



Surlingham 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	13.07.26	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:

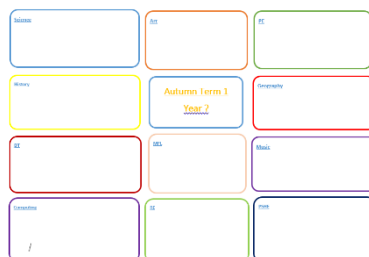
- encourage the best possible progress and the highest attainment for all;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively, inquire and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils 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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	Week 41	Week 42	Week 43	Week 44	Week 45	Week 46	Week 47	Week 48	Week 49	Week 50	Week 51	Week 52	Week 53	Week 54	Week 55	Week 56	Week 57	Week 58	Week 59	Week 60	Week 61	Week 62	Week 63	Week 64	Week 65	Week 66	Week 67	Week 68	Week 69	Week 70	Week 71	Week 72	Week 73	Week 74	Week 75	Week 76	Week 77	Week 78	Week 79	Week 80	Week 81	Week 82	Week 83	Week 84	Week 85	Week 86	Week 87	Week 88	Week 89	Week 90	Week 91	Week 92	Week 93	Week 94	Week 95	Week 96	Week 97	Week 98	Week 99	Week 100	Week 101	Week 102	Week 103	Week 104	Week 105	Week 106	Week 107	Week 108	Week 109	Week 110	Week 111	Week 112	Week 113	Week 114	Week 115	Week 116	Week 117	Week 118	Week 119	Week 120	Week 121	Week 122	Week 123	Week 124	Week 125	Week 126	Week 127	Week 128	Week 129	Week 130	Week 131	Week 132	Week 133	Week 134	Week 135	Week 136	Week 137	Week 138	Week 139	Week 140	Week 141	Week 142	Week 143	Week 144	Week 145	Week 146	Week 147	Week 148	Week 149	Week 150	Week 151	Week 152	Week 153	Week 154	Week 155	Week 156	Week 157	Week 158	Week 159	Week 160	Week 161	Week 162	Week 163	Week 164	Week 165	Week 166	Week 167	Week 168	Week 169	Week 170	Week 171	Week 172	Week 173	Week 174	Week 175	Week 176	Week 177	Week 178	Week 179	Week 180	Week 181	Week 182	Week 183	Week 184	Week 185	Week 186	Week 187	Week 188	Week 189	Week 190	Week 191	Week 192	Week 193	Week 194	Week 195	Week 196	Week 197	Week 198	Week 199	Week 200	Week 201	Week 202	Week 203	Week 204	Week 205	Week 206	Week 207	Week 208	Week 209	Week 210	Week 211	Week 212	Week 213	Week 214	Week 215	Week 216	Week 217	Week 218	Week 219	Week 220	Week 221	Week 222	Week 223	Week 224	Week 225	Week 226	Week 227	Week 228	Week 229	Week 230	Week 231	Week 232	Week 233	Week 234	Week 235	Week 236	Week 237	Week 238	Week 239	Week 240	Week 241	Week 242	Week 243	Week 244	Week 245	Week 246	Week 247	Week 248	Week 249	Week 250	Week 251	Week 252	Week 253	Week 254	Week 255	Week 256	Week 257	Week 258	Week 259	Week 260	Week 261	Week 262	Week 263	Week 264	Week 265	Week 266	Week 267	Week 268	Week 269	Week 270	Week 271	Week 272	Week 273	Week 274	Week 275	Week 276	Week 277	Week 278	Week 279	Week 280	Week 281	Week 282	Week 283	Week 284	Week 285	Week 286	Week 287	Week 288	Week 289	Week 290	Week 291	Week 292	Week 293	Week 294	Week 295	Week 296	Week 297	Week 298	Week 299	Week 300	Week 301	Week 302	Week 303	Week 304	Week 305	Week 306	Week 307	Week 308	Week 309	Week 310	Week 311	Week 312	Week 313	Week 314	Week 315	Week 316	Week 317	Week 318	Week 319	Week 320	Week 321	Week 322	Week 323	Week 324	Week 325	Week 326	Week 327	Week 328	Week 329	Week 330	Week 331	Week 332	Week 333	Week 334	Week 335	Week 336	Week 337	Week 338	Week 339	Week 340	Week 341	Week 342	Week 343	Week 344	Week 345	Week 346	Week 347	Week 348	Week 349	Week 350	Week 351	Week 352	Week 353	Week 354	Week 355	Week 356	Week 357	Week 358	Week 359	Week 360	Week 361	Week 362	Week 363	Week 364	Week 365	Week 366	Week 367	Week 368	Week 369	Week 370	Week 371	Week 372	Week 373	Week 374	Week 375	Week 376	Week 377	Week 378	Week 379	Week 380	Week 381	Week 382	Week 383	Week 384	Week 385	Week 386	Week 387	Week 388	Week 389	Week 390	Week 391	Week 392	Week 393	Week 394	Week 395	Week 396	Week 397	Week 398	Week 399	Week 400	Week 401	Week 402	Week 403	Week 404	Week 405	Week 406	Week 407	Week 408	Week 409	Week 410	Week 411	Week 412	Week 413	Week 414	Week 415	Week 416	Week 417	Week 418	Week 419	Week 420	