



Head of School: Infant
Tracey Marsh



Executive Headteacher - Ian Waine

Head of School: Junior
Clive Mulligan

Stockheath Lane, Havant, PO9 3BD Tel: 023 92475606 Fax: 023 92499423
Email: adminoffice@trosnant.hants.sch.uk Website: www.trosnantschools.co.uk

Drafted by	JC and subject leaders	Reviewed by	Clive Mulligan
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Curriculum Policy

I Introduction

At Trosnant, we are committed to developing the whole child. We believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore as well as the time to have fun. Although our curriculum is based on the National Curriculum, there are other planned opportunities that make up the wider curriculum to deliver varied learning experiences for our children. This is delivered through our drivers which underpin our schools' curriculum: possibilities, the community, the Arts, and growth mindsets.

We are constantly reviewing and improving the curriculum we offer to our children. The curriculum at Trosnant is evolving according to the needs of our children and to the aspirations of the staff and community.



"Education is the most powerful weapon which you can use to change the world".

Nelson Mandela

II Organisation, Planning and Coverage:

- i) We plan our curriculum in three phases. Subject Leaders across the Federation have worked together to create a curriculum coverage overview for each year group. All staff and groups of learners created a range of possible themes which would ensure curriculum coverage and appeal to the different interests of various cohorts.
- ii) During the academic year the Federation cover six themed units including a transition unit which is started during Changeover Week and continued in the autumn term. Year groups design thematic units known as "Learning Quests" which allow them to meet the statutory requirements of the national curriculum and the Federation's drivers. They are child friendly learning journeys which are shared with learners. Furthermore,



the learning journey and school drivers are displayed on the learning quest display wall in each year group. Time is also allocated for learners to research their own particular interests linked to the unit. Each learning quest includes a "hook" to engage the learners, as well as a clear purpose for the year groups to achieve. At the end of the unit, year groups invite parents and members of the community to share and celebrate the learning that has been completed.

- iii) We believe that it is important that learners make links with learning and the Federation's drivers. As part of the short term planning process we include TIB (This is because...) as well as LO (Learning Opportunities) and Steps to Success; in order to explain why knowledge, concepts and skills are being taught and how they can be applied to everyday life. Pupils are being encouraged to begin cross-reference their learning with the drivers with individuals beginning to tick/colour/circle the driver/s being addressed during the lesson.
- iv) Work linked to the Learning Quest is collated in Learning Quest Journals by the children, starting with a copy of the Federation's Drivers and the year group's learning journey. Individual children are encouraged to comment on their learning when appropriate.

III Driver Definitions:

At the Trosnant Federation, we believe that:



The school community will be immersed in a wide range of opportunities to raise aspirations by creating a thirst for learning with drive and ambition.



Everyone should have opportunities to develop an understanding and appreciation of belonging to a range of communities.



Everyone should have the opportunity to make, show or perform from a variety of traditions and cultures. We believe that individuals should have the chance to be involved a wide range of experiences including painting, sculpture, drama, dance and music.



A growth mindset enables individuals to find solutions to issues, situations and problems, leading to individuals speaking good words and taking good actions. We believe that it is important to celebrate people and events that have used a positive mindset.

IV Curriculum Subjects:

English

- i) Great importance is attached to enabling our children to become fluent readers. All the children are required to read independently, to an adult, on a regular basis. Their progress, as independent readers, is tracked through personal reading journals. When children are confident and fluent they are encouraged to use the library regularly to change their books. The school provides a variety of incentives and competitions throughout the year to celebrate children's reading achievement. Reading comprehension skills are taught widely and children receive focused tuition in guided reading sessions each week.
- ii) The school follows the progression of the 'Read, Write, Inc.' program, to support the development of phonics. This is taught across Key Stage One and into Key Stage Two as necessary. Spelling is taught both discretely through 'Support for Spelling' as well as through shared writing and guided writing opportunities in the class.
- iii) Children are taught to write in a variety of styles to suit different purposes and audiences. We follow the 'Talk for Writing' process which enables our children to share common experiences as well as supporting them in developing a wider range of language skills. Spelling and grammar knowledge is taught as part of our English units, as well as in discrete sessions each week. Children are encouraged to apply taught spelling and grammar rules whenever they write. A whole school policy for handwriting is aimed at children progressing towards a cursive style and being able to write smoothly, legibly and neatly.
- iv) Speaking, listening and performing skills are promoted throughout the school through storytelling, discussion groups, drama lessons, and role play. Such opportunities, as well as whole school assemblies, provide a valuable means of building confidence and developing the ability to listen to, and appreciate the efforts of others.

Mathematics

- v) We recognise that Mathematics helps children to make sense of the world around them by developing their ability to calculate, to reason and to solve problems. It is because of this, that the key aims for mathematics is to develop our children's fluency, reasoning and problem solving skills, as we prepare them for their roles in the wider world. We want to promote a real enjoyment and enthusiasm for learning through practical activities, exploration and discussion. Logical thinking and reasoning skills will be encouraged using the children's natural curiosity and by using an investigative approach.
- vi) We want our children to be confident and competent, so that they are proud to talk about their learning and thinking and about their achievements. Individuals will develop a thorough knowledge and understanding of numbers and the number system. They will develop their ability to solve problems through decision-making and reasoning in a range of different contexts. They will gain a practical understanding of the ways in which information is gathered and presented, and explore the features of shape and space. They will also develop their measuring skills in a range of contexts. In essence they will be able to understand how important mathematical skills will be for them in their lives.

