Curriculum Policy

Spring Term 2026

Aims

Our curriculum is rooted in our moral compass. It covers all the requirements of the EYFS framework and KS1/KS2 National Curriculum going beyond these expectations particularly in terms of its delivery and enrichment.

At Elloughton Primary school, we believe that all children and adults learn something new every day. We provide a knowledge rich curriculum that allows children to continuously develop their skills so that all children **know more and can do more and be the best version of themselves.**

Our curriculum is intended to provide progressive lines of enquiry for children to follow collaboratively and creatively. In doing so they will develop the values on our moral compass making them responsible global citizens and preparing them to make informed choices in their future. We want our pupils to feel rewarded by their learning and enjoy the process so that they are inspired to develop a love of lifelong learning.

We adapt our curriculum based on the needs of all the pupils with the aim to develop a sense of identity within themselves, our community, nation and world. We aim to ensure all children achieve well and make personal progress in all areas of the curriculum so they are fully prepared for their next stage in education.

Equal opportunities

Our curriculum is designed to be ambitious for all children, including those who are disadvantaged, have special educational needs and disabilities (SEND), or belong to other vulnerable groups. We believe every child has the right to access a rich, balanced, and fully inclusive curriculum that is tailored to individual needs, providing both support and challenge to enable consolidation and depth of learning. We are committed to ensuring that all learners, particularly those with barriers to learning, are inspired and enthused by our curriculum and can access it in ways that best suit their unique needs and interests.

Our Core Curriculum

EYFS

Children who are attend our Early Years setting feel welcomed, valued, safe and secure in an environment that builds upon each individual's wants, needs and interests. The children build strong relationships and bonds with key adults ensuring they feel cared for. This allows them to explore and learn whilst feeling safe and secure. They develop good communication skills through positive interaction with adults and peers that enables them to become literate for life. Children develop lively, enquiring minds with a love of learning and a sense of curiosity.

They have many opportunities to ask questions and be interested in the answers, to solve problems and think critically. Children develop their knowledge and skills to their full potential in every area of the curriculum in order that they can grow into independent, self-motivated, caring and responsible members of society. At every opportunity children are encouraged to connect their learning with real life experiences, linking new knowledge and skills to their own lives to establish a solid foundation for future learning. The individuality

of each child is mirrored within the environment and the activities provided. Each child's curiosity and interests are highly valued and are used to create excited and determined individuals that want to learn and find out about the world they live in.

EYFS is organised into seven areas of learning. There are three prime areas which are fundamental in supporting learning across all areas, and four specific areas that build upon these foundations. In addition, the EYFS identifies three characteristics of effective teaching and learning as set out below.

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The characteristics of effective teaching and learning highlight the importance of a child's attitude to learning and their ability to play, explore, and think critically about the world around them.

The three characteristics are:

- **Playing and Exploring** - Children investigate and experience things, and 'have a go'.
- **Active Learning** - Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creating and Thinking Critically** - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(See the Early Years Foundation Stage policy for more details).

Key Stage One and Two

Our curriculum is grounded in the statutory National Curriculum (2014) and enriched with wider learning opportunities that extend pupils' knowledge, skills and cultural awareness. It provides a broad and balanced education that helps children to understand themselves, their community and the wider world. Through carefully planned experiences, pupils develop the knowledge, skills, attitudes and values they need to thrive in the next stage of their education (Key Stages 1, 2 and secondary school) and to become confident, responsible citizens.

The core subjects are English, Mathematics and Science. Foundation subjects include Art and Design, Computing, Design and Technology, Geography, History, Modern Foreign Languages (in Key Stage 2), Music and Physical Education. In addition, pupils study Personal, Social, Health and Economic Education (PSHE) and Religious Education and Worldviews (REW), following the Local Authority's agreed syllabus.

All subjects are taught discretely and regularly to ensure depth of coverage and progression. Meaningful links between subjects are made where appropriate to strengthen pupils' understanding and help them apply their learning across the curriculum.

Reading

Vision
It is our vision to develop confident readers, who enjoy reading and are equipped with the reading skills needed for life. We aim to provide a broad and challenging English curriculum, which fosters a life-long love of reading.

Working like a reader

Reading at Elloughton will provide opportunities for children to:

- Develop the skills to become fluent, confident and engaged readers.
- Explore a wide range of genres, authors and texts of a high quality.
- Read confidently so that they can read for pleasure, learn and access the wider curriculum.
- Develop an enjoyment of reading.

Curriculum design

At Elloughton, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Organisation and support

At Elloughton Primary School, children in EYFS and KS1 take part in reading practice sessions **three times a week**. These sessions:

- Are led by a fully trained adult in small groups.
- Use books that match each child's secure phonic knowledge.
- Are monitored by the class teacher, who regularly rotates to work with every group.

Each session has a clear focus to avoid cognitive overload and to develop three essential reading skills:

- **Decoding -** The crucial skill of translating written letters and words into spoken language.
- **Prosody** – Reading with expression and understanding.
- **Comprehension** – Understanding the meaning of the text.

In Early Years, reading practice sessions begin once the children know sufficient GPCs and can orally blend. Children who are not yet decoding receive repeated practice through 1:1 daily interventions: they are also supported through blending practice books so they can quickly learn to blend and start reading fully decodable books.

Phonics & Early Reading

At Elloughton Primary School, we believe every child can become a fluent and confident reader. We teach early reading through Little Wandle; an accredited systematic, synthetic phonics programme. Every teacher in our school has been trained , so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

In Nursery, we focus on building the foundations children need before formal phonics teaching begins. This includes developing listening and attention, building spoken language and vocabulary, sharing high-quality stories, songs and nursery rhymes and developing phonological awareness through rhyme and oral blending.

The Core Phonics programme is introduced in Early Years and follows the progression so that children build secure knowledge of the alphabetic code as they move through school.

We model the application of phonics across the curriculum and place a strong emphasis on language development, recognising that speaking and listening underpin successful reading and writing.

Reading is valued as an essential life skill. By the time children leave Elloughton Primary, they read confidently for meaning, enjoy reading for pleasure, and can tackle unfamiliar vocabulary independently.

Phonics is taught daily in Early Years and Key Stage1 and focuses on the following sounds:

- **Early Years**: Children learn to read and spell words using Phase 2 and 3 GPCs and Phase 4 words with adjacent consonants.
- **Year 1**: Children review Phases 3 and 4 and learn to read and spell words using Phase 5 GPCs with increasing fluency and accuracy.
- **Year 2**: Children finish learning the alternative GPCs, consolidate fluency and accuracy then move onto to applying the spelling rules.

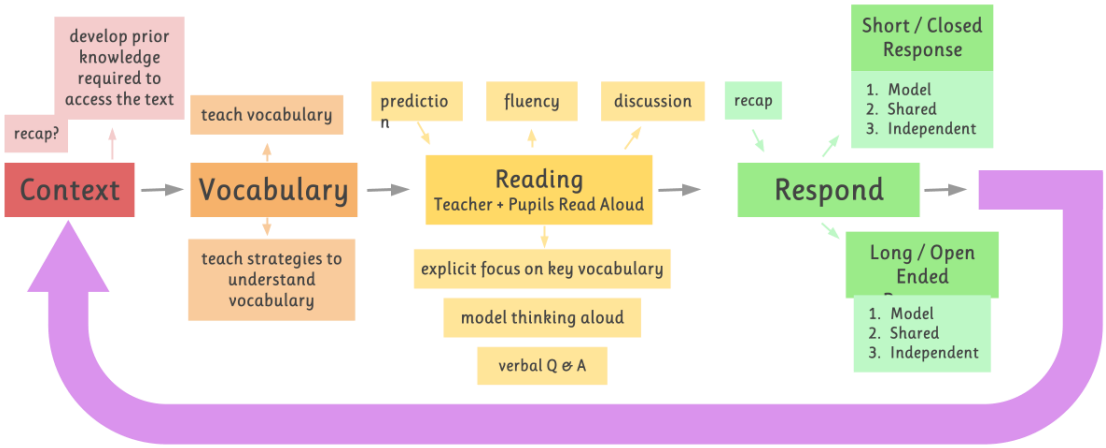
Daily Keep-Up and Rapid Catch-Up

We believe that every child can learn to read and act quickly when additional support is needed. Daily Keep-Up sessions support children in Reception and Year 1 who need extra practice. Rapid Catch-Up supports older children who still need phonics teaching. These sessions are short, focused and taught by trained adults using the same Little Wandle routines and resources.

Whole Class Reading

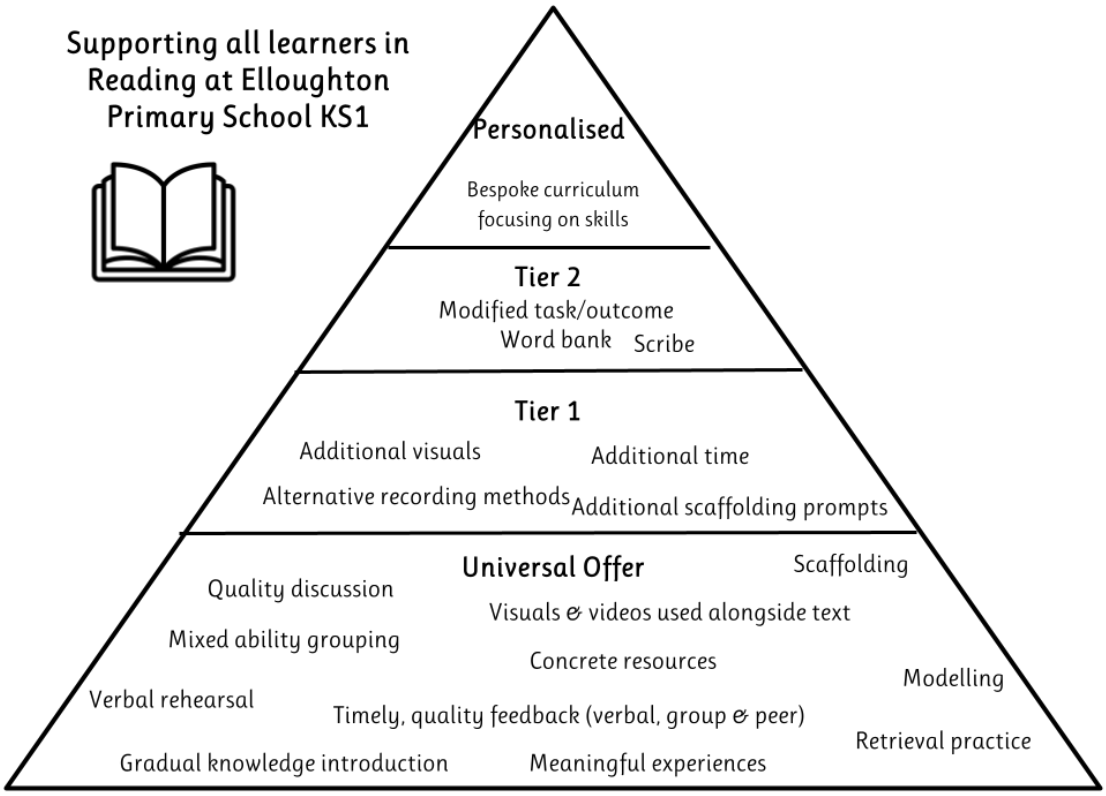
From Year 2, all children participate in whole class reading lessons supported by carefully chosen, high-quality texts. Each week this consists of lessons focused on reading the whole-class reading text and related reading activities which develop fluency and comprehension. Each lesson has a vocabulary, reading and respond section in which the content domains are explored and knowledge developed (See below).

