

# Curriculum

Within the framework of the Foundation Stage and the National Curriculum we teach the full range of subjects including Religious Education and have high expectations for all our pupils.

## **The Foundation Stage**

This stage occurs before the National Curriculum and provides a framework for your child's learning in our Reception class. There are six broad areas of learning:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

Most children at this stage see their learning as just fun and play but as they master speaking and listening, singing and dancing, reading and counting they are gaining all the basic skills that get them off to a flying start when they reach Year 1.

## **Key Stage One**

This stage covers National Curriculum learning when your child is aged between 5-7 years and in Year 1 and Year 2. Not every subject will be taught in separate lessons but often linked together in a topic. It is at the end of this stage that pupils take national tests – popularly called SAT's – in English and Mathematics.

## **Key Stage Two**

This stage covers National Curriculum learning when your child is aged 7-11 years and in Years 3,4,5 and 6. At the end of this stage pupils again take national tests (SAT's) in English, Mathematics and Science.

The following subjects are taught in both key stages.

### **English**

In studying English pupils develop skills in speaking, listening, reading and writing. This enables them to express themselves creatively and imaginatively and to communicate with others effectively.

### **Mathematics**

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in different ways.

### **Science**

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Linking ideas with direct practical experience can engage learners at many levels.

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### **Information Technology**

Pupils use ICT to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Increased capability in the use of ICT promotes initiative and independent learning and allows pupils to consider the implications for home and work both now and in the future.

### **Art and Design**

Art and Design provides visual, tactile and sensory experiences and a unique way of responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think.

### **Design and Technology**

This subject requires pupils to become autonomous and creative problem solvers, as individuals and as members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.

### **Geography**

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It promotes knowledge of places and environments throughout the world, an understanding of maps, a range of investigative and problem solving skills both inside and outside the classroom.

### **History**

History fires pupils' curiosity about the past. They consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions.

'History is made by people. When you understand people you can live life to the full.'  
Charles Miller Smith.

### **Music**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It develops pupils' ability to listen and appreciate a wide variety of music and encourages active involvement in different forms of music-making both individual and communal.

### **Physical Education**

Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. Pupils learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

### **Religious Education**

The teaching of Religious Education follows County Guidelines and covers all the major world religions. Collective Worship and Religious Education are non-denominational in character. Parents have the right to withdraw their children from these arrangements.

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### **Personal, Social and Health Education & Citizenship**

We teach PSHE and Citizenship throughout the school. This involves pupils taking increasing responsibility for their own health and well-being and learning important life skills. They develop their self-confidence thus helping them to lead independent and happy lives.

### **Sex Education**

This is not taught as a separate subject but across the curriculum where appropriate. Teachers answer pupils' questions sensitively. A discrete unit is delivered in Year 6 within the framework for Science and parents are invited to view the content in advance. Parents have the right to withdraw their children from these arrangements.

### **Special Educational Needs**

We aim to raise standards for all pupils including those with special educational needs (SEN). Our initiatives for improving literacy and numeracy and realistic use of target setting will enable pupils with SEN to do their very best. We are committed to the inclusion of all pupils and work closely with the LEA to ensure that our curriculum is accessible.

### **Homework**

Class teachers provide an appropriate level of homework for pupils ranging from reading, spelling and maths to other research and reinforcement activities. Each half-term a framework is issued to parents together with an outline of topics to be covered.

### **Extra-Curricular Activities**

We value diversity in education and are committed to providing a variety of experiences for our pupils outside the curriculum. We have a variety of clubs run by teachers and outside agencies at lunchtime and after school. This year we have offered art, basketball, computer-surfing, country dancing, cross-country running, dance, drama, football and netball.

### **Behaviour**

We aim to develop a sense of community and feeling of pride within our school. Everyone is actively encouraged to show respect, courtesy and care at all times. Our pupils are given the opportunity to learn in a positive, caring and supportive environment. We help them make positive choices and give them guidance in making good decisions about their behaviour.

### **School Council**

Our pupils are at the centre of everything we do and one way in which we listen to their views is through the School Council. Each year two pupils are elected from each Key Stage Two class. They meet with a Learning Support Assistant each half term to discuss issues. The Headteacher then holds a feedback meeting with the Council. We have found this a very effective way of meeting some of the needs of our pupils.

