the country's traditional foods, producing art work inspired by their artists and learning key phrases in a new language.



Curzon also has specific focus days. The PTA have funded a space dome to bring the children's learning about space alive and a history experience with opportunities for the children to dress up as Vikings.

## British Values

As a Church of England school, we uphold our Christian distinctiveness and the Christian values which underpin our ethos and determine everything we do. Our Christian values – embodied in the “Curzon Code” (Competence, Courtesy, Co-operation, Consideration, Confidence and Respect) – provide the secure foundation for the government's ‘British values’ of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Examples of where children learn about the specific values can be found in our British Values Statement ([click here to access the British Values Statement](#)).

British Values are also explicitly addressed through PHSCE and RE.



## Parent Partnership

At Curzon, we believe that involving parents in their child's learning is crucial to ensuring that children make the best possible progress. There are many ways we encourage you, as parents, to become involved in your child's education.

- Each year we start with a “Meet the Teacher” evening giving information on what to expect in the year ahead and a chance to meet your child's new class teacher.
- Parents' Evenings/Open sessions – opportunities to come into school and share your children's work or focus on a specific area of teaching and learning.
- Open book sessions where you can peruse your child's books.

- Parent Information Evenings – to provide you with the knowledge and information you need to support your child’s learning at home.
- Attending achievement assemblies and church services.
- Opportunities to volunteer – we welcome the help of parents to support with all areas of the curriculum including educational visits.
- Curzon has an open door policy and you are welcome to come in and meet with class teachers to discuss aspects related to your child. Teachers are available for informal chats most days after school.

## Growth Mindset

We believe that through hard work every child is capable of reaching his/her full potential. We teach our children to be resilient and not to give up when learning becomes difficult. Curzon children learn the importance of challenging themselves in all areas of school life and there is an emphasis throughout the school on children taking responsibility for their learning.



## Our curriculum in more detail

### Early Years Foundation Stage

The Reception year at Curzon School covers the Foundation Stage curriculum, which underpins all future learning by supporting, fostering, promoting and developing children’s:

- personal, social and emotional well-being: supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the school community so that a strong self-image and self-esteem are promoted.
- positive attitudes and dispositions towards their learning: portraying an enthusiasm for knowledge and learning and confidence in their ability to be successful learners.
- language and communication: providing opportunities for children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully.
- reading and writing: providing opportunities for children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books.
- social skills: providing opportunities that enable them to learn how to co-operate and work harmoniously alongside and with each other and to listen to each other.
- attention skills and persistence: developing the capacity to concentrate on their own play or on group tasks.
- mathematics: providing opportunities for all children to develop their understanding of number, measurement, pattern, shape and space in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.
- knowledge and understanding of the world: providing opportunities for all children to solve problems, make decisions, experiment, predict, plan and question, and to explore and find out about their environment and people and places that have significance in their lives.
- physical development: providing opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.



- creative development: providing opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.



Much use is made of the natural environment with the children spending lots of time learning outside. Activities in the woodland include: treasure hunts, photography, making natural sculptures and pictures.

**Further information on the Reading Scheme used in KS1 (and other areas of the school) can be found here in our Parent Handbook ([click here to view](#))**

## **KS1-2 Subject Overviews**

[Current newsletter for each class detailing the current topics](#)  
[Curriculum map showing year by year overview for each subject](#)

### **Art**

Children engage in a variety of art and craft activities which are often linked to other curriculum areas. There are opportunities to develop skills, techniques and creativity using a range of materials and different starting points. A wider knowledge and appreciation of Art and Design is developed through the study of a variety of artists and craftspeople from different cultures and ages.

### **Computing**

We teach children to write computer programs and use technology safely and responsibly. Word processing, spreadsheets, multi-media presentation programs, painting packages, interactive whiteboards, the Internet and e-mail bring an extra dimension to learning. At Curzon, we teach all children to exploit the potential of ICT to raise their standards of achievement across the whole curriculum. We have enhanced teaching and learning through the purchase of iPads and laptops which are used across the curriculum. Our ICT curriculum places an emphasis on e-safety throughout the school.

### **Design and Technology**

Technology is utilised not only to produce an end product but also for the evaluation of the process as well. This process involves designing, planning, making and evaluating. The children are given the opportunity to use a variety of tools, materials and techniques as they progress through the school.



Each class has half a term of cookery each year where they learn about nutrition and how to cook wholesome and healthy meals.

### **English**

Reading is fundamental. All children are encouraged to read widely for pleasure and information and have free access to take books home from class and school libraries. We hold activities to promote reading for pleasure such as book swaps, visits and reading challenges. In teaching children to read, a combination of reading schemes, approaches and techniques are used. This allows for individual strategies and provides maximum opportunity for each child to learn new, and extend existing, reading skills. We use a synthetic phonic approach which is taught systematically from Reception to the end of KS1. Phonics is taught through Letters and Sounds in small ability groups across the whole of KS1. Our emphasis is on making phonics fun and interactive. The groups are reviewed regularly. So that phonics is applied in writing, KS1 have phonics grids to assist them in spelling words when they write. The reading of high frequency words is taught alongside phonics from Reception to Year 2. Children are provided with frequent, daily opportunities to practise reading sight words. KS1 children develop their comprehension skills through a home reading Bug Book programme.

All children throughout the school have guided reading sessions in addition to the daily English lesson. We use fiction texts by quality children's authors and a range of reading scheme texts for non-fiction including Collins, Rigby Star. It is our aim that each child reads in a small adult-led group at least once a week.

The school sometimes uses the programme Reading Eggs in EYFS and KS1 and Reading Eggspress in KS2 to set homework – [Click here for more information](#).