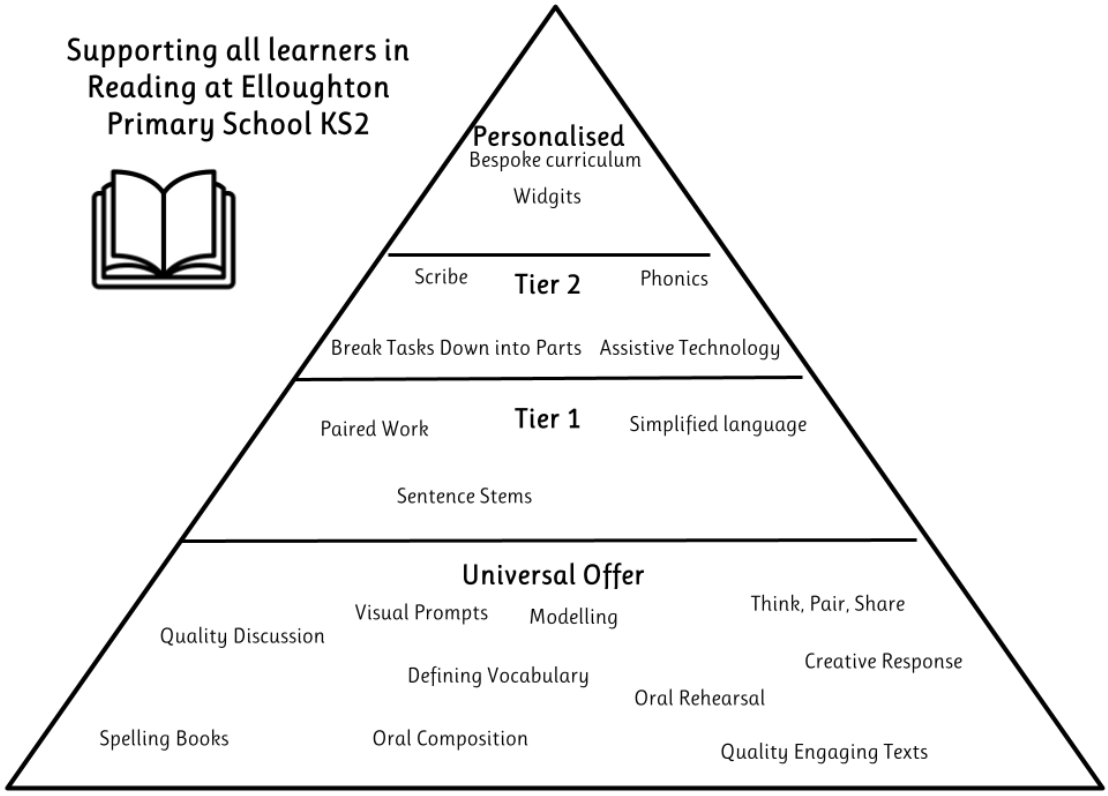
There is daily time for all children to read for pleasure and the class teacher to read 1:1 with some pupils. Every class is read aloud to daily. Teachers promote reading for pleasure through making recommendations having informal book talk and supporting pupils to make recommendations to one another.



Reading lessons will include:

- Enthusiasm, challenge and support.
- Engaging books to inspire children.
- Discussion and exploration of language.
- Opportunities to develop fluency and comprehension skills.
- A variety of ways to respond.


Supporting all learners in Reading at Elloughton Primary School KS1
Personalised
Bespoke curriculum focusing on skills
Tier 2
Modified task/outcome
Word bank
Scribe
Tier 1
Additional visuals
Additional time
Alternative recording methods
Additional scaffolding prompts
Universal Offer
Scaffolding
Quality discussion
Visuals & videos used alongside text
Mixed ability grouping
Concrete resources
Modelling
Verbal rehearsal
Timely, quality feedback (verbal, group & peer)
Retrieval practice
Gradual knowledge introduction
Meaningful experiences


Supporting all learners in Reading at Elloughton Primary School KS2
Personalised
Bespoke curriculum
Widgits
Scribe
Tier 2
Phonics
Break Tasks Down into Parts
Assistive Technology
Paired Work
Tier 1
Simplified language
Sentence Stems
Universal Offer
Visual Prompts
Modelling
Think, Pair, Share
Quality Discussion
Creative Response
Defining Vocabulary
Oral Rehearsal
Spelling Books
Oral Composition
Quality Engaging Texts

Writing

Vision
It is our vision to develop confident writers, who enjoy writing and are equipped with the English skills needed for life. We aim to provide a broad, challenging and meaningful English curriculum, which fosters a life-long love of English.

Working like a writer
Writing at Elloughton will provide opportunities for children to:

- Articulate their ideas clearly, audibly and with assurance.
- Use talk to explore, develop and sustain ideas.
- Listen to others with interest and comment on what has been said.
- Adapt their speech to a range of circumstances.
- See themselves as competent, confident writers with the skills to shape and adapt their writing, making appropriate punctuation, grammatical and stylistic choices.
- Develop an enjoyment of writing and a recognition of its value as a means of expression and as a communication tool.
- Write purposefully in a range of genres.
- Write clearly, accurately and coherently adapting the style and tone for different audiences, purposes and contexts.
- Develop the skills to plan, draft and edit their own work.
- Develop a range of strategies to draw on when attempting to spell new words.
- Develop a clear, fluent, joined handwriting style.
- Apply their English skills in all other areas of the curriculum.

The skills children develop in English are linked to, and applied in, every subject of our curriculum. Wherever possible, we take the opportunity to fulfil and develop English teaching objectives through other curriculum areas and support children to transfer skills learnt in one curriculum area to a new area of learning.

We aim for parents to be actively involved in their children's learning in speaking, listening, reading and writing and support them in helping their children thrive and succeed in this vital curriculum area.

Curriculum Design

Our curriculum is designed to inspire writing and it is underpinned by the English programmes of study for Key Stages 1 and 2. It is adapted to meet the needs of our pupils and to reflect our local context. Learning is structured in carefully sequenced small steps to build confidence and understanding progressively and ensure competence with transcription, spelling, composition and handwriting. Teachers use regular independent writing opportunities to assess the children and inform next steps, revisiting and pre-teaching concepts where necessary to ensure all pupils make progress.

We teach using Colourful Semantics, transcription progression, Spelling Shed (from Year 1), handwriting, spelling and composition in small progressive steps from the Early Years onwards, ensuring they have strong foundations before moving on.

In the Early Years, writing development begins with oracy. Children build spoken language skills through discussion, storytelling, role play, songs, and rhymes. A strong oral foundation is essential, as children must be able to say what they later learn to write.

As their confidence grows, children link sounds to letters through systematic phonics. Early writing is emergent and may include mark making, initial sounds, and phonetically spelled CVC words (e.g., cat, dog, sun), in line with the Early Learning Goal.

Once children can write CVC words independently, they begin forming simple captions. Adults model spacing, left-to-right orientation, and basic punctuation. Children rehearse sentences aloud to maintain the link between speech and writing.

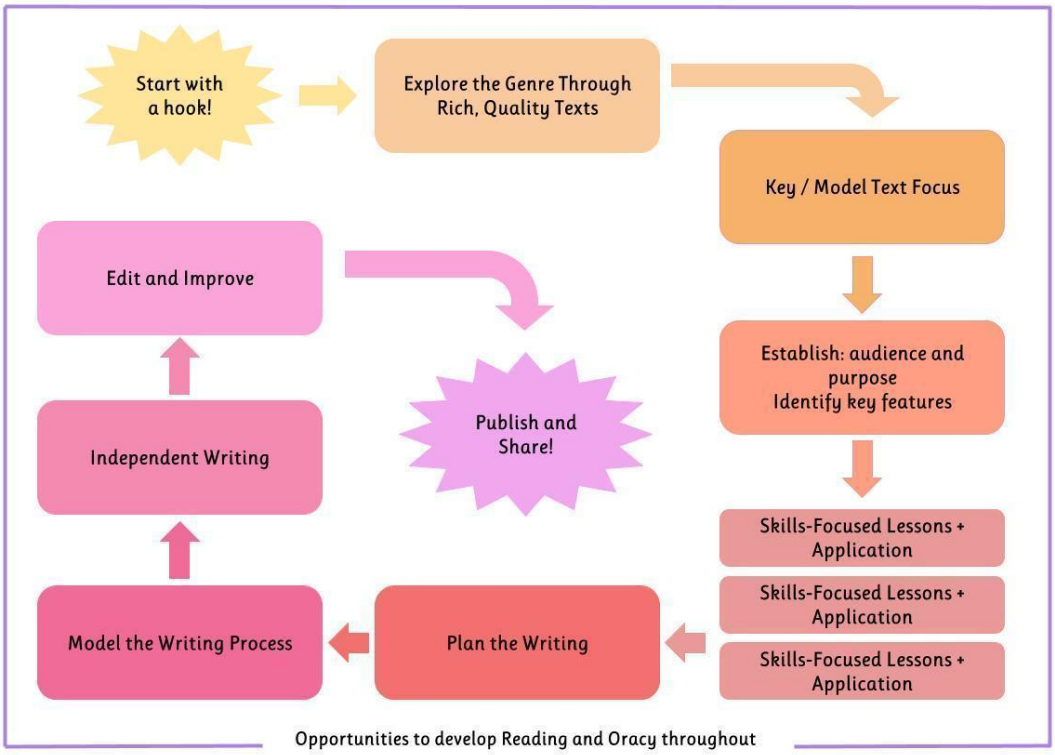
With secure phonics knowledge, children progress to captions and simple sentences using digraphs.

Writing is always embedded in purposeful play, such as labelling models, adding captions to drawings, writing messages, or creating simple captions and sentences. This clear progression—from oracy to CVC words, simple captions, and more complex captions—shows how early writing skills are built step by step within the EYFS framework.

In Key Stage 1, children enter Year 1 and spend time embedding transcription skills ensuring they are able to use the four line handwriting guides. The teachers ensure all letter formations are secure and begin to teach the transcription of words when each child is ready. During this time, opportunities for oracy are developed to ensure children can speak correctly, using the correct tenses. Daily oral rehearsal of irregular verbs helps further develop their accuracy in oracy. Once transcription is embedded, children then move onto simple sentences, describing who is doing what in a sentence using Colourful Semantics and high quality, carefully chosen texts and images to enhance their ideas. Colourful Semantics are then combined with Mighty Writer symbols to help children remember their sentence which they then write into their books.

