

CURRICULUM MATTERS

Special Needs

All teachers strive to provide a programme of study which is appropriate for each child's level of ability and maturity, both in content and pace. The needs of children with learning difficulties will be identified and assessed as soon as possible and parents will be involved at an early stage. The class teacher will also be happy to discuss any concerns that parents have about their child's progress. The school will try to provide appropriate in-class and broader support such as help from the school's Learning Support teacher, the speech therapist and non-teaching staff. The school also liaises with the appropriate external agencies e.g. The Educational Psychologist and Occupational Therapist and follows the DFE's Code of Practice.

Able Pupils

We are aware that able children also have special needs and strive to make appropriate provision within school to meet these needs. To this end, able pupils are identified by the class teacher and the Able Pupil co-ordinator and teachers plan more challenging tasks and activities whenever and wherever appropriate. More able pupils are provided for by differentiated work and activities. At times, more able pupils from all three classes in each year are taught as a group for some aspects of English and Mathematics.

During the week, opportunities are provided when able children from all three classes in a year group can work together. In addition the school enters these children for able pupil workshops offered across the Felpham and Bognor family of schools, and also courses which are offered by the Local Authority at weekends.

Curriculum Organisation

The curriculum is planned in accordance with the Government's regulations regarding the National Curriculum. Our aim is to provide a broad, balanced and interesting programme of study for each year group which will involve investigations and problem solving, and working co-operatively.

The early years curriculum for children in the reception classes is called the Foundation Stage, and is carefully planned, with appropriate activities that are provided so that the Early Learning Goals may be achieved. These children are based in an "early years unit" consisting of three adjoining classrooms which lead directly into 'The POD' which is a shared creative area. There are also two enclosed outside play areas used solely by the reception classes. The Reception classes join in school assemblies as the school year progresses.

The curriculum for Year 1 and Year 2 children is carefully planned to incorporate both whole class teaching and differentiated group work as appropriate. English, Mathematics, Science and P.E. are now taught mainly as separate subjects. Other curriculum areas, such as Computing, History, Geography, Art, Music and Design Technology are mainly covered through topic work.

Religious Education is also taught as part of the West Sussex Agreed Syllabus.

An assembly takes place each day in the hall. Parents need to give formal notice if they wish their child to be withdrawn from any aspect of Religious Education or whole school assemblies.

If you would like further information about any aspect of the school curriculum or schemes of work, or would like to see the OFSTED Report on the school, please visit the school website.

School Grounds

Our school grounds offer lots of exciting learning opportunities for the children. The grounds contain a sensory garden, willow tunnel, woodland walk, pirate island, and a maze. We also have a 'nature area' which includes a large pond and log piles. Several other areas have been planted with specially chosen shrubs, bulbs and flowers to encourage visits from butterflies, insects and birds. Every year group have their own dedicated growing areas.

The children have access to the grounds on a daily basis (weather permitting). We also integrate the use of the grounds within different subjects as part of the whole school curriculum. The school enjoys a 'School Grounds Day' or 'School Grounds Week' that includes outdoor activities linked closely to the topic of the term. We are also members of 'Learning through Landscapes', a charity that promotes the use of the outside environment in every child's education.

Religious Education

Religious Education follows the West Sussex Agreed Syllabus. The units of study cover a variety of topics that are mainly Christian based. They do also cover the main six religions of the world, giving an introduction to major celebrations and events. Artefacts, videos, photographs and visits to the local church support the religious education curriculum. We have a daily assembly for collective worship, which is non-denominational. However, our worship is broadly Christian in nature and includes reflective thought and singing. We also have assemblies celebrating aspects of schoolwork and traditions. The Headteacher, staff, visitors or the children may lead assemblies.

Sex Education

This is not taught as a separate subject but may arise as part of cross-curricular work associated with various topics e.g. *"Ourselves"* (families, birth of babies), *"Living Things"*, (animal reproduction, possible differences in sexes) and *"Change"* (life cycles, growing seeds). On other occasions, staff always deal sensitively with children's questions if and when they arise.

FOUNDATION STAGE CURRICULUM

This covers children from age 3 to 5 years. The curriculum in the Foundation Stage should underpin all future learning and is planned in 17 areas of learning and development, split into two categories, Prime and Specific:

Prime Areas

Personal, Social and Emotional Development

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

Physical Development

Moving and handling

Health and self-care

Communication and Language

Listening and attention

Understanding

Speaking

Specific Areas

Literacy

Reading

Writing

Mathematics

Numbers

Shape, space and measure

Understanding the World

People and communities

The world

Technology

Expressive Arts and Design

Exploring and using media and materials

Being imaginative

Characteristics of Effective Learning

Playing and exploring - engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas

Making links

Choosing ways to do things

NATIONAL CURRICULUM - Key Stage 1

English

Listening Skills

In school teachers and helpers use every opportunity, both natural and contrived, to encourage children to use language as communication. From the outset children should be encouraged to listen to the teacher, each other, and to listen and respond to stories, poems, music, role plays and other stimuli, e.g. circle times. The ability to listen is as important as the ability to speak and is closely linked with the ability to understand and concentrate.

Writing Skills

The link between reading and writing is apparent and from the beginning written symbols will be introduced as an essential part of the learning environment of the school. Regular handwriting practice, starting with writing patterns, will help to ensure letters are correctly orientated using an entry stroke for developing a cursive style. Children will encounter and be encouraged to write in different styles of writing, both from fiction and non-fiction texts. Our aim is to develop confident and independent writers by encouraging children to explore a variety of writing forms such as letters, invitations, stories, poems, news and diaries. The school has a specific programme for teaching spellings; this links knowing commonly used words and developing phonic awareness of spelling families and patterns.

Reading

We use a variety of strategies when teaching reading. Recognition of letter sounds (phonics) is taught using a scheme devised by Ruth Miskin and the children learn individual letter sounds and blends. The children are encouraged to read for enjoyment and are allowed to take a 'free choice' book from the classroom daily if they wish. Our reading scheme is mainly Oxford Reading Tree and Story Worlds. Guided and shared reading activities, overseen by the class teacher, are planned into the curriculum. These are group sessions with a small number of children, both fiction and non-fiction books are used. It is intended that they are a reading enrichment activity as well as supporting the wider range of reading skills children need to become competent, independent readers. Books from the reading scheme are taken home to be shared with parents. Our reading policy for home/school reading is explained fully in our reading booklet which is given to parents of all new children.

Library

Our school library consists of fiction and non-fiction sections. The non-fiction section is ordered by colour and numbered using the Dewey system. The fiction section contains picture books, story books, poetry books, big books, story tapes and reading books.

The children are encouraged to visit the library on a regular basis. They look at the fiction and non-fiction books and can use them for work in class and for their own personal development, i.e. sharing books with other children and at home.

Mathematics

We have developed our own mathematics scheme of work which incorporates the National Framework for Mathematics and the Curriculum Guidelines for the Foundation Stage. Children are provided with a wide range of mathematical experiences to enable them to acquire basic skills and learn simple mental strategies for accurate calculation.

There are plenty of opportunities for practical work, investigations and problem solving. Increasingly we select texts and stories to link maths with topic work and offer the opportunity for practical application of skills. Above all we strive to make maths interesting, challenging and fun!