### **Home / School Liaison**

We value the contribution that parents can make to our school and we aim to keep you informed and involved at all times. Monthly newsletters are sent to parents and we welcome parents into school to help with class activities and visits. We also have Consultation Meetings and Assemblies to which parents are invited.

### **Friends Of Crick School (FOCS)**

Every parent is automatically a member of this group and we encourage all families to take part in a range of social fund-raising activities. This year the committee have organised a plant sale, Christmas Fair, School disco, Auction of Promises, May Fair, Safari Supper and School BBQ. This year funds have been provided for Early Years, library books, musical instruments, play materials and whiteboards. Our pupils benefit enormously from such funding and we are always delighted to welcome new parents on to the committee.

### **Governing Body**

Governors' statutory duties include making decisions about how the school is run, monitoring the quality of teaching and learning and reporting information about the school to parents. A copy of all our school policies is held in the office. These are available on request to the Headteacher. If you would like to know more about the work of the governing body or becoming a school governor please speak to the Headteacher or the Chair of Governors.

### **Equal Opportunities**

**We actively seek to provide equal opportunities for all regardless of gender, race, disability or creed. The governing body promotes a policy that encourages pupils to respect themselves and each other, through an understanding of their own and other peoples' cultures and situations.**

### **Links With Other Schools**

We have links with other schools in our pyramid for pupils, staff and Governors. Pupils participate in inter-school sports, staff meet with colleagues to develop their curriculum areas and Governors share training opportunities together. Regular meetings are held between Headteachers in the pyramid to discuss common approaches to the curriculum.

We make every effort to ensure that the transition to Guilsborough High School is as smooth as possible for our Year 6 pupils. Staff from Guilsborough High School visit Year 6 in the summer term to take some lessons and discuss the needs of our pupils with the class teacher. A programme of visits helps our pupils to become familiar with the High School well in advance of their entry to Year 7. This ensures continuity and progression in their education.

### **Admissions**

Pupils are admitted into our Reception class at the beginning of the academic year they become five years old. Parents wishing to apply for a place for their child must complete the relevant admission forms and return them to the school.

### **Location**

Crick Primary School is situated in the centre of the village and enjoys an open aspect. It is convenient for the M1 and M6. The majority of pupils transfer to Guilsborough High School at the end of Year 6. This is a co-educational 11-18 County comprehensive school and is situated approximately 5 miles away.

### **Accommodation**

The school was built in 1915 with several additions in 1960, 1999 and 2001. At present there are five classrooms in the main building and two well furnished mobile classrooms. The recently completed ICT suite is a real asset to the school. We have a large Hall which is used extensively for P.E., Music, assemblies, lunches, school performances, extra-curricular activities, meetings, community activities e.g. Brownies and FOCS events. Indoors we also have a library, kitchen, kiln and storage areas. The school office, Headteacher's office and staff room are situated near the main entrance to the school.

Outside we have a large hard playground, to the side, a generously sized playing field and a car park on the approach to the school.

### **Illness and Accidents**

If a pupil has a particular health or medical problem we need to know. Only in very specific circumstances do we administer medicines in school e.g. a long-term illness or life-threatening condition. It is essential that we have an emergency contact number for parents if a child is taken ill or has an accident during the school day. We give every attention to the health and safety of the pupils and indeed of all people on our site.

### **Absences**

When a pupil is absent from school we ask that you telephone us as soon as possible. On returning to school we require a note explaining the reason for the absence. If family holidays in term time are unavoidable, parents are asked to complete a holiday request form, which is available from the school office.

### **Authorised and Unauthorised Data**

Type of Absence	School Data	National Comparative Data
Authorised absence		
Unauthorised absence		

### **Local Arrangements for Consideration of Complaints**

The LEA has established procedures so that any concerns that parents have about the curriculum and related matters may be considered promptly. In the first instance any problems should be referred to the class teacher and then the Headteacher who will endeavour to find a satisfactory outcome by informal means. If, however, the issue cannot be resolved in this way, it may be referred first to a panel of governors of the school and as a last resort to an LEA panel for formal consideration. Further details of the authority's procedures may be obtained from the Headteacher or the Education Office.