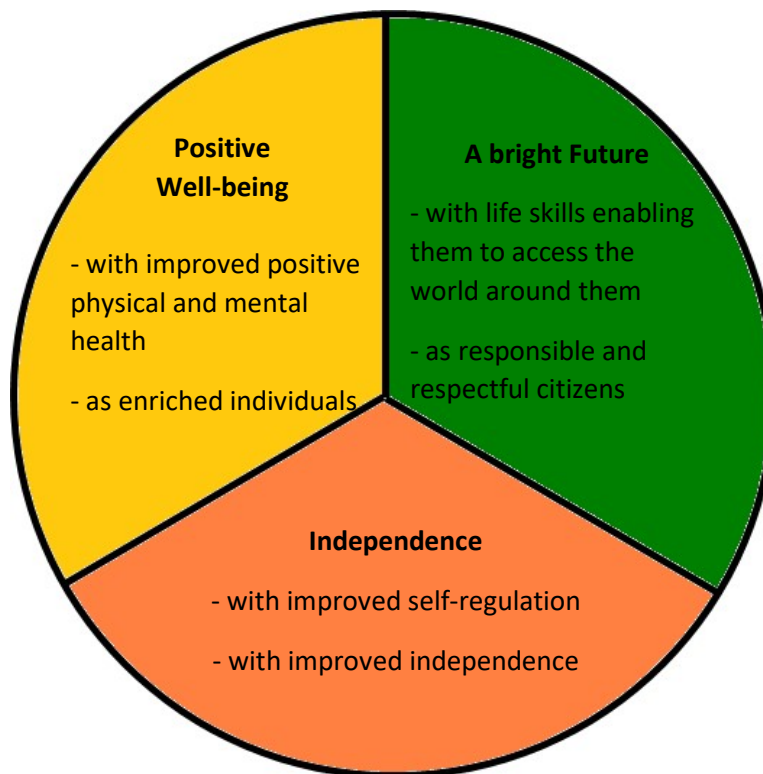


Curriculum Intentions



When considering how to further our curriculum for 2022/23, we have utilised parent, staff and children's feedback alongside our experiences of our curriculum pre and post pandemic, our recovery curriculum in 2020/21, and our 2021/22 offer to create a more sympathetic foundation for our current curriculum.

The information below provides evidence of the changes we have implemented and justifications for doing so.

Key features of our curriculum in order to support our whole school intentions are:

Daily Nurture sessions for all groups.

This was previously only offered to our youngest pupils, but throughout our recovery curriculum we recognised the value and positive impact in every class in an SEMH school accessing these sessions. The sessions are planned taking into consideration outcomes in pupils' EHC plans, focusing on their Social and Emotional areas for development and from Boxall profile target areas of deficit.

Personalised English and Maths sessions.

For several years we have provided personalised learning groups for English and progress data for pupils, particularly for our emerging readers who are learning phonics, has demonstrated the benefit of this.

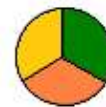
We adopted this approach for Maths from 2021/22 as we identified that pupil progress for Maths was less than in English. End of year data has shown that this has had a positive impact on increased maths progress.

Physically active timetables.

All pupils (and in particular pupils with SEMH) need opportunities to be active, and evidence is clear that pupils who are physically healthier are likely to be mentally healthier. All of our timetables have increased opportunities for pupils to be physically active, via scheduled PE lessons, Nurture sessions, break times, be active and sensory breaks.



English



At Cicely Haughton we aim to provide a broad, relevant and dynamic curriculum, which focuses on the skills that students need to master in order to achieve their potential in English and to succeed in life. All staff strive for excellence in all areas of communication, preparing children with transferable skills essential for success both at school and in life. We are proud to facilitate positive outcomes and promote high levels of literacy for all learners. The school delivers RWI phonics schemes for children who require the intensive phonics scheme and continues the phonics-based approach within the RWI spelling scheme and Fresh start for those children who join us with gaps in their phonics knowledge.

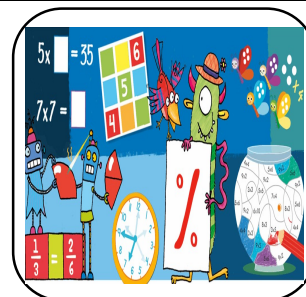
The school utilises wordsmith to provide the latest text and interactive resources to encourage participation and enjoyment of English across the school. Regular thematic writing weeks immerse children into a range of texts and encourage a love of reading. A wide range of Big Cat texts provides banded, modern and motivational texts for all of our children regardless of their reading ability and complements the eBooks on Oxford Owl and bug club.

