

The Nethersole CofE Academy Curriculum Statement

'Let Your Light Shine'

Intent

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, in order to achieve their full potential.

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

*Jesus said, 'You're here to be light, bringing out the God-colours in the world.' **Matthew 5:16***

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' **Matthew 5:16**

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each of other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Hope



Trust in God's promise for our future.

Community



Enabling everyone to flourish together.

Dignity and Respect



Everyone matters; everyone is loved; everyone shines.

Forgiveness



A chance to start again.

Wisdom



Building knowledge, skills, understanding






Thankfulness



Appreciating God's goodness.

	<p>Aspiration to spiritual fulfilment and academic achievement for all.</p> <p><i>God says, 'I know what I'm doing. I have it all planned out, plans to take care of you, not abandon you; plans to give you the future you hope for.</i></p> <p>Jeremiah 29:11 (The Message)</p>	<p><i>Live in harmony with one another</i></p> <p>Romans 12: 16</p>	<p><i>Treat everyone you meet with dignity. Love your spiritual family. Revere God.</i></p> <p>1 Peter 2:17</p>	<p><i>If you forgive people who sin against you, your heavenly Father will also forgive you.</i></p> <p>Matthew 6:14</p>	<p>and doing the right thing.</p> <p><i>Get wisdom—it's worth more than money; choose insight over income every time.</i></p> <p>Proverbs 16:16 (The Message)</p>	<p><i>Always be thankful. Sing psalms, hymns, and spiritual songs with thankfulness in your hearts to God. In all you do, give thanks to God the Father through Jesus.</i></p> <p>Colossians 3:15-17</p>
--	--	--	--	---	--	---

Our Learning Behaviours	<p>The 4R's</p> <p>The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -</p>				
	<p style="text-align: center;">Resilient Learners</p> <p>Children persevere, and they do not give up, even when a task is difficult.</p>	<p style="text-align: center;">Responsible Learners</p> <p>Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.</p>	<p style="text-align: center;">Resourceful Learners</p> <p>Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.</p>	<p style="text-align: center;">Respectful Learners</p> <p>Children show kindness to all and illustrate good manners to all.</p>	

British Values	<p>Democracy</p> 	<p>Rule of Law</p> 	<p>Individual Liberty</p> 	<p>Mutual Respect</p> 	<p>Tolerance of different Faiths and Beliefs</p> 
	<p>We use Newsround and Picture News to teach children about the world around them and current affairs which has a strong link to British Values. The teaching of British Values also runs throughout our curriculum and collective worship. There are examples of this below:</p>				
	<ul style="list-style-type: none"> • Head Boy / Head Girl / Prefects. • School Council. • Worship Council. • Reading Champions. • Exploring democracy in historical contexts. • School Behaviour Policy. 	<ul style="list-style-type: none"> • The rules of games in PE and during lunchtime activities. • Taking turns. • Self-regulation and risk – taking (are there times when rules can be broken?) 	<ul style="list-style-type: none"> • Developing a culture where children are encouraged to question and feel safe to do so. • E-safety / Online Safety. • Anti-bullying. • Respecting the views of others. For example – Circle Time. 	<ul style="list-style-type: none"> • Controversial issues such as evolution vs creation. • Understanding that everyone has an important part to play. • Sharing texts from different cultures. • Learning a new language – French. 	<ul style="list-style-type: none"> • Collective Worship. • Teaching about world faiths. • Celebrating diversity in a wide range of contexts. • Worship Council.

- Freedom of speech through debates.
- Understanding that with freedom of choice comes responsibility.

We are passionate about...

ALL CHILDREN BEING GIVEN THE OPPORTUNITY TO:

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ represent their school in sporting events. ✓ perform in front of a variety of audiences. ✓ speak / read in Church. ✓ attend a residential visit. | <ul style="list-style-type: none"> ✓ attend educational visits to make learning come to life. ✓ visit a different place of worship each year. ✓ try new skills and activities in extra-curricular clubs. |
|---|---|

IMPLEMENTATION

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

MATHS

The overarching aim for Mathematics at the Nethersole CofE Academy is to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

ENGLISH

The overarching aim for English at the Nethersole CofE Academy is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The English Curriculum aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

SCIENCE

The overarching aim for Science at the Nethersole CofE Academy is to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

RE

As a Church of England School, our Christian ethos is at the heart of every aspect of school life. Our RE Curriculum enables pupils to develop an awareness of the spiritual and moral dimensions of life experiences, identify questions and issues which they raise and respond in a variety of ways to them. Children will learn to value and develop knowledge and understanding of Christianity and other principle religions represented in Great Britain. They are given time to reflect on their own experiences, beliefs and values and develop personal responses to questions. Children will develop an understanding of commitment to a religious tradition and develop confident viewpoints, whilst engaging in open and honest enquiry, respecting others' beliefs which may be different in a religiously diverse society.

