

## Curriculum Overview

Chalfont Valley E-Act Primary Academy's curriculum policy is based on the following aims:

- To have students at its heart, putting their interests first.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

We believe that the curriculum should inspire and challenge all learners and prepare them for the future. Chalfont Valley's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, we believe that the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning.
- Value their learning outside of the curriculum and relate to the taught curriculum

## Curriculum Overview

### EFYS

The first curriculum your child will encounter when starting at Chalfont Valley, is the Early Years Foundation Stage Curriculum (EYFS). In Early years the children learn through free flow activities which are planned by the class teacher.

The EYFS works within four key principles:

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

The curriculum is divided into seven areas, three prime and four specific areas.

Three Prime Areas	Four Specific Areas
Personal, Social and Emotional Development	Literacy
Communication and Language	Mathematics
Physical Development	Understanding the world
	Expressive Arts

We follow child led topics, listening to the children interests and ideas. Alongside this we also learn through theme and topic work which are set out below. We love to go on visits and also welcome visitors into school to enhance the curriculum.

	Autumn 1 Baseline Assessment 7 weeks: Oct-23	Autumn 2 3.11.15-18.12.15 7 weeks	Spring 1 5.1.16-12.2.16 5 weeks	Spring 2 23.2.16-24.3.16 4 weeks 2 days	Summer 1 12.4.16-27.5.16 6 weeks 2 days	Summer 2 6.6.16-21.7.16 5 weeks 4 days
Theme (SMSC)	Ourselves, New beginnings, new routines, new school, new friends Seasons: tree-watch Diwali	Harvest/farms, Healthy eating, traditions Poppies, bonfire night Hannukah & Christmas Seasons: tree-watch	People who help us/ superheroes Being safe Chinese New Year Seasons: tree-watch Shrove-Tuesday	Lent & Easter Life Cycles, frogs & Butterflies Seasons: tree-watch	Jungle/colour Pattern/camouflage Cultural stories Seasons: tree-watch Growing beans, cress Traditional tales	The seaside, journeys Preparing for transition/Year 1 How have I changed? Plans for the future Seasons: tree-watch

### KS1 and KS2

#### Literacy

At Chalfont Valley we follow the 2014 National Curriculum for Literacy. The Literacy curriculum consists of 4 main learning areas:

- Reading
- Writing
- Speaking and listening
- Spelling, Grammar and Punctuation (SPAG)

### Curriculum Overview

The children have 1 hour of Literacy a day, as well as 20 minutes of spelling/grammar and punctuation (SPAG) and 20 minutes of guided reading. Our phonics teaching follows the Primary National Strategy scheme 'Letter and Sounds' and when teaching SPAG our teachers use CGP.

Children are exposed to and taught to write a variety of different genres of writing such as;



Chalfont Valley has a variety of independent and guided reading books. The books are grouped and the children work through the bands as they become more proficient. Children are encouraged to change their book daily. All children at Chalfont Valley take part in a reading challenge where we ask the children to read for at least 10 minutes a day at home and have their reading record signed by an adult.

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### Numeracy

At Chalfont Valley we follow the 2014 National Curriculum for Numeracy. The Numeracy curriculum consists of 6 main learning areas;

Number and Place value
Addition and Subtraction
Multiplication and Division
Fractions
Measure and Shape
Position and Direction

Children are taught Numeracy for an hour a day, the children are taught within their classes and work is differentiated accordingly. At Chalfont Valley we like to adopt a hands on approach to Numeracy where the children are given opportunities to experience their mathematical learning through practical activities and investigations. Since the launch of the new curriculum lots of strategies, methods and approaches to Numeracy have changed. As a result of this we hold regular curriculum evenings where teachers are happy to talk through calculation methods with you.

