

Curriculum implementation:

- Our curriculum has been designed with the children of Askwith as its priority and begins in the early years.
- All staff have been involved in the design of the curriculum to ensure that it is a unified curriculum which includes all statutory elements as well as taking into account the context of our school. It draws on the statutory Early Years framework, Development Matters, The National Curriculum and the NYCC Agreed Syllabus for RE. Alongside this, we have taken into account our locality and the need for cultural diversity to ensure that our pupils have the necessary knowledge and cultural capital to succeed in the world.
- **The Early Years curriculum** is divided into 7 areas of learning that enable children to progress towards the 17 Early Learning Goals. The 7 areas of learning are split into prime areas and specific areas. The prime areas are: Communication and Language, Physical Development, Personal, Social and Emotional Development. The specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Learning in the Early Years is planned out and taught in a systematic way to build knowledge through small steps at the appropriate time in the year. The prime areas provide the foundations for children's learning and development and these are strengthened through the specific areas of learning. Knowledge in the Early Years is built through daily focus sessions, enhanced provision and continuous provision. During focus sessions, connected knowledge is checked through knowledge checks, new knowledge is taught in granular steps and many opportunities are provided for deliberate practice. Enhanced provision is planned provision to meet the needs of individual children through high quality adult interactions, to support learning of new knowledge in the prime and specific areas and to provide more opportunities for deliberate practice of new knowledge. The continuous provision supports all areas of learning and is language rich for children to develop their vocabulary. The Early Years curriculum allows each child to become resilient, confident and self-assured, to build positive relationships with adults and peers and to learn through their individual interests at their own rate. This provides the foundation for their transition into Year 1.
- **English - reading** is prioritised across all areas of the curriculum and takes place daily. Our chosen systematic synthetic phonics programme (Pearson's Phonic Bug) begins in Reception and is a fast paced introduction to early reading. Alongside this, weekly guided or group reading sessions take place using Pearson Books. Daily group reading sessions ensure that skills and knowledge are deliberately practised in order to become embedded. Each day, the children are given the opportunity to 'read for pleasure' and listen to an adult read. This is to ensure that the children are immersed in quality texts to enhance their vocabulary. Each year group has a carefully chosen set of 'recommended reads' which are taken from a selection of classics and modern classics with an appropriate lexile

range. Opportunities for reading are identified in all areas of the curriculum and quality texts are recommended.

- **English - writing** takes place daily. Throughout the autumn term and spring term 1, grammatical and language features are prioritised and then applied through a range of genres in spring term 2 and the summer term. Teaching begins with embedding connected knowledge before moving on to new knowledge. Opportunities to apply different genres of writing are identified in all curriculum areas.
- **Maths** - takes place daily. Each year, maths teaching begins with number and place value as it is the foundation of all other area of mathematics. Arithmetic is taught as a discreet subject area. Prior to each unit of essential knowledge, connected knowledge is checked and embedded before moving on to new knowledge.
- **Science** - science is planned over a two-year cycle to accommodate mixed age classes. The curriculum has been carefully organised to ensure that a balance of each year group's knowledge is covered (see rolling programme). Pre and post opportunities for knowledge building are identified and added to each classes LTP. Science is taught in blocks to ensure complete immersion into the subject matter which enables the children to know more, remember more and do more. Each year, a total of 6 $\frac{1}{2}$ weeks (KS1) and 7 weeks (KS2) of science is taught.
- **Foundation subjects** - each foundation subject is planned on a two-year cycle (see individual subject's rolling programme). All foundation subjects are taught in blocks to ensure complete immersion into the subject matter which enables the children to know more, remember more and do more. Essential knowledge is taught over 9 weeks over the 2 year cycle. Pre and post opportunities for knowledge building are identified and added to each classes LTP.
- **RE** - we have decided to adopt the North Yorkshire Agreed Syllabus for R.E. Each year's units have been placed into a two year rolling programme (year A and year B) which allows for mixed year classes to acquire the relevant essential knowledge. The essential knowledge is divided into: believing, expressing and living. Each year, this is supplemented by a progressive development of knowledge of Easter and Christmas (see rolling programmes) which includes a visit (or Zoom call) from our local Reverend. RE is taught in blocks to ensure complete immersion into the subject matter which enables the children to know more, remember more and do more. Essential knowledge is taught each term over 9 weeks in the 2 year cycle.
- **PSHE and French** - are taught discretely, once per week. Alongside this, there is a daily diet of French and class assemblies that reinforce PSHE key concepts. The PSHE is a spiral curriculum in which the three key areas (Relationships, Living in the Wider World

and Health and Wellbeing) are taught on a cycle with increasing depth at each revisit. We believe that pupils need to be exposed to French (to build language knowledge through regular deliberate practice) and PSHE (as this is such a vital part of pupils' personal development) regularly rather than in blocks.

- **PE** - is taught weekly in two sessions. One session focuses on fitness which helps to build stronger muscles and bones acting as a stimulus for the body to adapt to. Developing a good physical foundation from a young age ensures children develop healthy bone mass and density, which will reduce the risk of developing bone-related diseases such as osteoporosis later on in life. The second session is planned using a two-year cycle of essential knowledge (see progression document). KS2 children swim for 6 weeks each year.
- Enhancements are carefully planned in order to enrich the curriculum to develop cultural capital and build character. We place great importance on the well-being of our pupils. We encourage our pupils to experience a wide range of activities both during and after the school day. Pupil voice is taken into account when deciding upon our programme of teacher-led after-school clubs. Clubs cover a range of sporting disciplines, the arts and the development of thinking skills.