Week 421	Week 422	Week 423	Week 424	Week 425	Week 426	Week 427	Week 428	Week 429	Week 430	Week 431	Week 432	Week 433	Week 434	Week 435	Week 436	Week 437	Week 438	Week 439	Week 440	Week 441	Week 442	Week 443	Week 444	Week 445	Week 446	Week 447	Week 448	Week 449	Week 450	Week 451	Week 452	Week 453	Week 454	Week 455	Week 456	Week 457	Week 458	Week 459	Week 460	Week 461	Week 462	Week 463	Week 464	Week 465	Week 466	Week 467	Week 468	Week 469	Week 470	Week 471	Week 472	Week 473	Week 474	Week 475	Week 476	Week 477	Week 478	Week 479	Week 480	Week 481	Week 482	Week 483	Week 484	Week 485	Week 486	Week 487	Week 488	Week 489	Week 490	Week 491	Week 492	Week 493	Week 494	Week 495	Week 496	Week 497	Week 498	Week 499	Week 500	Week 501	Week 502	Week 503	Week 504	Week 505	Week 506	Week 507	Week 508	Week 509	Week 510	Week 511	Week 512	Week 513	Week 514	Week 515	Week 516	Week 517	Week 518	Week 519	Week 520	Week 521	Week 522	Week 523	Week 524	Week 525	Week 526	Week 527	Week 528	Week 529	Week 530	Week 531	Week 532	Week 533	Week 534	Week 535	Week 536	Week 537	Week 538	Week 539	Week 540	Week 541	Week 542	Week 543	Week 544	Week 545	Week 546	Week 547	Week 548	Week 549	Week 550	Week 551	Week 552	Week 553	Week 554	Week 555	Week 556	Week 557	Week 558	Week 559	Week 560	Week 561	Week 562	Week 563	Week 564	Week 565	Week 566	Week 567	Week 568	Week 569	Week 570	Week 571	Week 572	Week 573	Week 574	Week 575	Week 576	Week 577	Week 578	Week 579	Week 580	Week 581	Week 582	Week 583	Week 584	Week 585	Week 586	Week 587	Week 588	Week 589	Week 590	Week 591	Week 592	Week 593	Week 594	Week 595	Week 596	Week 597	Week 598	Week 599	Week 600	Week 601	Week 602	Week 603	Week 604	Week 605	Week 606	Week 607	Week 608	Week 609	Week 610	Week 611	Week 612	Week 613	Week 614	Week 615	Week 616	Week 617	Week 618	Week 619	Week 620	Week 621	Week 622	Week 623	Week 624	Week 625	Week 626	Week 627	Week 628	Week 629	Week 630	Week 631	Week 632	Week 633	Week 634	Week 635	Week 636	Week 637	Week 638	Week 639	Week 640	Week 641	Week 642	Week 643	Week 644	Week 645	Week 646	Week 647	Week 648	Week 649	Week 650	Week 651	Week 652	Week 653	Week 654	Week 655	Week 656	Week 657	Week 658	Week 659	Week 660	Week 661	Week 662	Week 663	Week 664	Week 665	Week 666	Week 667	Week 668	Week 669	Week 670	Week 671	Week 672	Week 673	Week 674	Week 675	Week 676	Week 677	Week 678	Week 679	Week 680	Week 681	Week 682	Week 683	Week 684	Week 685	Week 686	Week 687	Week 688	Week 689	Week 690	Week 691	Week 692	Week 693	Week 694	Week 695	Week 696	Week 697	Week 698	Week 699	Week 700	Week 701	Week 702	Week 703	Week 704	Week 705	Week 706	Week 707	Week 708	Week 709	Week 710	Week 711	Week 712	Week 713	Week 714	Week 715	Week 716	Week 717	Week 718	Week 719	Week 720	Week 721	Week 722	Week 723	Week 724	Week 725	Week 726	Week 727	Week 728	Week 729	Week 730	Week 731	Week 732	Week 733	Week 734	Week 735	Week 736	Week 737	Week 738	Week 739	Week 740	Week 741	Week 742	Week 743	Week 744	Week 745	Week 746	Week 747	Week 748	Week 749	Week 750	Week 751	Week 752	Week 753	Week 754	Week 755	Week 756	Week 757	Week 758	Week 759	Week 760	Week 761	Week 762	Week 763	Week 764	Week 765	Week 766	Week 767	Week 768	Week 769	Week 770	Week 771	Week 772	Week 773	Week 774	Week 775	Week 776	Week 777	Week 778	Week 779	Week 780	Week 781	Week 782	Week 783	Week 784	Week 785	Week 786	Week 787	Week 788	Week 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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.	It/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. (11)	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. (11)			

- 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 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
PSHE	PSHE Policy/RSE Policy	Jigsaw scheme
PE	PE and PA Policy	Progression maps. The PE Hub
Music		Charanga
ICT/Computing	AUICT 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