For example, *The crew left.*

Throughout the year, the children develop the complexities of these sentences by introducing where and why reasoning, whilst continuously orally rehearsing their sentences. Year 2 children further develop their writing skills through the study of skills through a high-quality text and following the below illustrated writing process.



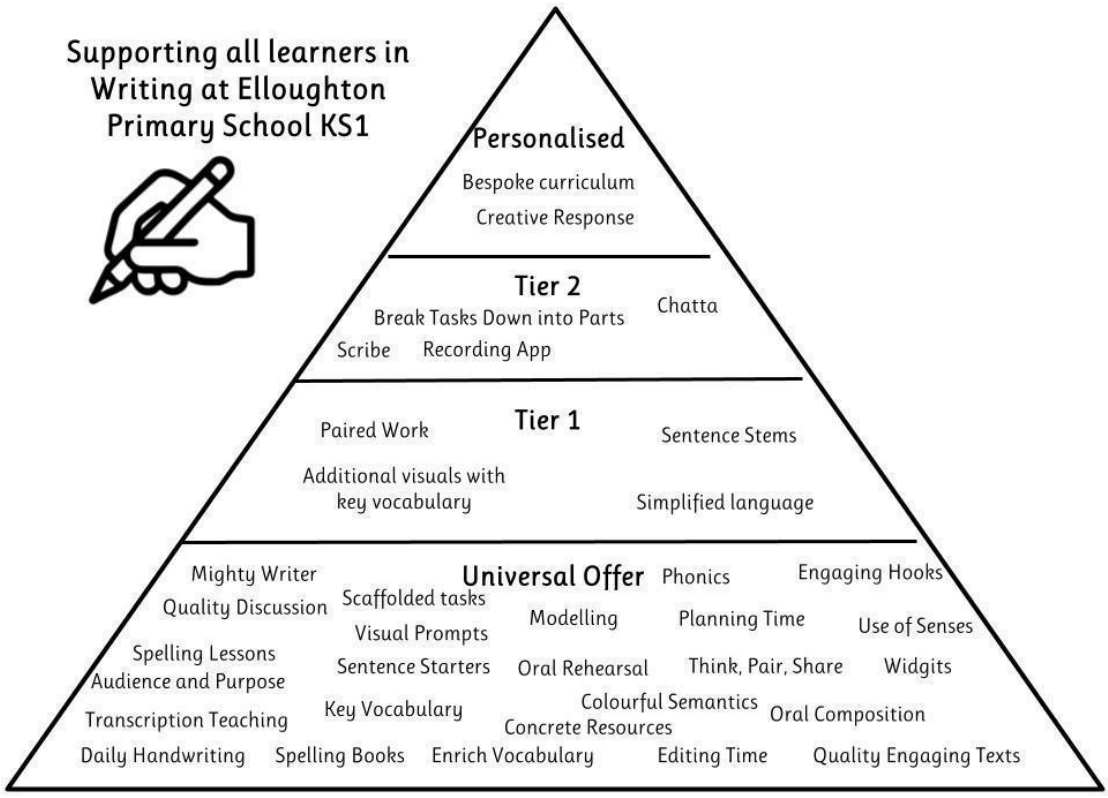
In Key Stage 2, each unit of writing is focused on a particular genre (our Long Term Plans carefully map out the range of genres taught across Key Stage 2). All our writing units are based around carefully chosen, high-quality texts (WAGOLLs) full of rich language structures and models so that children can learn how language works and the effects it can have on a reader. Each unit involves a hook, to engage and inspire the children to write. Within each unit children are taught and apply key skills. At the end of each unit, the children draft, write, edit and publish an independent piece of work. In Key Stage 2, children also use their writing skills in the wider curriculum subjects.

Organisation and support

In Key Stage 1 children are taught in their year group and in Key Stage 2 children are taught in mixed age classes. All children are appropriately challenged and supported through modelling, oracy, scaffolding, differentiation and pre-teaching and/or same-day intervention. Teachers continually assess learning to identify misconceptions, provide timely intervention and ensure every child achieves success.

Writing lessons will include:

- Enthusiasm, challenge and support.
- Engaging hooks to inspire children and immerse them in the text type/book.
- Discussion, oral rehearsal and exploration of language.
- Opportunities for application of skills.
- A clear purpose and audience for writing, with the opportunity to publish work in a variety of ways.
- Opportunities to reflect, improve and celebrate success.


Supporting all learners in Writing at Elloughton Primary School KS1
Personalised
Bespoke curriculum
Creative Response
Tier 2
Break Tasks Down into Parts
Chatta
Scribe
Recording App
Tier 1
Paired Work
Sentence Stems
Additional visuals with key vocabulary
Simplified language
Universal Offer
Mighty Writer
Phonics
Engaging Hooks
Quality Discussion
Scaffolded tasks
Modelling
Planning Time
Use of Senses
Visual Prompts
Spelling Lessons
Sentence Starters
Oral Rehearsal
Think, Pair, Share
Widgits
Audience and Purpose
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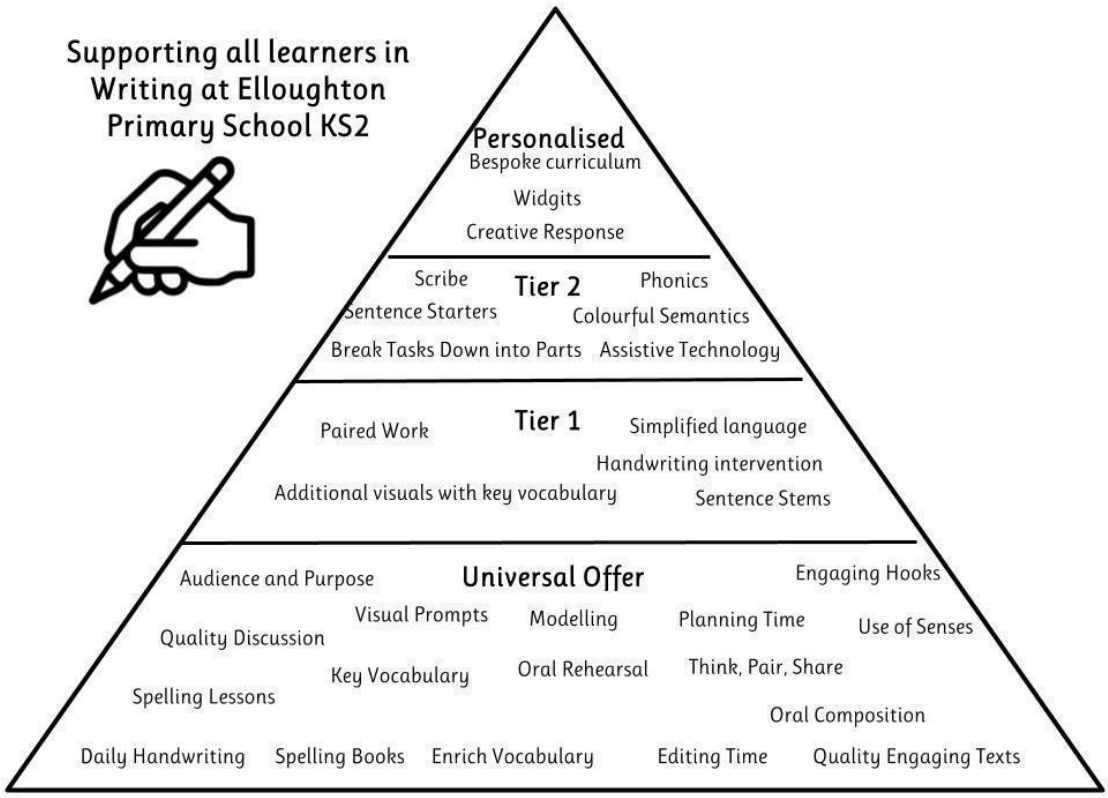
Colourful Semantics
Transcription Teaching
Concrete Resources
Oral Composition
Daily Handwriting
Spelling Books
Enrich Vocabulary
Editing Time
Quality Engaging Texts


Supporting all learners in Writing at Elloughton Primary School KS2
Personalised
Bespoke curriculum
Widgits
Creative Response
Scribe
Tier 2
Phonics
Sentence Starters
Colourful Semantics
Break Tasks Down into Parts
Assistive Technology
Tier 1
Paired Work
Simplified language
Handwriting intervention
Additional visuals with key vocabulary
Sentence Stems
Audience and Purpose
Universal Offer
Engaging Hooks
Visual Prompts
Modelling
Planning Time
Use of Senses
Quality Discussion
Key Vocabulary
Oral Rehearsal
Think, Pair, Share
Spelling Lessons
Oral Composition
Daily Handwriting
Spelling Books
Enrich Vocabulary
Editing Time
Quality Engaging Texts

Handwriting

Children begin their writing journey from nursery by developing their gross motor and fine motor skills before picking up a pencil. Emphasis is placed on developing the necessary muscle groups before children begin to learn letter formations. Careful and precise teaching teaches the children letter formations in families that are grouped according to their pattern in formation. Throughout the reception year, children practise and develop their handwriting so that by the end of the year they can form all letters correctly and place them on simple tram lines and write a simple dictated sentence using these.

As the children progress into Year 1, emphasis is placed on transcription skills, developing their knowledge of letter formations and applying it onto the 4 line handwriting lines used from Year 1. Children embed their correct formations through writing letters, then simple words and dictated sentences. Children only move onto oral composition and writing sentences once these skills are embedded. Children who cannot do these yet receive targeted interventions to develop pencil grip, fine motor skills and 1:1 handwriting teaching.

When children demonstrate all correct letter formations, they will begin to develop their joined handwriting, usually from the Spring term in Year 2. The teaching of handwriting is sequenced to develop knowledge and understanding of not just how to join, but where to start and end joins. As the children move through Key Stage Two, focus is then placed on consistent letter size; vertical ascenders and descenders; and developing speed and fluency in handwriting, when writing as speed, through explicit teaching and assessing of their own handwriting for strengths and weaknesses (see Handwriting Policy for more details).

Oracy

We aim to develop speaking and listening skills across the whole curriculum so that our pupils are confident when talking in a range of situations including drama, formal presentations, debates and discussions. We ensure that pupils are provided with opportunities to work in pairs, small groups, large groups and as a whole class in order to develop their spoken language skills. Across the curriculum, and in age appropriate ways, pupils develop their understanding of turn taking and when and how to participate constructively in discussion.

Spelling

At Elloughton, we aim for all pupils to be confident spellers who can spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology, orthography and etymology of words.

Key Stage One spellings have been carefully selected from reception to Year 2 irregular verbs from Gramarsaurus, the common exception words, spelling rules and homophones laid out in the National Curriculum and the first 100 high frequency words. The words have been meticulously laid out to reflect the order of previous phonics teaching, the frequency of their use and common spelling mistakes. Weekly lessons follow the following routine to embed the spellings and understand their meaning:

- Every day, 5 previous spellings are checked
- Day 1- Look at the spellings, their common sound family and sort them into spelling patterns.
- Day 2- Look at common mistakes when spelling these words.
- Day 3- Look, cover, say, write, check.
- Day 4- Peer checking
- Day 5- Dictated sentences

Children have these words sent home in their planner and a weekly assignment is set on Spelling Shed for them to practice at home. Checks of the common exception words are done at regular intervals during assessment weeks which inform future planning and revision.

