



Rockland St Mary Primary School

Curriculum Statement

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Version	Date	Author	Reason for change
2	4.10.23	Victoria Bayliss, Hannah Boag	Updates to curriculum
3	23.09.24	Victoria Bayliss	Updates to school values, added in knowledge organisers, removal of nurture provision
4	15.09.25	Victoria Bayliss	updates
5	18.06.26	Jasmine Stedman	Review and updates

CURRICULUM POLICY 2026-27

Introduction

As stated in the National Curriculum 2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. It is a framework which sets out the programme of education including the knowledge and skills to be gained at each stage. The national curriculum forms one part of the school curriculum.

We believe that our school curriculum should allow a breadth of learning across all subjects, which is relevant and meets the needs of all children whatever their ability. Our curriculum is comprised of The National Curriculum 2014 (statutory requirement) and the wider curriculum which can be derived from local interests, resources and designed from the children's needs and interests.

Our curriculum ensures that the children are provided with a range of learning experiences which should challenge, stimulate and promote thinking and learning and reflect our school vision, context, pedagogy and needs of the children.

Our vision is that children flourish when they are offered inspiring and creative learning experiences within a supportive and engaging environment. *All members of our close-knit school community work in a positive learning partnership, having regard to our Vision and Values of **Believe, Explore, Achieve**:*

Believe - Our children leave school with confidence and self-belief. They are kind, caring, and want to make a difference to their community.

Explore - We provide a wide range of exciting learning opportunities which promote engagement, and a love of learning. Our children are curious, creative and imaginative.

Achieve – We are proud of our learners; we challenge our learners to strive for excellence and do their very best.

Our Intentions

The aims of the National Curriculum are to -

- provide pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.
- provide an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

In our curriculum design we aim to:

- prepare pupils for the opportunities, responsibilities and experience of adult life;
- provide equality of access and the opportunity for all pupils to make progress;
- develop the personal and social skills, attitudes and values of each child through citizenship, religious education and personal, social and health education issues;

- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual, moral and cultural development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to participate in the arts;
- promoting empathy and a global awareness.

Specifically -

- The development of communication skills through literacy, that is, speaking, listening, writing, reading and information handling, plus languages.
- The development of mathematical skills and mastery of maths through numeracy, that is, number, shape and space, measures, investigation and data handling.
- The development of environmental inquiry through history, geography, science and outdoor learning.
- The development of physical skills through gymnastics, games, and swimming.
- The development of aesthetic and creative arts through music, art, design dance and drama.
- The development of skills and attitudes which will help the children to take advantage of opportunities, experiences and responsibilities in their future lives.

We believe that children learn well when they are deeply engaged and involved with their activities. We want children to come school every day excited by the prospect of new discoveries and new skills to learn. We plan our curriculum to appeal to the children's interests and to help facilitate their learning in a wide range of areas.

This is supported and underpinned by an ethos in which all individuals are valued and where our children can flourish in a safe, calm, caring and enabling environment in which each child's well-being is paramount and their developing independence is encouraged and celebrated. Our learning environment is supportive and purposeful – but also stimulating, challenging and engaging with a clear focus on promoting positive behaviour and our principles for learning. Our curriculum also specifically offers rich and diverse learning experiences and opportunities drawn from and inspired by our unique local environment.

Through the provision of rich and varied activities, we aim to:

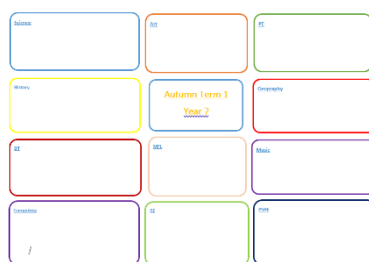
- encourage the best possible progress and the highest attainment for all;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively, inquire and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- contribute to pupil safety, behaviour and welfare including their physical, mental and personal wellbeing, spiritual, moral, social and cultural development and promotion of British values.

Our implementation of the Curriculum

- The maths curriculum is taught using the mastery approach and curriculum coverage with White Rose resources.
- The writing curriculum is taught using The Write Stuff.
- The reading curriculum is taught using reading VIPERS.
- We teach phonics using Little Wandle.
- All other national curriculum subjects have been organised into teaching programmes for each year as set out in the subject/year group progression maps. See progression map file.

These progression maps outline the NC objects to be taught, skills and knowledge content for each individual year group. They also include detail to ensure that experiences are not replicated – for example history content, artists, music and songs. SMSC opportunities and vocabulary are included also.

- Teachers use these progression maps to plot out the planned teaching each half term or term. They use a curriculum map to pinpoint what aspects of the NC will be taught in the time given. These are shared with parents through the website.



- Where relevant, The Write Stuff genre may be linked to the teaching in other subjects for example report writing following a science investigation. The Write Stuff experience days may involve a visit or visitor, a 'real life' challenge or problem to solve, a question or project to complete and celebrate with an audience.
- At the start of each half term, teachers plan out their classes learning. They carefully consider the topics to be taught and ensure that each area of the curriculum is represented to allow the pupils to develop their knowledge and skills within each curriculum subject.