Children are taught to write appropriately for a variety of purposes and real life situations. To develop pupils' understanding, we may link our Literacy to humanities topics. We teach units of work, interweaving speaking and listening, reading and writing. Within each unit, there are opportunities for planning, editing and redrafting writing. As part of the school's growth mindset approach, pupils are taught the value of following and responding to teachers' comments. Time is allocated for children to reread their writing and make improvements. Older children are trained to peer assess each other's work.

Clear presentation is important. From an early stage children become familiar with drafting and information retrieval skills. Clear communication, speaking and listening skills are emphasised and actively taught throughout the school.

Drama and speaking and listening is included in its own right as a learning strategy in each Key Stage and all members of the school are given the opportunity to work towards an annual production and participate in services at the local church.

## ***History and Geography***

History and Geography are centred upon a termly topic with links across the curriculum to other subject areas. Plans for each year provide the opportunity for all children to access the requirements of the National Curriculum, which encourages an understanding of people and places both in the past and the present. Work in the classroom is enriched by field trips and visiting speakers, which the children really enjoy.



## ***Mathematics***

Our Maths curriculum allows children to deepen their learning by providing opportunities for prediction, reflection and reasoning. Although the national curriculum expectation is that the majority of pupils will move through the programmes of study at broadly the same pace, we recognise some children may need more time to consolidate concepts whilst others will be ready for further challenge through rich and sophisticated problems. Through our teaching, we make explicit links between different areas of Maths and encourage children to identify patterns and reason about their Maths.

Maths is taught every day. In addition to this, a couple of shorter sessions will be allocated to times tables and mental calculation skills each week. These are critical Maths skills; children are expected to learn their times tables in line with the national curriculum guidance and are tested regularly. Maths is also taught through other curriculum subjects, such as: collecting and analysing data in Geography and using graphs to record scientific investigations.

Lessons begin with pacey, interactive warm up activities which aim to get children's thought processes flowing and allow for much pupil reasoning and discussion. Examples include: counting activities, paired games, countdown, factor challenges, reasoning about numbers, odd one out etc.

**Mastering Mathematics:** We want our children to fully understand mathematical concepts rather than following methods superficially. Strategies for teaching include:

- use of concrete resources (e.g. Numicon, Cuisenaire, Dienes)
- pictures to model concepts
- giving children a choice of activities to start on
- bar modelling to help unpick the meaning of word problems
- use of mini whiteboards for show me activities which involve all children
- children using whiteboards to take notes during whole class input
- working walls which children can refer to during lessons
- children explaining concepts to each other
- children making up own questions
- showing the same concept in lots of different contexts
- use of mastery resources, such as White Rose and NCTEM (National Centre for Teaching of Excellence in Mathematics)

## ***Modern Foreign Language***

All children in KS2 learn French based on the Hiltingbury and Danecourt schemes of work. French is taught in a lively and interactive way which helps children develop confidence.

## **Music**



Children are encouraged to understand and enjoy music. They are given opportunities to perform, compose and listen to a wide range of music. The school has an increasing selection of tuned and percussion instruments from different cultures. Singing is an integral part of school life and the children enjoy a wide and varied song repertoire throughout the Key Stages. There are also regular musical productions involving all children.

## **Personal, Social, Health and Citizenship Education (PSHCE)**

Reflected in the school's aims, children's personal, social and emotional development is at the heart of the school curriculum, in practice permeating all aspects of school life. Teaching on British Values and equality is incorporated within the PSHCE curriculum. Examples of PSHCE areas include:-

- Developing confidence and responsibility and making the most of abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Pupils assume a proactive role in the organisation and running of the school, having the option to be elected to the School Council, Anti Bullying Ambassadors or Eco Committee. In addition, Year 5 pupils are paired with Class 1 as buddy readers and Year 6 take on the role of house captains, librarians and sports leaders. Pupils in all classes are allocated class jobs with some choosing to organise and run lunchtime clubs.

## **Physical Education**

Physical Education is taught through dance, gymnastics and games in which all children participate. Key Stage 2 games may include football, tag rugby, netball, hockey, cricket, short tennis, rounders, athletics and swimming.

We aim to give experience of individual and team competitive play to all children of all abilities, to promote a positive attitude to sport and to promote good sportsmanship. Inter-school matches are held in various sports. Pupils have the opportunity to participate in a wide range of extra-curricular sports clubs. The school is part of the Holmer Green Sports Partnership.

## **Religious Education**

The school is proud to have gained the Silver Quality Mark for RE. As a church school, Curzon School has a broad and balanced curriculum within a school community that values the spiritual dimension of life. Religious education is taught to each class in the school and has a main focus of Christianity whilst also exploring other faiths. The school has developed their RE scheme of work which is based on Understanding Christianity.

Collective worship has a Christian context and reflects Anglican traditions with its close link with the local churches. It is in accord with the diocesan policy on worship. It recognises that children in the school come from a variety of Christian, other faiths and non-religious backgrounds and that worship needs to encompass a wide spectrum of experience and development. Collective worship at Curzon is celebrated in a way that is inclusive and an affirmation and celebration of the values and the ethos of the school. It is therefore expected that all children will share the act of collective worship.





## **Science**

The school holds the Primary Science Quality Mark recognising our high quality provision.

Our aims in teaching science include:

- preparing our children for life in an increasingly scientific and technical world;
- fostering concern about, and active care for, our environment;
- helping our children acquire a growing understanding of scientific ideas;
- helping develop and extend our children's scientific concept of their world;
- equipping children with scientific knowledge required to understand the uses and implications of science, today and for the future.

All children are taught to design and carry out experimental testing of scientific ideas and theories. Children learn to hypothesize, conduct close observations, develop effective recording skills, interpret what they see and communicate these findings to others using scientific language. Enrichment opportunities include participating in Bucks Big Bang programme.