English lessons are undertaken first thing in the morning when our children are at the most alert, motivated and enthused to learn. Regular RWI phonics screens of the children allows groups to be streamed regularly providing appropriate level of challenge for all children.

All of our children access targeted personalised learning lessons to ensure they reach their potential. Where necessary, some of our children also access one to one tutoring to boost their learning.



Maths



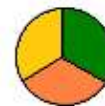
At Cicely Haughton we share the belief that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

The subject of Maths at Cicely Haughton School helps children's progress by encouraging a 'mastery' approach, using a scheme of work called Power Maths. The philosophy behind Power Maths is that being successful in maths is not just about rote-learning, but is instead about problem solving, thinking and discussing allowing children to gain a deeper understanding, leading to increased self-confidence.

Children will be encouraged to take part in tasks and not to be afraid to make mistakes, that 'Mistakes are proof that you are trying'. Lessons are reward based, rewarding resilience and self-regulation and pitched at the correct level to allow progress and growth and this will be celebrated. At Cicely we promote the 'journey to get there' just as much as the final result. Maths lessons follow the ethos of the school and give children the opportunity to take part in lessons from a level footing, with an opportunity to thrive, focusing on what they can do and celebrating independence.



PSHE



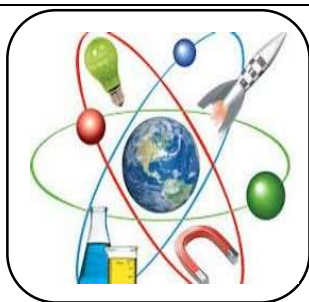
The aim of the PSHE curriculum at Cicely Haughton is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other adults and children. It is to promote the spiritual, moral, cultural, mental and physical development of all pupils. It teaches children to RESPECT and value themselves and others. It is to prepare pupils for the opportunities, responsibilities and experiences of later life, allowing pupils to acknowledge and appreciate difference and diversity. It is to teach pupils how to make informed choices and be positive and active members of a democratic society. It teaches pupils to understand what constitutes a safe and healthy lifestyle and provide a framework in which sensitive discussions can take place. It promotes safety in forming and maintaining relationships and provides pupils with a toolkit for understanding and managing their emotions. It aims to provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others and helps pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online. It prepares pupils for puberty, and gives them an understanding of sexual development and the importance of health and hygiene. It aims to help pupils develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships. It also teaches pupils the correct vocabulary to describe themselves and their bodies.



Nurture

The aim of the nurture curriculum at Cicely Haughton School is to provide children with opportunities to build self-esteem and to value their achievements so that they are confident to try new activities and initiate ideas. Nurture sessions are carefully planned using the children's Boxall Profile targets and directly linking to the children's individual Social and Emotional areas of development from their Educational Health Care Plans.

Through a nurturing curriculum staff model positive relationships and provide children with a secure and predictable environment where they can learn and play together in an environment where they can trust adults to be kind, helpful and concerned about their well-being. Skills that the children learn during the Nurture sessions such as accepting failure, participating with others, engaging in conversations, building trust with adults and peers and being able to ask for help, directly support the children during their academic learning.



Science

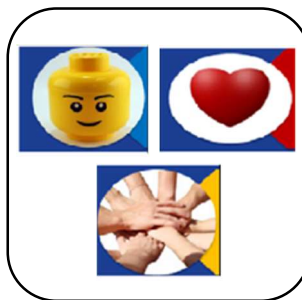


The aim of the Science curriculum at Cicely Haughton School is to develop in all young people a lifelong curiosity and interest in the sciences. We intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions.

In Science, progress is measured through a child's ability to know more, remember more and explain more. Children who feel confident in their science knowledge and enquiry skills will be excited about science, show that they are actively curious to learn more and will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world.