All pupils in Key Stage 2 follow the Spelling Shed scheme of spelling, this is taught in cycles to allow pupils to be taught in mixed classes. The Spelling Shed scheme focuses on phonics, syllables, etymology, morphology and orthography, as well as teaching spelling rules and strategies. The Spelling Shed scheme covers all aspects of the National Curriculum. Children who need extra support with spelling receive intervention and individualised spellings.

Spelling is assessed formatively each spelling lesson and summatively at the end of each term. Intervention and adaptations to teaching are made based upon the analysis of data from these assessments.

Maths

Vision

It is our vision to develop confident, curious and resilient mathematicians who are secure in their understanding and can apply their knowledge to reason and solve problems. We aim for all pupils to see themselves as capable mathematicians who enjoy exploring patterns, making connections, and tackling challenges with perseverance and creativity.

Working like a mathematician

Mathematics at Elloughton will provide opportunities for children to:

- Develop a deep and secure understanding of mathematical concepts through a mastery approach.
- Become fluent in the fundamentals of mathematics through varied and intelligent practice, utilising purposeful tools such as TT Rockstars and Table Sticks to secure rapid recall of facts.
- Reason mathematically by following lines of enquiry, conjecturing relationships and generalisations, and developing arguments using mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine contexts, drawing on their fluency and reasoning skills.
- Make meaningful connections between mathematical ideas and real-life situations, developing curiosity and confidence in using maths beyond the classroom.

Curriculum Design

Our curriculum is based on the White Rose Maths scheme of learning, which has been adapted to meet the needs of our pupils and to reflect our local context. Learning is structured in carefully sequenced small steps to build understanding progressively and ensure long-term retention. Teachers use assessment to inform next steps, revisiting and pre-teaching concepts where necessary to ensure all pupils make progress.

We use the Concrete–Pictorial–Abstract (CPA) approach to develop secure conceptual understanding. Children explore new concepts through hands-on manipulation of concrete resources before representing their thinking pictorially and finally moving to abstract notation. This approach enables all learners to visualise mathematical ideas and articulate their reasoning clearly.

In the Early Years Foundation Stage (EYFS), mathematics is taught through play-based learning. Children learn through exploration, investigation and practical experience, developing early number sense, pattern awareness and spatial reasoning in meaningful contexts that build curiosity and enjoyment.

Fluency and Home Learning

To support our mastery approach and ensure long-term retention of core skills, we integrate specific programmes and tools for daily fluency and home engagement:

- **Mastering Number & Number Sense Fluency Programmes:** These programmes are utilized across the school to embed basic number facts and build a deep sense of fluency. By focusing on these fundamentals, we ensure children have the cognitive load available for more complex problem solving.

- **Daily Fluency with Table Sticks:** To build multiplication and division fluency, **Table Sticks** are used **daily in class**. This provides a kinesthetic and visual method for children to explore patterns and internalize tables through consistent, scaffolded practice.

- **Adaptive Home Learning with DoodleMaths:** We utilize **DoodleMaths** as our primary home learning platform. Its adaptive technology identifies and fills individual learning gaps, encouraging a "little and often" approach that builds confidence and curiosity outside of school hours.

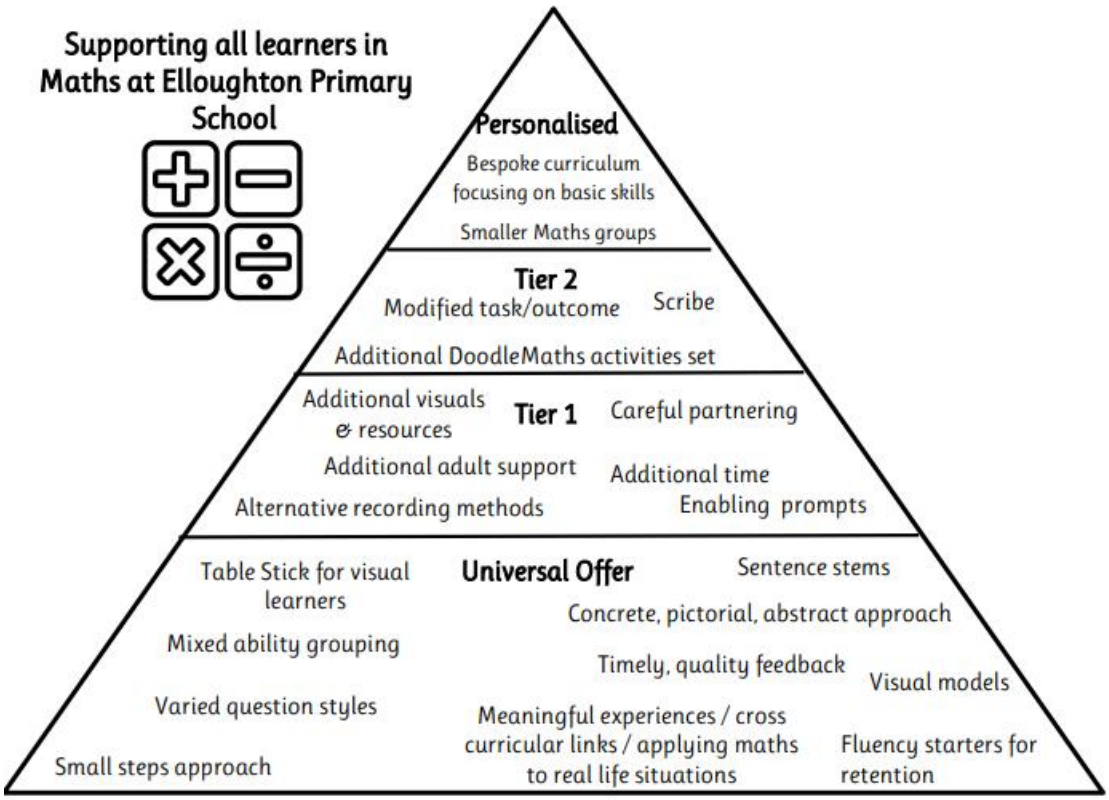
- **TT Rockstars (Times Tables Rock Stars):** Children are encouraged to use **TT Rockstars** at home to increase their speed and accuracy. This platform fosters perseverance and enjoyment through engaging challenges, ensuring pupils are secure in their multiplication fundamentals.

Organisation and support

We use fluid groupings across lessons and year groups to ensure that all pupils are appropriately challenged and supported. This flexible approach enables children to move between groups as their understanding deepens. Teachers continually assess learning to identify misconceptions, provide timely intervention and ensure every child achieves success.

Mathematics lessons will include:

- Enthusiasm, challenge and support.
- Discussion, questioning and exploration.
- Concrete, pictorial and abstract representations.
- Daily fluency practice, including the use of Table Sticks and the Mastering Number / Number Sense programmes.
- Opportunities for problem solving and reasoning.
- Real-life contexts and meaningful application of skills.
- Mathematical vocabulary and sentence stems.
- Opportunities to reflect, improve and celebrate success.



Organising and planning of the wider curriculum

Our curriculum and progression plans are carefully designed and sequenced to ensure that pupils build knowledge and skills cumulatively over time. These plans set out the key substantive and disciplinary knowledge, skills, concepts and vocabulary that we want children to learn, revisit, and embed throughout their journey at Elloughton Primary School. Progression is clearly mapped both term by term and year on year, ensuring coherence and ambition across all subjects.

Children are always made aware of the subject they are studying, while teachers deliberately plan meaningful connections between subjects. This approach strengthens pupils' understanding, helps them to apply their knowledge in different contexts, and supports long-term retention of learning.

At Elloughton Primary School, we expect all pupils to develop and demonstrate responsibility and self-discipline, both independently and when working or playing with others. We are committed to equality of opportunity and foster an environment where every child feels valued and included. Our curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Through this, we prepare pupils to contribute positively to life in modern Britain and to become respectful, responsible citizens.

This policy makes reference to The National Curriculum 2014. It is linked to our Equality, Home Learning, SEND, SMSC and British Values and Teaching and Learning policies.

Wider Curriculum Subjects

Art

Vision

It is our vision to enable children to experiment, invent and create their own works of art and design so that they are knowledge rich and proficient in art by the time they leave Elloughton Primary School.

Working like an artist

Art at Elloughton will provide opportunities for children to :

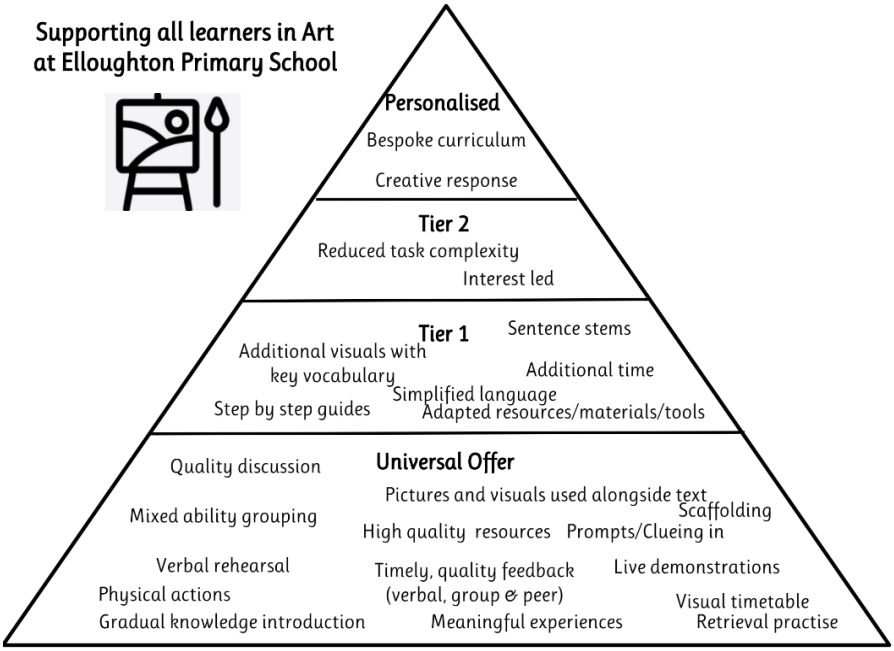
- Be equipped with skills in drawing, painting, sculpture and collage techniques.
- Produce creative work, explore their ideas and record their experiences in their sketchpads - striving for excellence and innovation.
- Experiment, take risks and be authentic in the work they produce.
- Demonstrate personal progression in the development of creative thinking and technical skills.
- Discuss and evaluate the work of others (including professional and non-professional artists) and their own ideas and products in order to develop belonging and ownership and consider how they might move forwards.

*Art lessons **will** include :*

- At least one of the 7 concepts of art; line, shape, form, space, tone, texture and colour.
- Enthusiasm, challenge and support
- Opportunities for drafting and redrafting ideas.
- Opportunities for reflection, improvement and peer critique
- Question and discussion.
- Appropriate vocabulary
- High quality tools and equipment

A sequence of art will include:

- Evaluating an artist (KS1)/studying an artist (KS2)
- Looking at the different techniques the artist uses
- Using the artist's style to create pieces of work
- Self-assess own artwork



Computing

Vision

It is our vision to develop digitally engaged, computational thinking children who are able to create purposeful programs and safely access, create and manipulate media to support their learning by the time they leave Elloughton Primary School.

