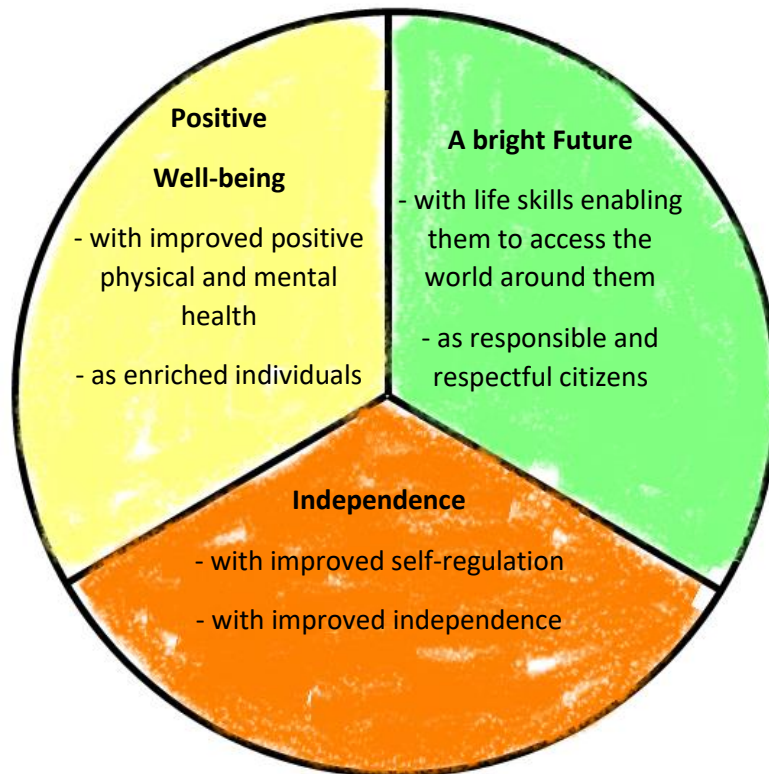
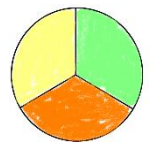


Curriculum Intentions



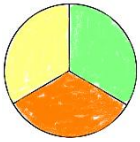
English



At Cicely Haughton we aim to provide a broad and dynamic curriculum, which focuses on the skills that students need to master in order to achieve their potential in English. 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 uses 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 recent purchase of Big Cat texts has also provided banded, modern and motivational texts for all of our children regardless of their reading ability.

English lessons are undertaken first thing in the morning when our children are at the most alert and 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.



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. As a cornerstone of our primary curriculum we, at Cicely Haughton, aim to support all children to become confident and creative mathematicians. Our teaching approaches are designed to support children to notice the key links and the interconnectivity of this vast subject area. There are five facets that are integral to our approach of subject area they are:

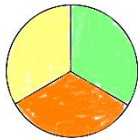
- To be fluent in the fundamentals of mathematics; this includes written calculation strategies and basic number facts such as number bonds and times tables.
- To be able to reason mathematically; by following a line of enquiry and using accurate mathematical language to explain ideas and strategies used. This often takes the form of talk maths lessons or collaborative maths sessions.
- To gain confidence when problem solving; quite simply there would be no fun without pitting our wits against a problem. Much of the problem-solving work we do at Cicely Haughton is based on discussion and links directly to our aim of reasoning mathematically. Children in every year group are exposed to open ended problems based on real life challenges that require creativity along with mathematical understanding.
- To have a strong understanding of mental maths strategies; in many cases this will be the most useful mathematical tool that we can supply our children with. To help our children adopt mental approaches we use many visual models as well as physical movement and a full range of practical equipment to understand the relationship between numbers and the four operations.
- To play; we always aim to have an element (or a whole heap) of playing within our maths curriculum that includes regular outdoor and big maths sessions. It is essential to move our children away from the 'old school' view of mathematics, 'that it is for a select few.' It is through playing with mathematical ideas that we are able to engage a wide range of children into this fascinating and rewarding subject.



PSHE



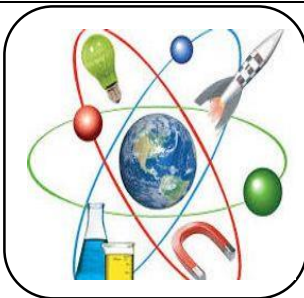
PSHE has a high priority in our school at Cicely Haughton. Our aim is to raise children's positive mental health and provide opportunities for children to develop social skills in a range of different situations. Children will explore their own feelings, both physically and emotionally, and increase awareness of these and learn how to manage feelings appropriately and gain self-regulation. Children will learn about relationships, be able to identify safety within them and learn skills to resolve conflict and maintain positive relationships. The nurturing ethos of the school provides opportunities for children to develop skill in the subject both inside and outside of the school grounds. Enrichment opportunities and well-being days enhances the PSHE curriculum.



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. The Boxall profiles enable Nurturing sessions to be part of a rich and vibrant curriculum on offer to the children tailored to meet each of their individual needs. 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.



Science



The aim of the Science curriculum at Cicely Haughton School is that children will retain and develop their natural sense of curiosity about the world around them. They will develop a set of attitudes which will promote scientific ways of thinking including perseverance and the importance of teamwork. Children will develop observational skills, design fair and controlled experiments and draw on meaningful conclusions using evaluation of evidence and will develop problem-solving skills through practical investigation.