Science

- vii) We are dedicated to providing our learners with a range of exhilarating science investigations and opportunities in a safe and secure environment. Working alongside the National Curriculum and our school drivers, we aim to excite and inspire our pupils to make discoveries about the natural and humanly constructed world around them. Through our use of learning quests, learners will be encouraged to work scientifically and challenge their own perceptions through investigations which will require pupils to engage with critical thinking skills.
- viii) As scientists we will build upon the following principles:
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
 - Being equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
 - Practising science in an independent but systematic approach, adhering to all health and safety procedures.
 - Building an extended spectrum of scientific vocabulary and technical terminology.
 - Applying our mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.
 - Developing a sense of curiosity through use of scientific questioning and using grouping and classifying in order to understand the world and become engaged in discovering further scientific ideas.

Computing

- ix) The purpose of federation's IT and computing curriculum is to equip individuals with the skills, knowledge and attributes to become active participants in a continually changing digital world. The children will leave our federation as digitally literate, inspired by the understanding of how ICT and coding can be used to solve common, everyday problems. We aim to use a range of devices and resources to enhance the learning already taking place in the classroom, as well as for providing specific IT and coding opportunities. The computing curriculum is divided into three main strands: computing and programming, ICT and its wider uses and e-safety.
- x) As digital learners in Key Stage 1 we will...
- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
 - create and debug simple programs
 - use logical reasoning to predict the behaviour of simple programs
 - use technology purposefully to create, organise, store, manipulate and retrieve digital content
 - recognise common uses of information technology beyond school
 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

- xi) As digital learners in Key Stage 2 we will...

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The Creative Arts

- xii) We believe that the creative arts are here to stimulate creativity and imagination. They provide visual, tactile and sensory experiences for all pupils and a unique way of understanding and responding to the world. Pupils can use a wide range of expressive forms, from each of the three subjects, music, drama and art. In art for example, children will experience the use of colour, shape, texture, pattern and different materials and processes to communicate what they see, feel and think. Through the creative arts activities, pupils will learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. There will be opportunities to explore ideas and meanings in the work of creative artists, craftspeople, musicians, actors and designers. Links are made with the diverse roles and functions of the creative arts in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the creative arts has the power to enrich the lives of all pupils.

Design and Technology

- xiii) The national curriculum describes design and technology as ‘an inspiring, rigorous and practical subject’ and that is exactly how it shall be taught at the Federation of Trosnant schools. Learners will develop skills of enterprise through planning, designing, and evaluating purposeful products. This will link into our schools curriculum driver of ‘Aspirations’, and help them to be more creative, resourceful and innovative as future global citizens.
- xiv) DT has huge potential to be a cross curricular subject, therefore it is important that teachers creatively teach DT in a way that provides opportunities for individuals to use maths, science, art and ICT skills. More specifically, DT should work hand in hand with science to prepare learners for an ever increasing technological world, and to train them for jobs which have not yet been created.

- xv) Across KS1 learners will:

- Practice skills of designing and making in relative and real contexts.
 - Have opportunities to design functional products for themselves or others.
 - Become familiar with a range of equipment, tools and materials to aid in different design processes.
 - Use design criteria to evaluate products made by the children and other mainstream producers.
 - Explore how structures can become stronger and more stable, through investigation.
 - Investigate a variety of mechanisms and use them in innovative designs.
 - Begin to understand the importance of nutrition and creating healthy meals, and where food comes from.
- xvi) In Key Stage 2, we will continue to develop the criteria of KS1, with more sophisticated planning, designs and products. Individuals will become confident in the use of a wide range of materials, equipment and tools when creating new products.

Additionally, across KS2 learners will:

- Use research to design and create functional products which are fit for purpose.
- Communicate planning through sketching, diagrams and prototypes.
- Investigate successful designers who have contributed to key events in history and explore why they have been successful, and how their designs have affected today's world.
- Begin to use electrics within designs to make them more effective.
- Prepare savoury dishes representative of a balanced diet.
- To understand the processes of how some food is grown, reared, caught and processed.

Geography

- xvii) As Geographers we learn about the environment in which we live and the scarce resources that the Earth provides us with and upon which we all depend. We will learn this through asking geographical questions about our locality in Leigh Park as well as within the whole of the UK. We will compare Leigh Park to a locality in a less economically developed country. We will look at how settlements differ and change and understand environmental issues linked to physical and human differences in the world around us. We will explore differences in weather and the effect of climate change to our local environment and the world. We will also look at and learn to read maps, atlases, and globes and be able to use compasses. This will extend our knowledge and understanding of the people and places around us and of the world.