Working like a programmer *Computer science at Elloughton will provide opportunities for children to;* • Develop an understanding of algorithms and evaluate the effectiveness. • Decompose existing code to help build their own. • Design and create algorithms that fit a purpose. • Debug and make modifications to code of their own and others.	**Working like a creator** *Computing at Elloughton will provide opportunities for children to;* • Proficiently control a range of devices. • Create and manipulate media, documents, data and online content. • Save and retrieve work. • Communicate with their peers and the wider community. • Work safely online.

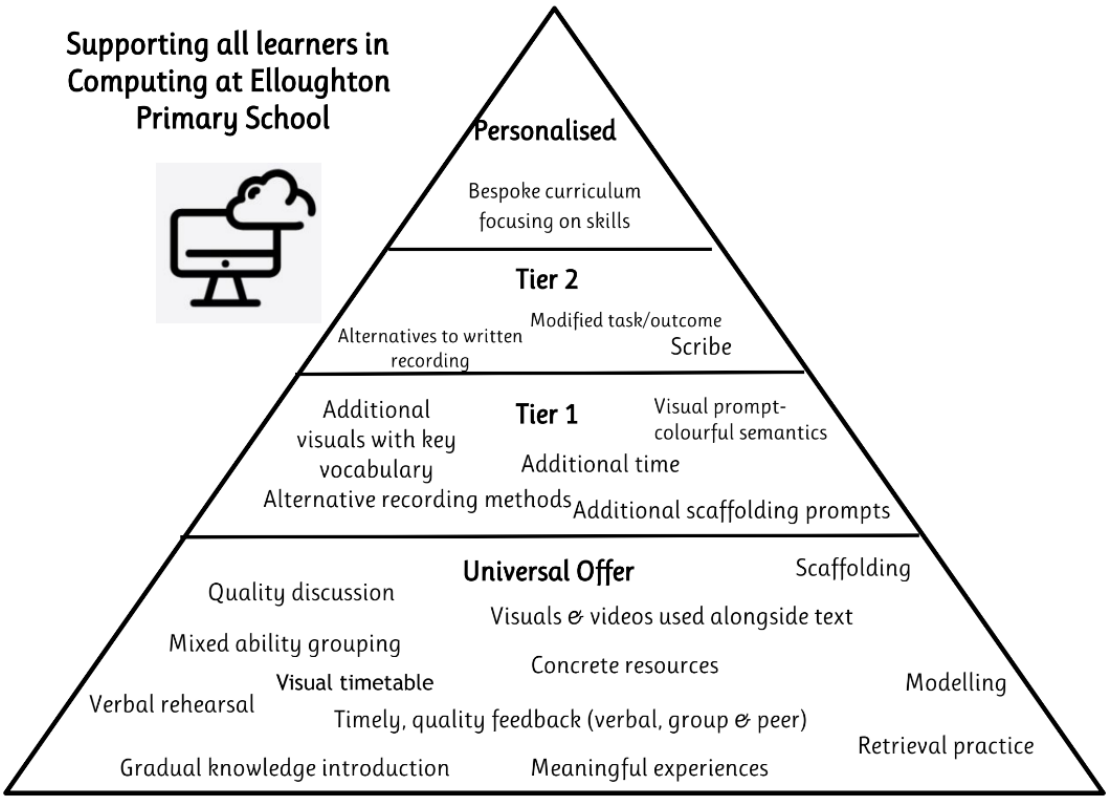
*Computer Science lessons **will** include;*

- A hands off help approach
- Discussion
- Questions
- Time to solve their own problems
- Computer science vocabulary

*Computing lessons **will** include;*

- Enthusiasm, challenge and support
- Discussion
- Questions
- Debate
- Computing vocabulary

Safer Internet Week will be held each year with each year group planning and activities to support this. #wakeupwednesday posters will be shared from National Online Safety via WeReachMoreParents to parents to raise the profile of e-Safety. Weekly e-safety questions are shared in class and discussed.



Design and Technology

Vision

It is our vision to develop creative and imaginative children, with the skills and knowledge needed to make and critique high-quality prototypes and products.

Working as a designer and creator

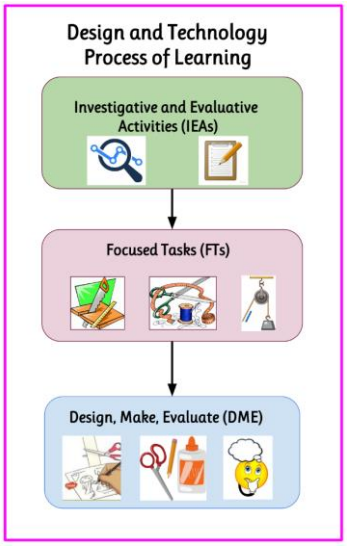
Design and Technology at Elloughton will provide opportunities for children to;

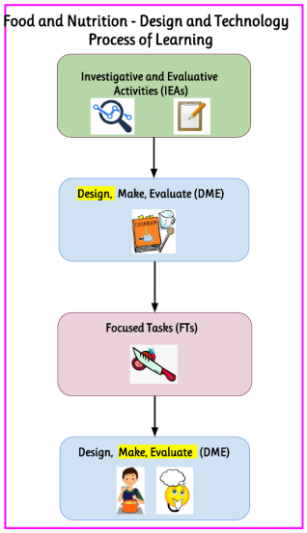
- Critique and evaluate real life products.
- Develop the techniques and skills required to design and make prototypes and products.
- Create effective designs that are fit for purpose.
- Apply technical knowledge and skills to create products from designs.
- Critique and evaluate their own and others' products.
- Learn how to cook using nutritional principles.

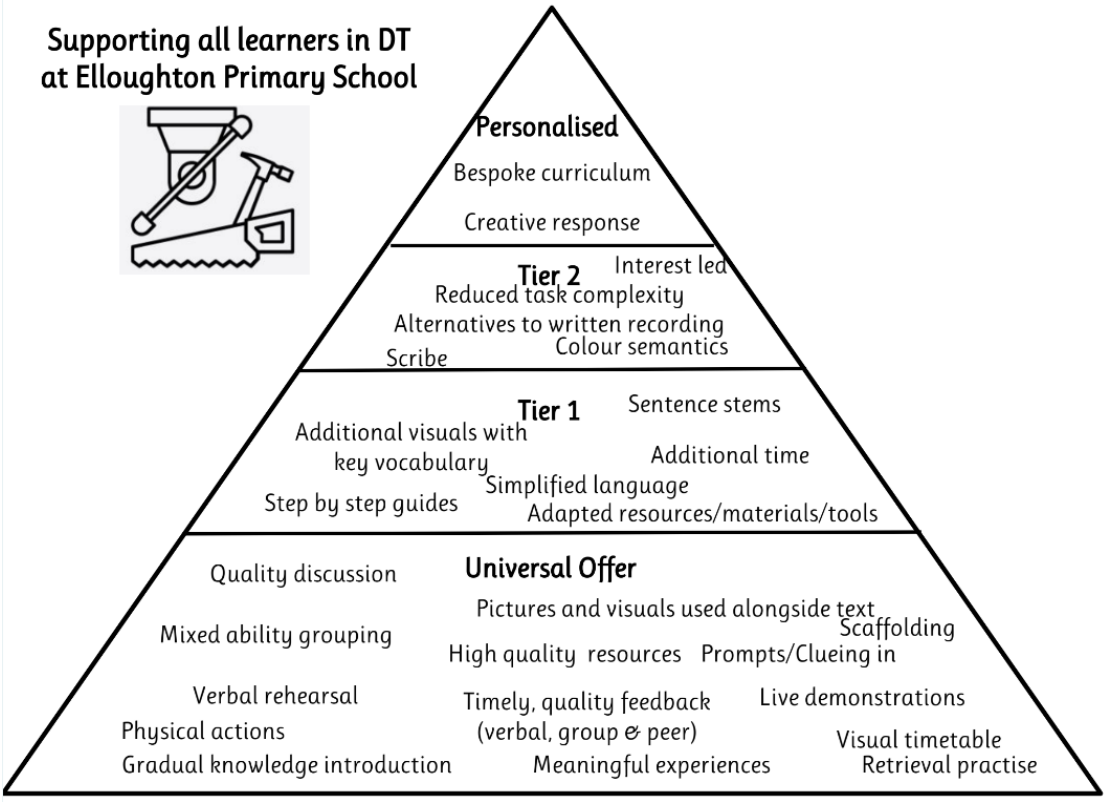
*Design and Technology lessons **will** include;*

- Enthusiasm, challenge and support
- Technical vocabulary
- Real life products
- High quality tools and materials

- Modelled teaching of technical knowledge and skills
- Questions
- Discussion
- Critique and evaluation







Geography

Vision

It is our vision to provide high quality geography lessons that will inspire children's curiosity and fascination about the world and its people. Our teaching will equip pupils with the 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.

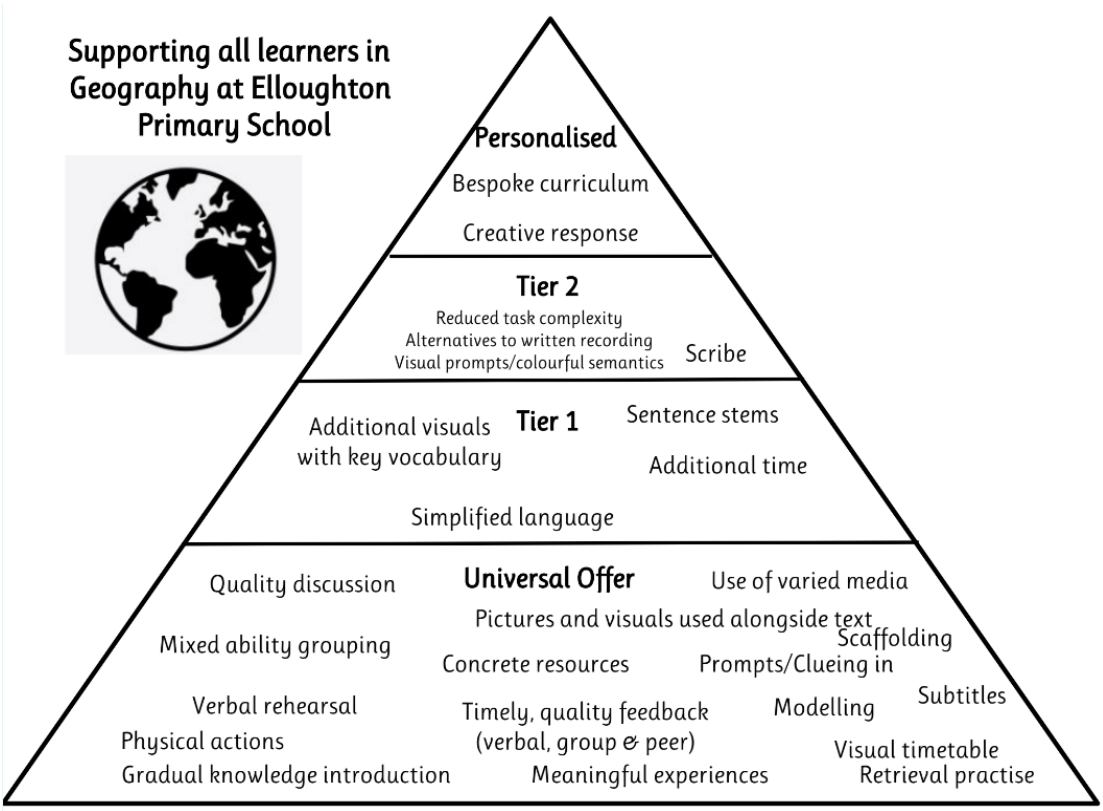
Working like a geographer

Geography at Elloughton will provide opportunities for children to:

- Foster a sense of wonder at the beauty of the world around them.
- Stimulate an interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- Develop an informed concern about the quality of the environment and the future of the human habitat.
- Enhance a sense of responsibility for the care of the Earth and its people.
- Develop their map reading and fieldwork skills.

