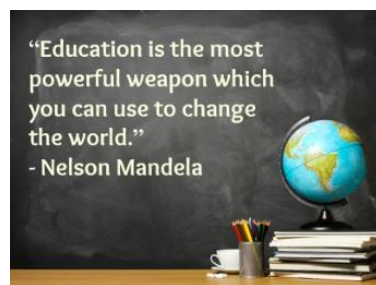


HIMBLETON CE PRIMARY SCHOOL AND NURSERY



***Nurture, Nature, Knowledge:
Enabling inquisitive thinkers and inspired learners with kind
hearts.***

***How is our curriculum design driven and
shaped and what is the rationale
underpinning this?***



CURRICULUM SUBJECT INTENT STATEMENTS

MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

William Paul Thurston

Mathematics

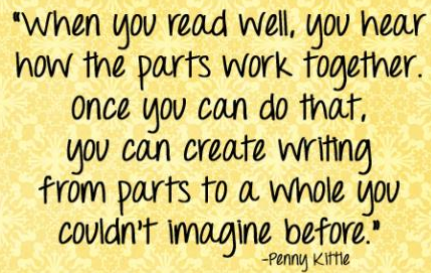
The intent of our Mathematics curriculum is to design a curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical concepts to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to Science and other areas of the curriculum. We want children to understand that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to Science, technology and engineering, and necessary for financial literacy and most forms of employment as they move on from Himbleton. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The aims of our Mathematics curriculum are that all learners:

- become fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We also aim to ensure that our learners have a good understanding of everyday spending, saving and budgeting skills, as well as financial security and safety.

The impact of our Mathematics curriculum is that by the end of each learning journey, the vast majority of pupils have sustained mastery of the content; that is, they show secure recall and fluency. This means that they are able to use what they have learnt across other curriculum areas. Some pupils will have a greater depth of understanding. We track every child carefully to ensure that they are making strong progress from their individual starting point.



"When you read well, you hear
how the parts work together.
Once you can do that,
you can create writing
from parts to a whole you
couldn't imagine before."
-Penny Kittle

English

Writing and Grammar

The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word and to develop their love of literature. Pupils are taught to acquire a wide range of sophisticated vocabulary, an understanding of grammar and a working knowledge of linguistic conventions for writing. We develop 'writerly skills' progressively so that our pupils have the stamina and ability to write at or above the age expected standard.

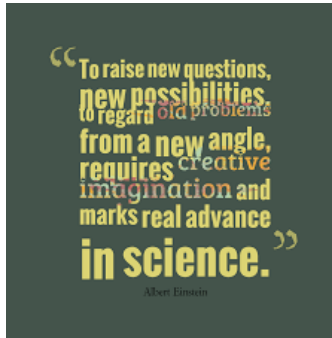
To support children in developing as independent writers, we provide a wide range of opportunities, including drama and role play, use of film and imagery, modelled, shared and guided writing, peer/self-editing and discussion. Children have opportunities to write for many different purposes, leading to different genres. In addition, pupils are taught how to plan, revise and evaluate their writing.

At Himbleton, our 'writerly skills' are based on correct grammatical terms in English and provide the basis for our English sequences of learning. Handwriting, Phonics and Spelling are taught explicitly and also incorporated into English sequences. A range of extra activities are used to promote English within the school, for example, World Book Day, Book Clubs, writing competitions and celebrations.

Reading

We aim to develop a love of books and reading from the beginning of child's learning journey with us and value the role of parents as partners in this vital task. Our pupils are encouraged to read for pleasure and read widely. We hear our children read regularly, both individually and in groups. We also value reading for its impact on vocabulary development and comprehension skills.

A progressive approach to the teaching of reading is adopted at Himbleton. This begins in the Early Years with the use of 'Letters and Sounds' as the basis for our Phonics teaching, alongside phonetically plausible reading materials to practise and apply. Once children are ready, group and whole class reading sessions are carefully planned and implemented, during which targeted questioning is used to assess and extend the learning of each individual. Such sessions expose children to a wide range of texts including fiction, non-fiction, classic and contemporary literature. Please see our 'Reading Approach' document for further details.



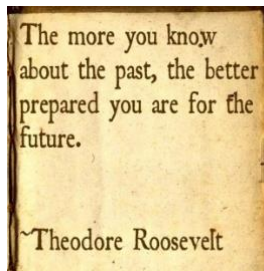
Science

At Himbleton, our Science curriculum is aimed at increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science that allow children to explore the world around them. We endeavour to teach children those transferrable skills that enable them to reach other areas of the curriculum by providing opportunities for critical thinking, evaluation of evidence and at the same time try to use scientific learning to help support basic skills such as data handling and explanation. Science allows the natural curiosity of the child to develop and we aim to promote this discovery whilst allowing children to use and respect the world around them: both the physical environment and living organisms. Outdoor learning is an integral part of our curriculum, through the Forest School site and our Science Garden, as well as opportunities planned carefully across the curriculum.