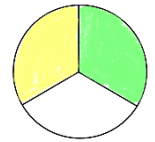
Physical Education



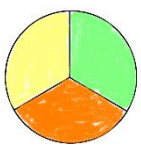
At Cicely Haughton we believe that both physical and mental health are both equally important to achieve healthy, active lifestyle habits. The P.E curriculum offers a broad range of activities that encourage children to become a good sportsperson through our 'HEAD, HEART, HANDS.' model. HEAD - are children 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.



Religious Education



At Cicely Haughton our Religious Education is created by Staffordshire Standing Advisory Council on RE, they state that; The role of Religious Education in schools is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy. A religious literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a plural world. At Cicely Haughton we development of a religiously literate person has to take place in a context, using dimensions and content to explore the three curriculum aims of Exploring, Engaging & Reflecting. An exploration of key religious dimensions will give children the building blocks with which to construct their understanding of belief systems, and the context in which to develop the attributes of the religiously literate person. The three curriculum aims are supported by six broad dimensions:: Beliefs teachings and sources; Practices and ways of life; Expressing meaning; Identity, diversity and belonging; Meaning, purpose and truth and Values and commitments. The programmes of study that follow identify a number of curriculum opportunities in relation to each of these broad dimensions to give structure to the planning process. Each statement should be approached in the context of the syllabus aims. Children are entitled to experience these curriculum opportunities and they should be the starting point for planning across a key stage. They do not significantly prescribe content, this is a matter for schools to decide for themselves, however they provide the basis for formulating challenging and stimulating questions which support enquiry and engage pupils in the study of religion. The curriculum opportunities in the programmes of study focus on religious experience. To support good learning and skill development through the curriculum opportunities children should also, as appropriate: encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues; visit places of religious significance; use ICT to enhance understanding; discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues; reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments; use a range of forms of expression to communicate their arguments and explore the connection between RE and other curriculum areas.



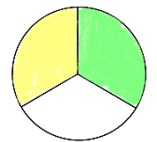
Computing



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.

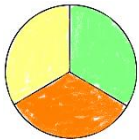
The new National Curriculum defines three clear aspects of computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). Children will be given the opportunity to develop their knowledge and understanding in each area from the Foundation Stage to Year 6. Within the 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 Cicely Haughton it is our aim that children find a sense of purpose, achievement and fulfilment in artistic expression. Children develop skills to express their ideas and feelings using a range of mediums and techniques, including both 2D and 3D work. The children learn to observe, study and record the world around them. They will gain knowledge and appreciation of a wide range of artists and artistic cultures. Artwork is regularly celebrated and shared in school through display, competitions and projects linked to other curriculum subjects or themed events.

Design and Technology

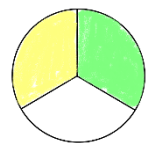
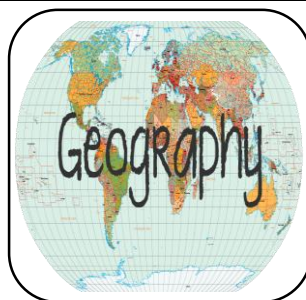


At Cicely Haughton Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils can make products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative and enterprising individuals.

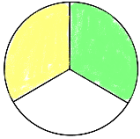


As part of their work with food pupils will learn how to prepare healthy and balanced dishes and will be instilled with a love for cooking. Learning how to cook is a crucial life skill enabling them to feed themselves and others, affordably and well, now and later in life.

Geography



The aim of Geography at Cicely Haughton School is to present the world as a place of wonder and to celebrate the diversity of its people and cultures. We aim for pupils to appreciate how human beings have used their environment to positive and negative effects. They will be able to interpret and use maps, globes and atlases and compare places using appropriate geographical vocabulary. Geographical studies will enable the children to consider environmental problems and their solutions.



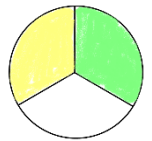
History



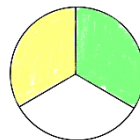
The study of History at Cicely Haughton School inspires children's curiosity, it encourages them to ask questions and helps them to develop a sense of identity through learning about the development of Britain, Europe and the world. They will increase their understanding of the present in the context of the past and they will work as historians where they will critically analyse different sources of information.



French



Our goal in French at Cicely Haughton is to give children an opening to other cultures, giving them a better understanding of the world around them and greater respect for other cultures. Children will gain key knowledge and skills, including fluency in a number of keywords and basic conversations in French. They will have the opportunity to develop their understanding and communication, both verbally and in writing. They will also have the opportunity to participate in a number of enriching activities, including trying french food, developing cross-cultural understanding and participating in a number of games and activities as part of the thematic weeks, allowing for cross-



Music



Music is first and foremost a practical subject. At Cicely Haughton music teaching is linked into the topics studied in class, so there are strong cross curricular links. Delivery is of course linked to the National Curriculum and to provide a means of self-expression. This is through singing, playing, composing, performing and listening. There is a strong emphasis on singing as everyone has a voice and it is therefore our first instrument. There are opportunities for those who wish to develop these skills still further within the school choir. There are also opportunities instrumentally with drum, guitar, keyboard, and recorder and ocarina lessons on offer to all students. Skills are taught and built on in regard to solfa, rhythm work, time names and notation and musical vocabulary is extended wherever possible. Self-appraisal is fostered whenever possible and musical learning is skill based wherever possible.