*Geography lessons **will** include;*

- High expectations for all pupils and respect pupil voice
- Enthusiasm, challenge and support
- Opportunities to be inquisitive and ask questions - I wonder…
- Take place indoors and outdoors, visiting appropriate locations where feasible
- Avoid stereotyping
- Geographical vocabulary
- Continual comparison between areas studied



History

Vision

It is our vision to develop historically engaged and curious children by ensuring they are knowledge rich and proficient in historical enquiry by the time they leave Elloughton Primary School.

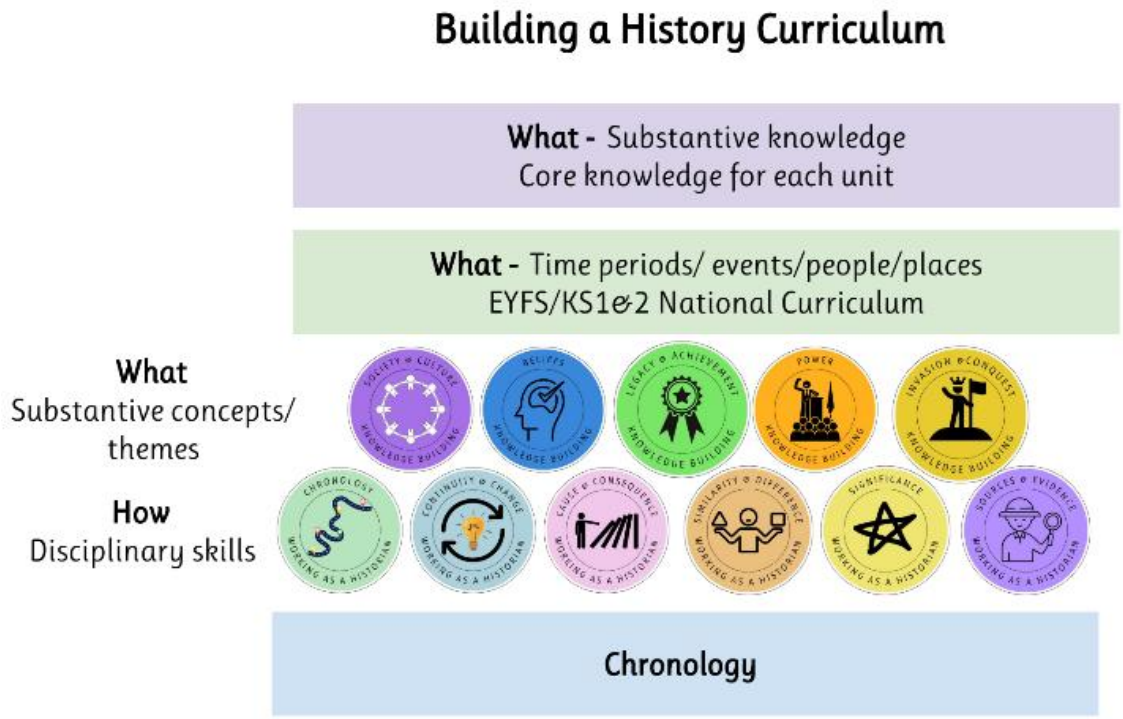
Working like a historian

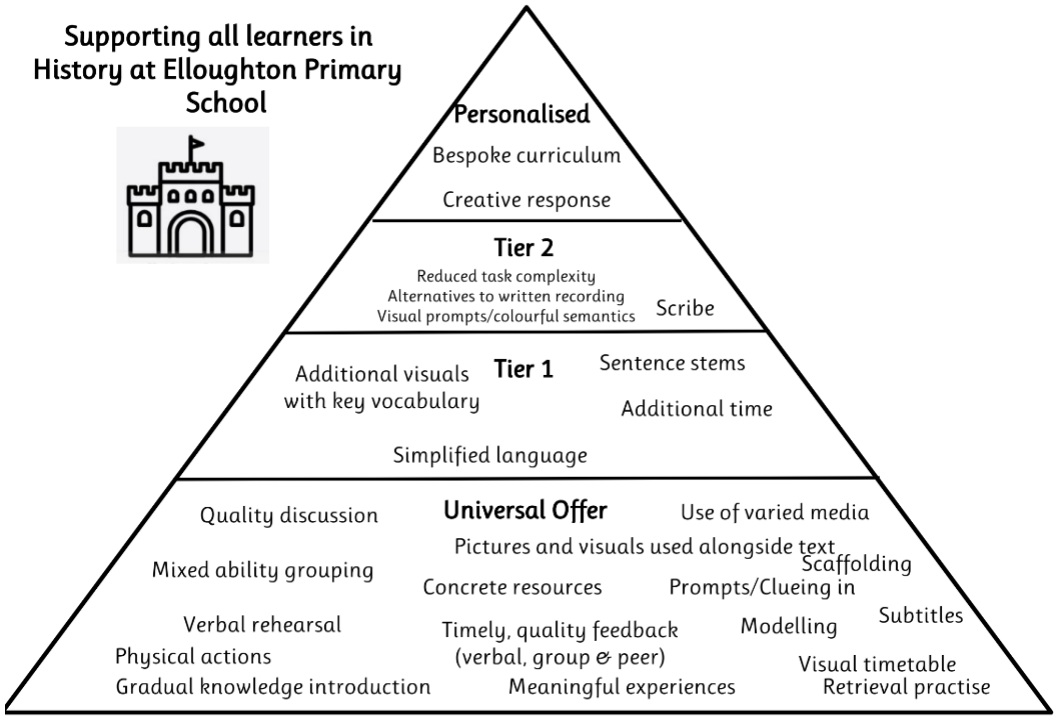
History at Elloughton will provide opportunities for children to :

- Develop a strong understanding of chronology.
- Consider and compare similarities and differences, changes and continuities within and between time periods.
- Investigate the impact and significance of people, places and events throughout time.
- Recognise cause and consequences of events.
- Identify the impacts of a time period on life in Britain today including our local area.
- Pose historically valid questions.
- Gradually begin to utilise sources and evidence and appreciate how historians use these to support generalisations.
- Take part in discussions and communicate their findings with others.

*History lessons **will** include;*

- Enthusiasm, challenge and support
- Timelines
- Historical vocabulary
- High quality sources, evidence and interpretations
- Thought provoking task design





Modern Foreign Languages

"Language is the road map of a culture. It tells you where its people come from and where they are going." American author Rita Mae Brown.

Vision

At Elloughton Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils, helping them to develop communication and literacy skills which lay the foundation for future language learning.

It is our vision to develop linguistic children who have a knowledge of how language works and who can explore differences and similarities between the foreign language and English. We aim to raise awareness of a multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and that of others.

The learning of a foreign language at Elloughton Primary provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Working like a linguist

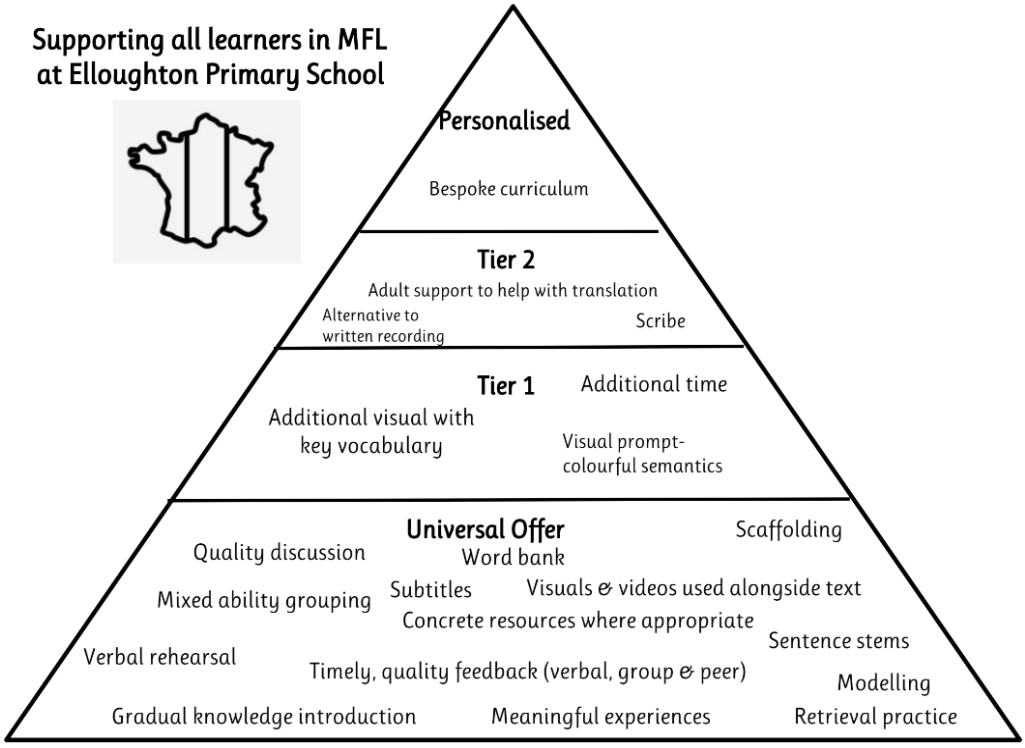
MFL at Elloughton will provide opportunities for children to;

- Develop specific language skills and also develop language learning skills, including; ability to listen for sounds and words, reading words and finding links with other languages, looking for patterns in words or phrases, using what they already know, to identify and work out new words.
- Experience the teaching of languages in a fun and exciting way.
- Explore new vocabulary taught and involve the children in discussing the letter sounds and spelling patterns of new vocabulary.
- Foster positive attitudes towards another language.

- Increase confidence and motivation in language skills for the future.