Our Science curriculum offers opportunities for children to develop scientific knowledge and conceptual understanding through the specific topics covered. Through the use of varied teaching methods we hope that our children will be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. Lessons include the use of a range of methods to communicate scientific information and present it in a systematic, scientific manner, including technology, diagrams, graphs and charts. We expect the children to develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.

All year groups use the National Curriculum and our skills progression document to provide a structure and clear knowledge and skill development for the Science curriculum being taught across the school.

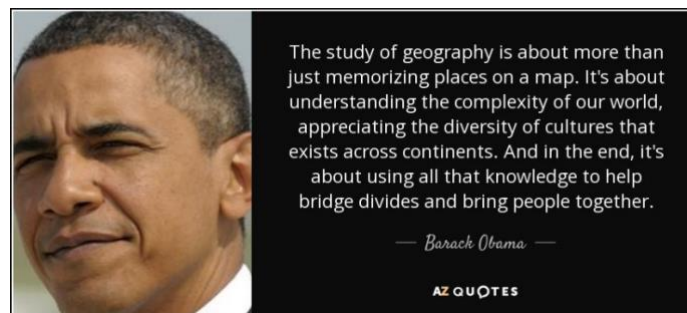
We strive to ensure that the impact of the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next phase of their education and life experiences.



History

Through our History curriculum at Himbleton, we are passionate about our children being curious about the past, gaining a secure knowledge and understanding of Britain's past and that of the wider world, becoming critical thinkers and understanding the process of change. Our History curriculum teaches our children to appreciate the diversity of societies and to understand their own identity and how things came to be.

These skills are embedded within History lessons and developed throughout their journey of the history curriculum through deeper learning. Throughout their time with us, children will develop an understanding of chronology and will study a range of key periods and civilisations, identifying how these impacted on the world by making important and meaningful connections and comparisons.



Geography

It is our intent for Himbleton's Geography curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We have developed long term plans based on sequential building of knowledge and skills to ensure that children develop a range of deeply embedded, transferrable skills. Our teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our curriculum is designed to enable children to develop into local, national and global citizens who understand their role in the world and how their actions have an impact on the world.

Our aim is for our children to deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of

each unit of work covered throughout the school. Our geography lessons will help children to develop a sense of identity and promotes responsible citizenship.



Art and Design Technology

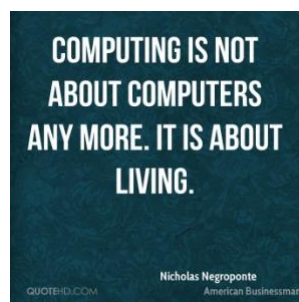
We believe Art and Design Technology are vital parts of a broad and balanced curriculum.

Art and Design gives children the opportunity to present their sense of creativity and vision through observation, experimentation and illustration. Through our progressive scheme of work they are taught skills and techniques in mark making, drawing, painting, print making, sculpture and textiles. Our pupils are given the opportunity to use their imagination with a wide range of media.

Manipulative skills are developed, as well as an awareness of colour, texture, design and dimension. Children study the work and techniques of a range of diverse artists and research art forms from other cultures.

In Design Technology children are taught to use tools correctly and safely to combine their designing and making skills, alongside their knowledge and understanding, in order to construct products that satisfy needs and challenges in an innovative way.

Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.



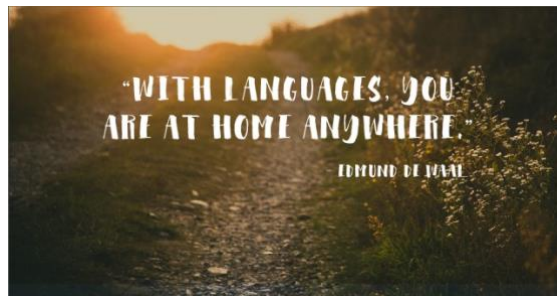
Computing

Our Computing curriculum is designed to equip children with skills and understanding to live in a technological world. The development of Computing skills is taught through both an integrated and discrete curriculum approach, depending on the specific objective. Opportunities to apply these skills across the curriculum are carefully planned as part of our thematic approach. A range of resources are used by teachers to support the teaching, planning and assessment of Computing across all year groups, using Purple Mash as the basis. The children develop their skills, with the use of iPads,

Chromebooks, desktops and laptops. Computing begins in Early Years and is taught progressively throughout the school.