Physical Education

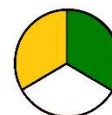


At Cicely Haughton we believe that both physical and mental health are both equally important to achieve healthy, active lifestyle habits. The P.E curriculum offers a broad range of activities that encourage children to become a good sportsperson through our 'HEAD, HEART, HANDS.' model. HEAD - are children making good decisions, showing leadership qualities and evaluating and improving their own performance? HEART -What is their Mind-set? Are they engaged and more resilient? Can they work in a team and show respect? HANDS - is the performance improving, becoming more precise, fluent and creative? What is their effort like? Are they showing energy, commitment and intensity during activity? Can they swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively? We are very proud that children have the opportunity to engage in a weekly session in our very own bespoke Health Related Fitness Zone. Here, children can enjoy being active on the rowing machines, punch bags and Cardio Walls. This has helped to embed a personal best culture.

We aim to ensure ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.



Religious Education



Our Religious Education lessons are intended to offer a broad and rich Religious Education curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know

about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. Spiritual, Moral, Social and Cultural Development; personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in Religious Education to their own experiences. The intent is to make sure that children understand the relevance of Religious Education in today's modern world and how it affects our lives.



Computing



At Cicely Haughton we believe that computing is an essential part of the national curriculum. Computing is an integral part of modern day life and therefore provides a wealth of learning opportunities, explicitly within computing and also across other curriculum subjects. Through the study of computing, children are able to develop a wide range of fundamental skills, knowledge and understanding that they will need for the rest of their lives.

Computers have become a part of everyday life. For most of us, technology is essential to our daily lives, at home and at work. 'Computational Thinking' is a skill children must be taught in order to provide them with essential knowledge and skills that will enable them to participate effectively in the digital world.

The new National Curriculum defines three clear aspects of computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). Children will be given the opportunity to develop their knowledge and understanding in each area from the Foundation Stage to Year 6. Within the computing curriculum, we have identified the following concepts which will be progressively delivered throughout the curriculum. They are: decomposition, abstraction, logic, algorithms, representations, community, creativity, innovation, identify, responsibility, safety and evaluation.

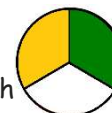


Art and Design

At CHS we offer a structure and sequence of lessons that help ensure children have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all children produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting,

sculpting, as well as other selected craft skills,

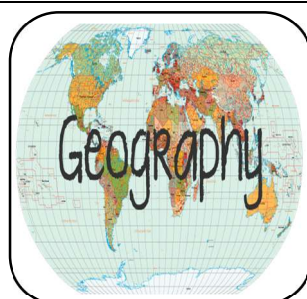
e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.



Design and Technology

At Cicely Haughton Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils can make products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative and enterprising individuals.

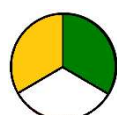
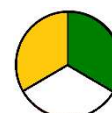
As part of their work with food pupils will learn how to prepare healthy and balanced dishes and will be instilled with a love for cooking. Learning how to cook is a crucial life skill enabling them to feed themselves and others, affordably and well, now and later in life.



Geography

The intention of the Geography Curriculum at Cicely Haughton School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes.

Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.



History

At Cicely Haughton School, our History curriculum endeavours to engage and excite children's curiosity and supports the development of key historical knowledge, skills and concepts through the study of British and local history and other significant time periods and societies. In understanding periods, events and people from the past, our children will gain cultural capital and have a greater appreciation of today's world and their place within it.

History on a world scale as well as on a personal scale will build awareness of children's own heritage and enable them to be aspirational about the role they can play in the future. At Cicely Haughton we are ambitious in our coverage of History and sequential teaching of core skills and concepts; motivating through exciting learning, trips and visitors that give all children an opportunity to explore and question the past.





French



It is our aim that French gives children an opening to other cultures, giving children a greater understanding of the world around them and a greater respect for other cultures. Children will acquire key knowledge and skills including a grasp of a number of key words and basic conversations in French. They will be given opportunities to develop understanding and communicating, both orally and written. They will also be given the opportunity to take part in a number of enriching activities including trying French foods, developing intercultural understanding and taking part in a number of games and activities as part of themed weeks, allowing for cross curricular opportunities. Children will be given a good foundation to support the study of modern foreign languages at key stage 3.



Music



Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum)

Music teaching at Cicely Haughton Primary School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Cicely we believe that music plays an integral role in helping children to feel part of the school community, therefore we try to provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, children showcase their talent and their understanding of performing with awareness of others.

Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres. The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.