### Foundation Subjects

The foundation subject curriculum involves the teaching of Science, Geography, Art, and Design and Technology. We cover these subjects through topic based work, where each year group has a topic for the term and each of these foundation subjects are taught through the theme of the topic. Our topics this year can be seen below.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	My Body	Living things/habitats	Plants/Animals	Digestion and teeth/sound	Circulatory/evaluation and Inheritance	Animal and Plant Life cycles/change
	Materials/Plants	Forces and movement/magnets	Rocks/fossilisation	Changing state/water cycle	Light and Shadow	Properties of materials/changing materials
	Materials/Animals	Life Cycles	Light/magnets	Classifying/electricity	Electricity/micro-organisms	Earth and Space/ forces
History	Toys past and present	Remembrance day	Bronze age/iron age	Ancient Egypt	Ancient Greece	Baghdad C900
	Castles	Great Fire of London	Roman Empire	Trade and Transport	Crime and punishment	How we use Anglet Greek ideas today
	Homes from the past	florence Nightingale	Anglo-saxons and Scots	Vikings and anglo saxons	Myans	Shang Dynasty
Geography	Where do I live?	My world and Me	Investigating a local area	UK Countries and Cities	North and South America	N or S America Region Study
	Around the world	Let's go on Safari	Countries/Weather of the world	European Region Study	Extreme Earth	The Globe
	At the farm	Seasides	Our European Neighbours	Village Settlers	S. America Region Study	Rivers and People
Art and Design	Paper Art	Guisepe Arcimboldo	Goldworthy Natural art	Da Vinci	Andy Warhol & Pop Art	Monet and Impressionism
	Colour creations	Investigating Materials	Architect Brunel	Gormley	Michelangelo	Take 1 Picture
	self portrait/plants	William Morris	Take a seat	Goudi	Jean Paul Gautier	City Scapes
D&T	Being Healthy	Winding Up	Moving Monsters	Alarms	Making temples and coins(Ancient Greece)	Fashion & Textiles
	Homes	Vehicles	Sandwich Snacks	Story Books	Biscuits and Bread	Cokeny Savoury
	Perfect Pizza	Puppets	Photo Frames	Money Containers	Quit Boards	Bullding Bridges
Music	ME Fireworks	ME Dinosaurs	African Drumming	ME Animal Magic	ME The Blues and Scat)	ME
	ME Treasure Island	ME exploring sounds	ME Carnival animals	African Drumming/ME dragon sca	ME Loopy Weather	ME
	ME Weather	ME Four legged friends	Samba drumming	Show Tunes	Afican Drumming	ME
R.E	Being Me	Belonging to a religion	Festivals	Places of worship	Christianity	Islam
	What is special to me	Special Occasions	Places of worship	Sacred Texts	Hinduism	Christianity
	Special religions/places/occasions	Special Places/people	Rites of Passage	Traditions	Buddhism	Humanism
Computing	E-safety	Word Processing	Using Data/E-safety	E-safety/using data	E-safety/Using Data	Programming controls/using data
	Coding/digital media	C&C	C&C/word processing	C&C/ word processing	Digital media/ Word processing	C&C/ muli media
	C&C	E-safety/digital media	digital Media	Digital media/ coding	C&C Programming controls	Digital Media Internet
SMSC	New Beginnings	New Beginnings	New Beginnings/getting on	New Beginnings/getting on	New Beginnings/getting on	New Beginnings/getting on
	Going for goals	Going for Goals	Going for goals	Going for goals/ good to be me	Going for goals/good to be me	Going for goals/good to be me
	relationships/changes	Relationship/changes	relationships/changes	Relationships/changes	Realtinoshps/changes	Community cards/health and puberty

## Curriculum Overview

Children also have at least two hours of Physical Education a week. P.E teaching consists of 6 main teaching and learning areas, outlined below;

Games
Gymnastics
Dance
Swimming
Outdoor and adventurous activities
Athletics

Children are taught by a specialist P.E teacher who visits the academy and when appropriate are taken to a local leisure centre to be taught by specialist swim coaches.

### SMSC and British Values

SMSC (Spiritual, Moral, Social and Cultural education) is at the core of all the academies teaching across the curriculum. The children are taught about the acceptance of others, cultural similarities and differences as well as looking at religions worldwide. Children learn about healthy lifestyles, keeping safe, peer pressure, physical development and relationships. All essential parts of life and learning needed as they get older. Through our SMSC teaching we teach the children about religion and expose them to collective worship. All children learn about world faiths and are taught to respect the beliefs of others. Children are encouraged to take time to reflect on their own experiences, behaviours and opinions and discuss them in a safe learning environment. A collective act of worship takes place every day in school assemblies, where the whole school are taught about events in the news or a specific theme relevant at the time. Ofsted now wants to see a school ethos and climate that promotes 'British values' at every level. British Values will be assessed through the teaching of SMSC, the curriculum and school leadership. There are five fundamental British Values that the children are taught:

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance of those with different faiths and beliefs and for those without faith



### Curriculum Overview

These are discussed and explored with the children through the teaching of our Curriculum, class reflection times, school assemblies, educational visits and people visiting the school. Chalfont Valley prides itself on the core British values underpinning the ethos and environment of the school.