Both KS1 and KS2 use the internet to carry out research, however KS2 progress to more complex skills such as data analysis, programming and coding. This includes being able to use a variety of computer software and coding programmes with an on-going emphasis on the importance of online safety for all year groups, specifically using resources found at <https://www.thinkuknow.co.uk/>.

The impact of our Computing curriculum will enable our children to leave school as young computer literates and be creative thinkers, particularly in terms of applying skills developed to present their work in a range of ways. As well as use the knowledge to select programmes for different purpose, children will become confident with using computational vocabulary and be able to use this in their everyday lives. Through the teaching of online safety, children will become aware of the risks and consequences involve and able to seek support when needed.



Modern Languages

Our vision is for all pupils to become lifelong language learners.

The focus language at Himbleton is French, although, the choice of language is secondary to the nurturing of confidence, enthusiasm and a love of languages. Through cross-curricular and positive language learning experiences, we aim to facilitate the development of effective and transferrable language learning skills that will provide a gateway to the wider world.

Children are taught the skills and knowledge required in Key Stage Two in preparation for further development in their next phase of education and the wider world.



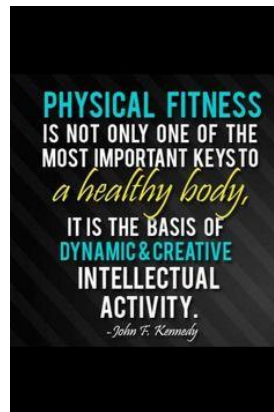
Music

Our Music curriculum is designed to progressively develop children's skills in all areas of music. They will use their voices expressively in songs from around the world and in a variety of musical styles.

Pupils will also be taught to play a variety of instruments and are encouraged to play together in ensemble groups.

At Himbleton we use the Charanga scheme of work to ensure that our children receive a high quality, progressive Music curriculum that develops a love of the subject and an understanding of the role that it plays in human expression and spirituality.

We also use our extra-curricular programme to give learners a range of opportunities to develop and use their musical skills e.g. iSingPop, Young Voices, Choir and peripatetic instrument tuition.

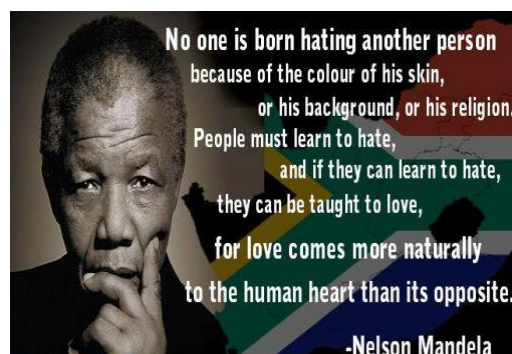


Physical Education

Our high quality Physical Education curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. It teaches core skills and builds on these progressively, allowing children to apply their knowledge in competitive sport both in and out of school and evaluate their performance. We provide many opportunities over the course of an extended school day for pupils to be physical in a way which supports their health and fitness and helps to embed values such as fairness, teamwork, resilience and respect.

We use the Get Set 4 PE scheme of work to structure our offer, as well as the use of specialised coaches to support and develop our school staff, across all year groups.

The impact of PE is seen through pupil interviews, teacher/coach evaluations, attendance at clubs and from performance in competitions.



Religious Education

We believe that our Religious Education curriculum has an enormous part to play in developing awareness of the wider world and preparing our children for life beyond Himbleton.

We want our children to have an understanding of, and respect and tolerance for the diversity of beliefs and cultures in the world, the impact that this has on the way in which people live their lives and what can motivate action.

At Himbleton, we follow the Worcestershire Agreed Syllabus for Religious Education. As a Church of England School, we also use 'Understanding Christianity' to ensure that our children have the opportunity to explore Christianity in depth and explore probing questions about life in a safe, secure respectful environment.

Strong today.
Stronger tomorrow.
Strongest together.

Stronger together

Personal, Social and Health Education (PSHE)

PSHE is an integral part of our curriculum at Himbleton. We teach PSHE discretely in each class, focusing on a key theme each half term to ensure that knowledge and skills are developed progressively. However, PSHE themes underpin all areas of the curriculum, specifically in relation to the development of our Christian values and British values.

We aim for the PSHE curriculum to equip our children with the necessary skills and knowledge for life in an ever-changing, diverse world. We want them to be able to live independently yet collaboratively, dealing with challenges with resilience and being confident to express their views respectfully and take action to bring about change.

We use 'Healthy Relationships: A Whole School Approach' as part of our PSHE curriculum, as well as 'HeartSmart' as the spine. Our Key Stage Two children embark upon the 'Young Leaders Award' from the Archbishop of York Youth Trust to support development in this area.