There are close links with our local church, Polesworth Abbey, and the overall Christian education provided for our pupils, together with these church links, contributes to the spiritual, moral, social and cultural development of our pupils. As a school we have an agreed definition for spirituality which has been agreed by stakeholders.

EYFS	PSED	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS & DESIGN
	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Work and play co-operatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p>	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Children at the expected level of development of the end of the EYFS will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

		with modelling and support from their teacher.		representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
<p>In the EYFS, we aim to ensure that each child has a happy, positive, and enjoyable start to their school life within a nurturing, caring and supportive environment. We support children to establish solid foundations and to foster a deep love of learning. We provide themes that excite and engage children in their learning, building on own interests and developing their experiences of the world around them. Themes are supported by high quality and engaging texts which help to develop a love of reading for our children. The curriculum reflects all seven areas of the EYFS framework and allows for children to demonstrate characteristics of effective learning through their play.</p> <p>By the end of the EYFS, we aim for our children to:</p> <ul style="list-style-type: none"> • have high aspirations. • be inquisitive and curious about the world around them. • have strong communication skills, both written and verbal. • listen respectfully and with tolerance to the views of others. • take pride in all that they do, always striving to do their best. • demonstrate emotional resilience and the ability to persevere when they encounter challenge. • develop a sense of self-awareness and become confident in their own abilities. • be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. 									
KS1/2	Art and Design	Computing	Design and Technology	Geography	History	Modern Foreign Languages	Music	PE	PSHE

	<p>The overarching aim for Art and Design at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art, craft and design techniques. -Evaluate and analyse creative works using the language of art, craft and design. -Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>The overarching aim for Computing at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Can understand and apply the fundamental principles and concepts of computer science. -Can analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems. -Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. -Are responsible, competent, confident and creative users of information and communication technology. 	<p>The overarching aim for Design technology at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. -Build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users. -Critique, evaluate and test their ideas and products and the work of others. -Understand and apply the principles of nutrition and learn how to cook. 	<p>The overarching aim for Geography at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics. - Understand the processes that give rise to key physical and human geographical features of the world. <p>Pupils are competent in the geographical skills needed to: collect, analyse and communicate data gathered through experiences of fieldwork that deepen their understanding of geographical processes / interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) /</p>	<p>The overarching aim for History at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Understand that History is a study of the past and inspires children to be curious and to question these changes. -Can comment on the similarities and differences between periods of time. -Have access to a range of evidence to help their understanding. For example – artefacts / written accounts / interviews / books / letters / photographs. -Understand the basic chronology of key events in Britain, Europe and the wider World. -Can answer questions about the periods of time they have studied. 	<p>The overarching aim for Modern Foreign Languages at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Understand and respond to spoken and written language from a variety of authentic sources. -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. -Can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt. -Discover and develop an appreciation of a range of writing in the language studied. 	<p>The overarching aim for Music at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Perform, 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. -Learn to sing and to use their voices, including in a daily act of Collective Worship, to create and compose music on their own and with others. -Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>The overarching aim for Physical Education at the Nethersole CofE Academy is to ensure that all pupils:</p> <ul style="list-style-type: none"> -Develop competence to excel in a broad range of physical activities. -Are physically active for sustained periods of time. -Engage in competitive sports and activities. -Lead healthy, active lives. 	<p>The overarching aim of Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education), systematically develops children’s inner worlds, empowering them as unique individuals enjoying positive relationships with self and others, and thereby becoming self-regulating effective learners with agency.</p> <ul style="list-style-type: none"> • Meets all statutory Relationship and Health Education requirements and includes Sex Education. • Builds the positive, inclusive and caring ethos of the school. • Elevates educational outcomes by empowering children’s self-regulation, emotional literacy and self-belief.
--	---	---	---	--	--	--	--	--	--

				communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.					
--	--	--	--	---	--	--	--	--	--

IMPACT

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

External Accountability Measures	Standardised tests and results	Ofsted	SIAMS	BDMAT support and review visits
----------------------------------	--------------------------------	--------	-------	---------------------------------