*French lessons **will** include :*

- Enthusiasm, challenge and support
- Phonics, songs and repetition
- Practical activities to enhance their learning; matching cards, show me games, flash card activities, translation games, language detective games.
- Fun and engaging opportunities for reading, writing, speaking and listening skills.
- Practical and interactive games
- Questions
- Discussion



Music

Vision

It is our vision to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

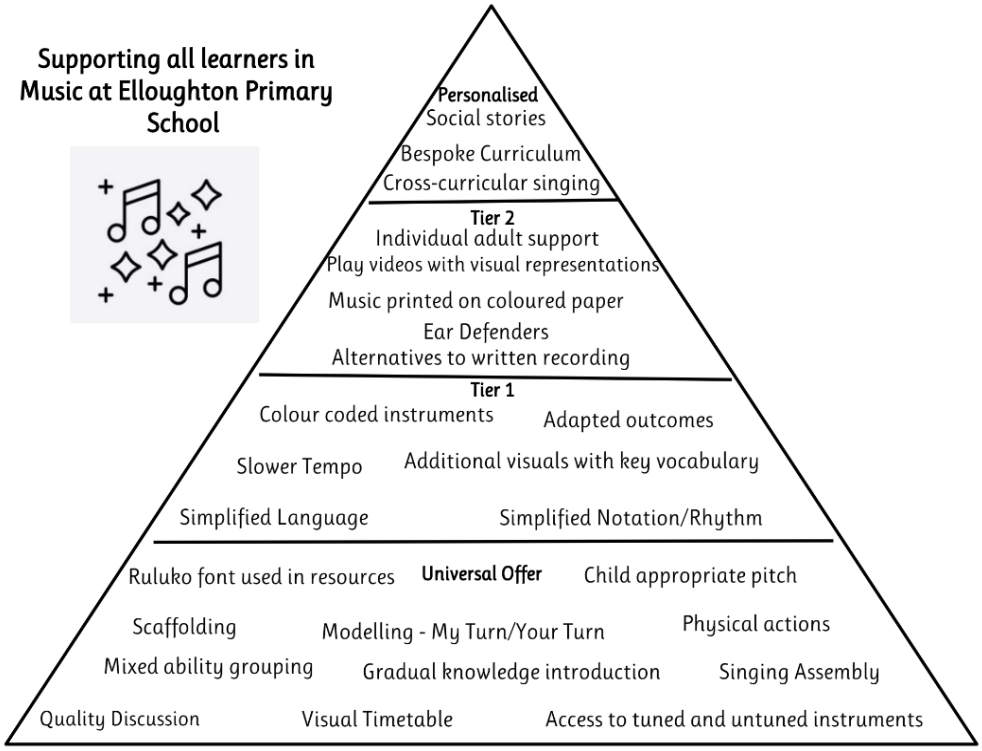
Working as a Musician

Music at Elloughton will provide opportunities for children to;

- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Perform, sing and use their voices to create and compose music on their own and with others.
- Understand and explore how music is created, produced and communicated.
- Learn a musical instrument.
- Use and understand staff and other musical notations.
- Use technology to create and record music.

*Music lessons **will** include :*

- Enthusiasm, challenge and support
- Technical vocabulary
- Real life examples, contexts and experiences
- High quality resources
- Modelled teaching from subject specialists
- Performances
- Critique and evaluation



PE and Sport

Vision

It is our vision to enable all of our children to enjoy and experience a range of activities that develop their physical skills, creativity and confidence alongside their health, fitness and wellbeing. We hope that children will develop a love and passion for physical activity and sport that will encourage them to lead healthy, active lives. Through good Physical Education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best.

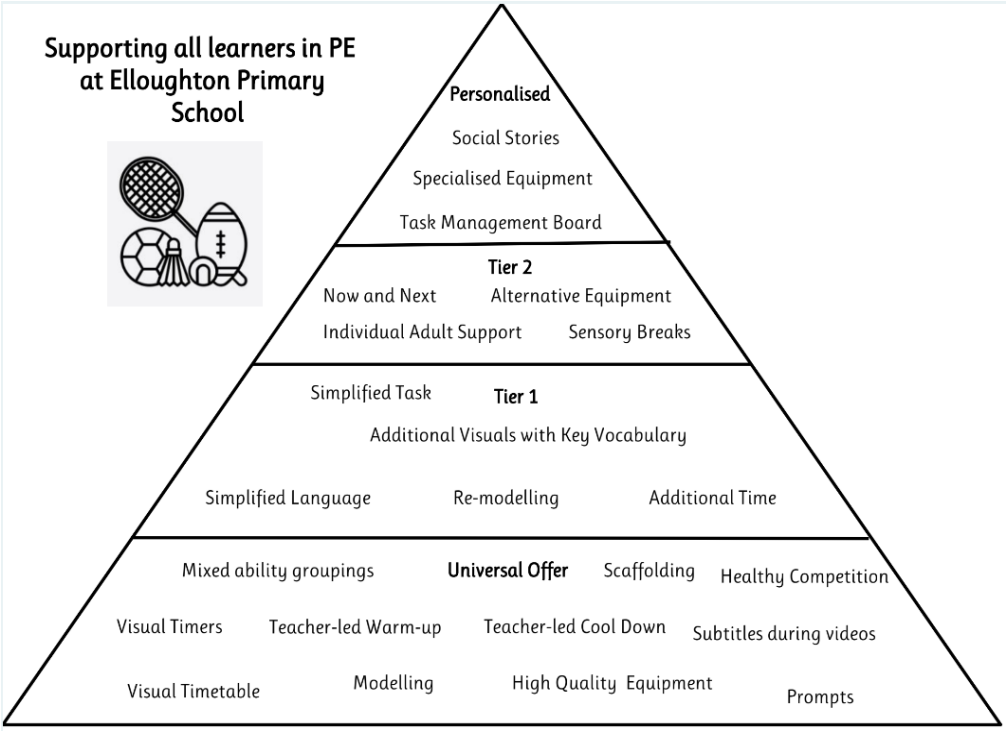
PE at Elloughton will provide opportunities for children to;

- Experience 2 hours of high quality PE in curriculum time (taught by the class teacher and sports coaches.
- Develop fundamental movement skills.
- Participate in a wide range of sports and physical activities over their time at school.
- Develop a range of knowledge and skills in the different physical activity areas.
- Engage in competitive and cooperative physical activities within school.
- Participate in competitions outside of school (East Riding SSP West)

- Take part in a wide range of extracurricular activities
- Be active at breaktimes and lunchtimes through Opal Play
- Develop leadership skills
- Go swimming and learn about water safety

*PE lessons **will** include :*

- Activities that are inclusive and challenging.
- Activities that are safe and age appropriate.
- Opportunities to build on previous learning.
- Whole child objectives - opportunities to develop social skills, emotional and thinking skills.
- Opportunities to monitor progress and understanding.
- Questioning to check understanding
- Discussion using key vocabulary
- The opportunity to master knowledge and skills and apply in a range of activities.
- High physical activity for a sustained period of time.
- Challenge, encouragement and support so that children know what they need to do to improve.



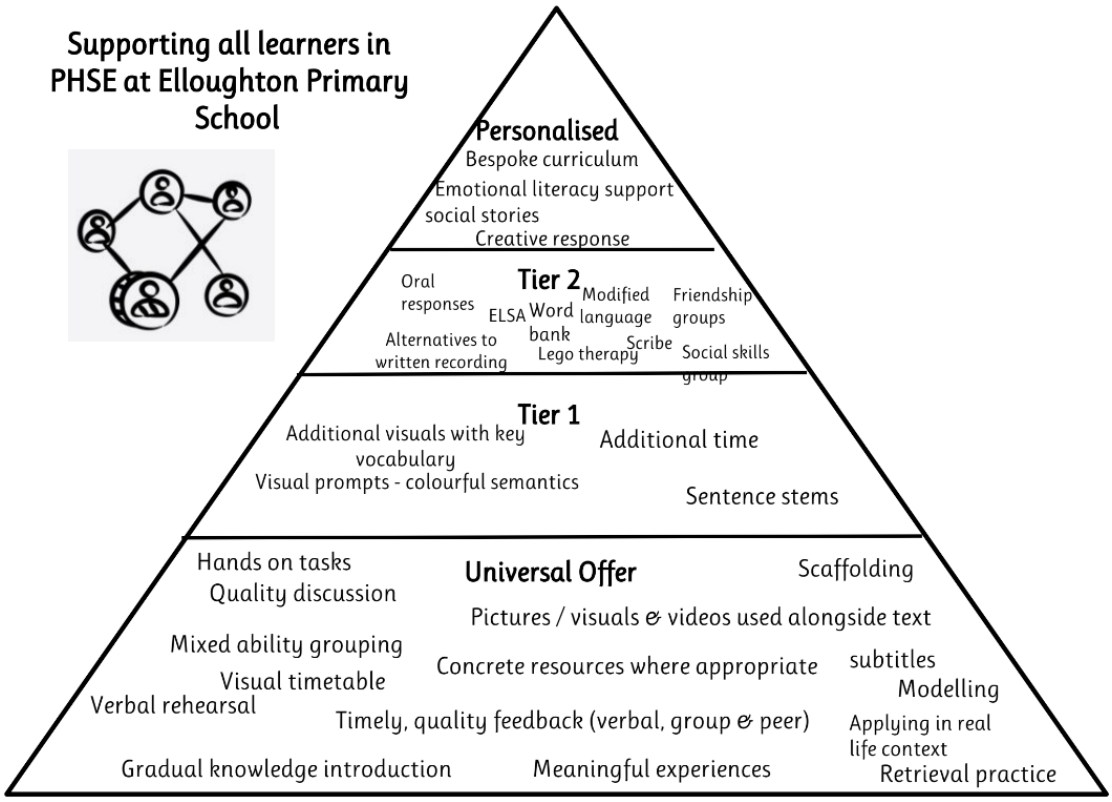
PHSE

Vision

It is our vision that everyone at Elloughton Primary School is respected as an individual and feel their voice is heard. We aim for everyone to be independent, resilient and be able to learn from their mistakes. We would like our children to leave Elloughton being confident risk takers who are emotionally literate with a strong sense of ambition driving them to achieve.

The PSHE curriculum aims to;

- Start where children are: find out what they already know, understand, are able to do and able to say.
- Plan a 'spiral programme' using Jigsaw as a basis for teaching which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children.
- Foster knowledge, skills, and understanding in areas such as self-esteem, relationships, and social responsibility.
- Help children value themselves and others, form positive relationships, make informed decisions.
- Take a positive approach in which children can keep themselves and others healthy and safe and lead happy and fulfilling lives.
- Offer a wide variety of teaching and learning styles with an emphasis on interactive learning and teacher as facilitator.
- Provide information which is realistic and relevant and which reinforces positive social norms, respect and cultural tolerance..
- Embed PSHE education to ensure children have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- Provide opportunities for children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Provide a safe and supportive learning environment where children can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.