Week	Start	End	Topic	Year	Subject	Unit	Lesson	Activity	Resource
Week 1	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 2	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 3	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 4	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 5	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 6	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 7	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 8	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 9	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 10	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 11	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 12	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 13	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 14	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 15	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 16	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 17	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 18	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
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Week 21	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 22	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 23	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 24	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 25	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 26	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 27	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 28	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 29	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 30	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 31	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 32	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 33	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 34	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 35	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 36	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 37	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 38	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 39	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 40	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 41	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 42	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 43	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 44	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 45	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 46	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 47	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 48	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 49	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 50	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 51	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19
Week 52	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19	10.10.19

- After long term plans have been established teachers plan out their teaching narrative for the number of sessions they have set. The teaching narrative should have a clear starting point and identify how it will develop significant outcomes by the end.
- Before commencing a new topic, teachers may ask the children what they already know and would like to find out. This can be represented as a class

mind map, discussion or quiz. Knowledge Organisers are used to help guide teaching and learning.

Science Year 2 Knowledge Organiser				
Animals Including Humans				
Key Knowledge	Vocabulary			Stem Sentences
Humans and animals have basic needs. They need food, air and water.	Adult		A full grown animal.	This is ... and ...
Animals have offspring which grow into adults.	Develop		To grow and become stronger.	This has ... and ...
Some animals have young which do not look like their parents.	Life cycle		The changes living things go through to become an adult.	The ... is ... and ...
To keep your body healthy - you need exercise.	Offspring		The young of a living organism.	They are ... and ...
To keep your body healthy - you need to eat the right types of food.	Reproduce		When living things make a new living thing of the same kind.	I feel ... because ...
Washing keeps us clean. This helps us to be healthy.	Live young		Offspring that has not hatched from an egg.	Enrichment
Prior Learning	Hygiene		Conditions to keep the body clean.	• Create and boxes and put them up. • Wash and feeding station.
• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)	Exercise		Exercise is a way of keeping the body healthy through being active.	
• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1)				

- Progress will be judged by evidencing that children know, can remember and can do more after the given period of time. This can be done at any point during learning and may take the form of retrieval quizzes, questions or activities. We monitor the progress and achievements of pupils throughout their time at our school and share this information with parents on a regular basis. See Assessment Policy.
- Learning in any subject may be celebrated through the sharing of work with a variety of audiences including assemblies, parents, visitors and through displays.

In addition to the taught national curriculum, we offer –

- Curriculum enrichment – subject leaders work with class teachers to plan high quality, engaging enrichment across the curriculum. Opportunities may involve trips and experiences off site, visitors, speakers and workshops that come to school and activities led and delivered by members of staff or trained volunteers. Enrichment opportunities are planned to support current learning, as a starting point for future learning or as consolidation for learning that has happened previously. We make the most of our location, and many of our curriculum experiences take place in our local area; we have good links with nearby organisations and also engage with parents to make use of their skills and expertise.
- Personal Development – Children from all year groups have to opportunity to contribute to the wider life of the school in many different ways. We have both School and Eco Councils that are re-elected each year and are active in fund-raising and improving the experience of school for everyone. Children in KS2 volunteer as play-leaders, and undertake training led by our PE lead. They then lead group games at lunchtime so all children can feel involved and keep active whilst they are outside. All children take part in calendar events such as Children's Mental Health Week, Recycling Week, Schools of Sanctuary Week and Child Safety Week. Children find out about different world religions, safeguarding, British Values, safeguarding and other cultural events through a planned assembly schedule. Those in years 5 and 6 also have the opportunity to go on residential each year.

Roles and Responsibilities

- The Headteacher has the responsibility for the leadership of the curriculum and supports the work of the curriculum leaders to ensure that the curriculum has progression and appropriate coverage;
- Subject/Curriculum leaders are responsible for evaluating and monitoring standards in their subject, completing Health Checks, liaising with governors and ensuring that the resources are maintained (see Subject Leader Handbook)
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression across the key stages and between the schools;
- The Headteacher and SENDCo ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention;
- The Governors and SET monitor the curriculum through the termly Headteacher's report.

Summary of subjects, relevant policies and resources –

Subject	Policy	Specific schemes (where appropriate)
Maths	Calculation Policy Maths Policy	White Rose – which aligns with teaching for mastery
English	English Policy	Little Wandle The Write Stuff Reading VIPERS
Science	Science Policy	ASE, White Rose
Geography		Connected Geography / Progression maps. Inquiry led
History		Connected History / Progression maps. Inquiry led
RE		Progression maps. Jigsaw RE – philosophical key questions
PSHE	PSHE Policy/RSE Policy	Jigsaw scheme
PE	PE and PA Policy	Progression maps. The PE Hub
Music		Charanga
ICT/Computing	AU ICT and Social Media Policy	Teach Computing
Art / DT		Progression maps.
Languages		Rigolo

Other Policy links

Assessment Policy

Feedback and Marking Policy

Long Term Plan documents