History

- xviii) As Historians we will gain a deeper knowledge and broader understanding of the history of our nation and the world we live in. We will use a variety of primary and secondary sources to find clues and evidence to help us understand the historical context we are learning about. We will learn to make comparisons and links between the past and modern times and discover how and why things have changed. Also we will learn about people and events in the past, in Britain and the wider world, and realise how these have influenced our lives today. The information we find from our investigating will be recorded in interesting and creative ways.

Languages

- xix) We believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. Although we are only at the beginning of our journey, our aim is to provide a high-quality languages education to encourage our pupils' curiosity and deepen their understanding of the world. It is important that pupils gain first-hand experiences of other cultures and are able to communicate in a meaningful way, both in speech and writing, to its speakers. The learning of a foreign language provides cross-curricular links and reinforces the knowledge, skills and understanding pupils develop in other subjects. It is an essential part of being a citizen in an ever increasing global society.

Physical Education

- xx) Children are encouraged to lead healthy and active lives and to participate in a broad range of physical activities. All children regardless of their ability, aptitude and physical capabilities will be given an equal opportunity to take part in PE. As a school we aim to ensure that our PE curriculum enables children to acquire the skills, knowledge and understanding needed to take part in a range of physical activity. The children will be encouraged to challenge themselves, solve problems, be creative and enjoy themselves. We aim to promote a positive attitude to being active, so that children continue to lead active and healthy lifestyles into adulthood.
- xxi) In KS1, we encourage children to master basic movements such as running, jumping, throwing and catching. KS1 children are also given opportunities to participate in team games and to apply basic movements in a range of activities both indoors and outdoors. We allow children to develop balance, agility and coordination and to respond to music using simple movement patterns.
- xxii) In KS2, children are taught to use running, jumping, throwing and catching to play competitive games and to apply basic principles suitable for attacking and defending. Children continue to develop flexibility, strength, technique, control and balance through activities such as athletics and gymnastics. They perform creatively using a range of movement patterns and compare their performances with previous ones to demonstrate improvement. In KS2, children have opportunities to learn how to swim competently and take part in outdoor and adventurous activities.
- xxiii) Children are given the opportunity to build on their skills at after school clubs. We value the competitive element of sport and will provide children the opportunity to compete against each other in PE lessons, inter house competitions and against other schools.

Religious Education

- xxiv) The schemes of work for R.E are written from the Agreed Syllabus "Living Difference Revised". R.E is an opportunity to begin to understand about Christianity and develop an awareness of other faiths. This helps to foster an understanding about the beliefs and practices of others. These matters are discussed and this in turn causes the children's horizons to be widened and develops an understanding of their own thoughts and the emotions of others. Religious Education in our school does not seek to impose specific beliefs or promote any particular viewpoint, but seeks to:-
- develop an awareness of spiritual and moral issues in life experiences;
 - develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain (currently in Key Stage 1 pupils also explore aspects of Hinduism and in Key Stage 2 pupils study Judaism and Islam)

- develop an understanding of what it means to be committed to a religion
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural diversity in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the differences in society.
- develop the children's ability to describe, understand and evaluate the beliefs and practices of religious traditions.
- encourage a positive image of religions and living faiths which contribute to the life of the larger community.
increase learners' knowledge of festivals during the calendar and their significance for the community that celebrates them.
- draw attention to the various ways in which religious traditions have incorporated story, symbols rituals and artefacts into their practices.
- extend learners' knowledge and enable them to organise and communicate this in a variety of ways, including the Arts.

PSHE Curriculum Statement

xxv) As healthy citizens, our PSHE curriculum helps give our pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We take part in a range of activities enabling us to work with others and recognise our own worth. We reflect on experiences and tackle many moral and social issues we see in school life. We learn to understand and respect diversity and differences enabling us to form effective relationships with others.

xxvi) It is built upon the following principles:

- PSHE is about exploring values and beliefs, which influence individuals and their relationships with others and the wider world.
- PSHE is about helping children to respond to their present lives and prepare them for life beyond our school.
- Children learn best when they are having fun and are able to take part in practical activities. The learning will be engaging and children will be given opportunities to make decisions in contexts which are relevant to them.
- Our curriculum needs to develop links with our local community so that our pupils understand the links between the skills taught through PSHE and their responsibilities to their community.
- That we respect the individual values of others and celebrate difference. We understand that confidentiality and sensitivity plays an important role within the subject.

Our PSHE curriculum also covers Sex and Relationships Education and Drug, Alcohol and Tobacco Education. There are separate policies which deal with these areas.

Outdoor Learning

xxvii) Experiencing the outdoors can be a powerful stimulus for learning. Being in a different environment, one that allows natural light, noise and space can promote and improve children's personal, social and emotional development. By providing planned and engaging outdoor lessons that work along side the national curriculum, learners are more likely to connect learning to real life situations. This in turn can provide individuals with life long memories that can be applied to their learning. Children who take part in outdoor education benefit from learning about an active lifestyle and how to work as part of a team. All members of the federation have been encouraged to take on the responsibility of maintaining the recently planted trees and willow dome.