REW

Vision

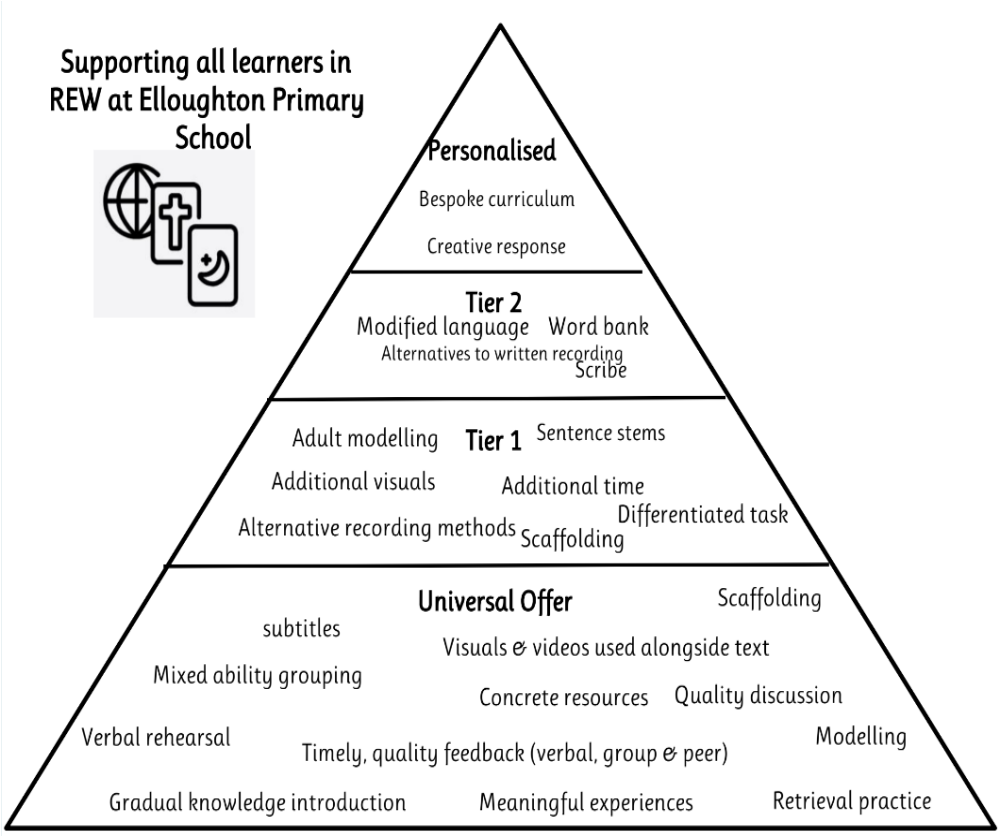
It is our vision to develop respectful children who can understand, empathise and make comparisons between different religions and cultures, ensuring they are proficient in religious reflection and enquiry by the time they leave Elloughton Primary School.

REW at Elloughton will provide opportunities for children to;

- Develop an understanding of different identities and values; respecting uniqueness.
- Investigate the meaning and purpose of life; beginning to form and express their own views.
- Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied.
- Understand the significance of religious practices, events and rituals, for Christianity and those of other faiths studied. Recognising the significance to the lives of individuals and communities.
- Develop an understanding of worldviews.

*REW lessons **will** include;*

- Understanding and empathy
- Respect for others
- Openness
- Reflection
- Enquiry and asking questions
- Discussions
- Comparisons
- Enthusiasm and a keenness to learn more



Science

Vision

It is our vision to develop scientific knowledge and conceptual understanding in naturally curious children by ensuring they are provided with a myriad of opportunities to engage and explore a variety of scientific topics by the time they leave Elloughton Primary School.

Working like a scientist

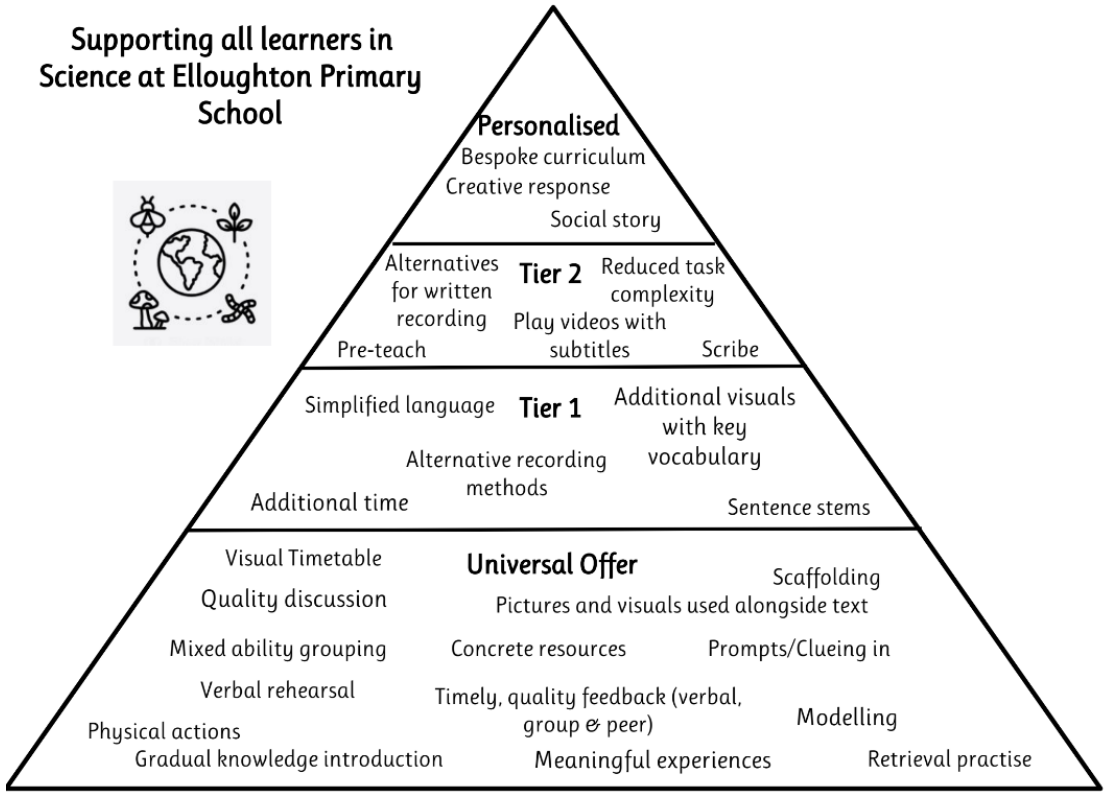
Science at Elloughton will provide opportunities for children to;

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop the natural curiosity of children about the world around them.
- Understand how science has changed our lives and is vital to the world's future prosperity.
- Develop questioning and enquiring minds through a range of enjoyable and interesting experiences.
- Develop the skills necessary to make systematic enquiries.
- Apply theoretical ideas to the solving of practical problems.
- Develop increasing attention to accuracy in observing and measuring.
- Understand the nature, processes and methods of science through the five types of enquiry: fair and comparative testing; observing over time; pattern seeking; identifying and classifying; research.
- Develop accurate use and spellings of scientific vocabulary.

- Explore science learning that is linked to a broader theme involving other subjects; including the historical context of significant scientists and their contributions.

*Science lessons **will** include;*

- Enthusiasm, challenge and support
- A variety of stimuli
- Scientific vocabulary
- Open ended questioning
- Discussion
- Working scientifically exploring one the five types of enquiry:
    1) Observing Over Time
    2) Pattern Seeking
    3) Identifying, Grouping & Classifying
    4) Comparative & Fair Testing
    5) Researching (using secondary sources)



Primary Careers

We believe that every child should grow up inspired by the possibilities their future holds. Our careers education, based on the DfE Careers Primary Framework (November 2022), aims to nurture curiosity, broaden horizons, and lay the foundations for lifelong learning and opportunity. From the earliest years, we will help children explore the diverse world of work, understand the essential skills that underpin success, and recognise their own strengths and potential.

Through engaging experiences, meaningful role models, and connections to real-life contexts, we will equip children not only to imagine their place in the world but also to shape it with purpose and integrity.

Our vision is that every child leaves primary school with:

- **Awareness** of a wide range of career pathways and how they connect to their learning.
- **Understanding of essential life and work skills.**
- **Confidence** to explore their interests and talents, embracing challenges as opportunities to grow.
- **Ambition** rooted in self-belief and a sense of responsibility to contribute positively to society.

By embedding careers education into the heart of our curriculum, we will open doors of possibility and ensure that each child sees a future full of potential—where who they are today is just the beginning of who they can become.

To bring our vision to life, we hold a whole-school careers-focused day once each term. On these days, parents, local businesses and community organisations are invited to lead workshops, providing pupils with opportunities to explore a wide range of job roles. These experiences broaden children's aspirations, raise awareness of future possibilities and help them make meaningful connections between their learning in school and the world of work.

Teaching and Assessment in Key Stages 1 and 2

Assessment in each subject is led by class teachers and recorded at the end of each unit to track pupils' progress and identify next steps in learning. Subject teams regularly monitor assessment information to analyse trends and patterns across the school. This enables us to respond promptly to emerging needs, address gaps, and ensure that all pupils are supported and challenged appropriately.

Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum, particularly during our daily class circles, daily collective worship and Picture News.

Educational Visits and Workshops

During the planning process, teachers carefully consider opportunities for off-site educational visits and for inviting visitors into school to enrich the curriculum. These experiences are planned to maximise their impact on pupils' knowledge, understanding of specific curriculum areas and personal development. Some visits are designed to introduce

new areas of inquiry and spark curiosity, while others are timed to provide reflection, consolidation and deeper learning.

Extra-Curricular Activities

A diverse selection of extra-curricular activities is provided to engage and support the development of a variety of talents and interests.

Monitoring and Evaluation

We are committed to continually implementing, reviewing, and evaluating the content and delivery of our curriculum to ensure it remains ambitious, coherent and inclusive for all learners. The governing body, headteacher, leadership team and subject teams work together to monitor the effectiveness of the curriculum, focusing on the quality of implementation and the progress pupils make over time. It is renewed regularly to ensure it meets the needs of all pupils and reflects the school's aims and statutory requirements.

Action points arising from monitoring are agreed and shared with staff to drive sustained improvement. The curriculum leader provides regular updates on curriculum developments to the governing body, ensuring accountability and transparency. This process ensures that curriculum design and delivery remain responsive to pupil needs and is informed by evidence.

Monitoring and Review

The effectiveness of the curriculum is monitored and reviewed on a regular basis to ensure it meets the needs of all pupils and reflects the school's aims and statutory requirements. Monitoring is undertaken by the Headteacher, senior leaders and subject leaders through a range of activities including lesson observations, learning walks, pupil voice, scrutiny of pupils' work, assessment data analysis and staff feedback. Outcomes from monitoring are used to inform professional development, curriculum development and school improvement priorities. The Curriculum Policy is reviewed every three years, or sooner if required, and updated in line with national guidance, school evaluation and the changing needs of pupils.

Adoption, Approval, Sign Off

Signed	**Mrs Fulstow**
On behalf of	Pupils Standards & Development
Date	Spring Term 2026

Document Control

Title of document	Curriculum Policy
Revision number	**2**
Review frequency	3 years
Next review date	Spring Term 2029
Type or status	Policy
Statutory?	Yes