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<b>Discussed by staff</b>	<b>FLT</b>	<b>Agreed by Governors</b>	
<b>Review</b>	<b>Every three years</b>	<b>Implementation</b>	<b>Immediate</b>

### Curriculum Policy

#### I Introduction

At Trosnant, we are committed to developing the whole child. We believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore as well as the time to have fun. Although our curriculum is based on the National Curriculum, there are other planned opportunities that make up the wider curriculum to deliver varied learning experiences for our children. This is delivered through our drivers which underpin our schools' curriculum: possibilities, the community, the Arts, and growth mindsets.

We are constantly reviewing and improving the curriculum we offer to our children. The curriculum at Trosnant is evolving according to the needs of our children and to the aspirations of the staff and community.



**Everyone will achieve their best!**

*"Education is the most powerful weapon which you can use to change the world".*

Nelson Mandela

#### II Organisation, Planning and Coverage:

- i) We plan our curriculum in three phases. Subject Leaders across the Federation have worked together to create a curriculum coverage overview for each year group. All staff and groups of learners created a range of possible themes which would ensure curriculum coverage and appeal to the different interests of various cohorts.
- ii) During the academic year the Federation cover six themed units including a transition unit which is started during Changeover Week and continued in the autumn term. Year groups design thematic units known as



"Learning Quests" which allow them to meet the statutory requirements of the national curriculum and the Federation's drivers. They are child friendly learning journeys which are shared with learners. Furthermore, the learning journey and school drivers are displayed on the learning quest display wall in each year group. Time is also allocated for learners to research their own particular interests linked to the unit. Each learning quest includes a "hook" to engage the learners, as well as a clear purpose for the year groups to achieve. At the end of the unit, year groups invite parents and members of the community to share and celebrate the learning that has been completed.

- iii) We believe that it is important that learners make links with learning and the Federation's drivers. As part of the short term planning process we include TIB (This is because...) as well as LO (Learning Opportunities) and Steps to Success; in order to explain why knowledge, concepts and skills are being taught and how they can be applied to everyday life. Pupils are being encouraged to begin cross-reference their learning with the drivers with individuals beginning to tick/colour/circle the driver/s being addressed during the lesson.
- iv) Work linked to the Learning Quest is collated in Learning Quest Journals by the children, starting with a copy of the Federation's Drivers and the year group's learning journey. Individual children are encouraged to comment on their learning when appropriate.

### III Value Definitions:

At the Trosnant Federation, we believe that:



Our Goals enable all pupils to have the best possible opportunity of achieving 'Age Related Expectations (ARE).



With Resilience we engage the whole community in the federation's growth mind set approach to life-long learning.



Providing Opportunities establishes best practice in the key areas of teaching and learning (FACE - feedback, autonomy, challenge and engagement) by developing a consistent, well targeted and effective approach to professional development.



Working Together ensures clarity of purpose, expectation and destination for all stakeholders, to achieve a high level of consistency in outcomes throughout the federation.

#### IV Curriculum Subjects:

##### English

- i) At Trosnant, we are committed to promoting high standards of literacy by developing pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing;
- ii) Specific Aims
- To give pupils opportunities to interrelate the requirements of the English curriculum within a broad and balanced approach to the teaching of English; with opportunities to consolidate and reinforce taught English skills;
  - To deliver the statutory curriculum in a fun and engaging way that enables all children to succeed
  - To provide children with the necessary skills to become competent, creative and efficient users of the English Language, preparing them for life in our community
  - To provide children with successful English role models to increase aspirations;
  - To provide children with meaningful, engaging contexts for reading and writing.

**See English Policy for further details.**

##### Mathematics

- iii) We recognise that Mathematics helps children to make sense of the world around them by developing their ability to calculate, to reason and to solve problems. It is because of this, that the key aims for mathematics is to develop our children's fluency, reasoning and problem solving skills, as we prepare them for their roles in the wider world. We want to promote a real enjoyment and enthusiasm for learning through practical activities, exploration and discussion. Logical thinking and reasoning skills will be encouraged using the children's natural curiosity and by using an investigative approach.
- iv) We want our children to be confident and competent, so that they are proud to talk about their learning and thinking and about their achievements. Individuals will develop a thorough knowledge and understanding of numbers and the number system. They will develop their ability to solve problems through decision-making and reasoning in a range of different contexts. They will gain a practical understanding of the ways in which information is gathered and presented, and explore the features of shape and space. They will also develop their measuring skills in a range of contexts. In essence they will be able to understand how important mathematical skills will be for them in their lives.

## Science

- v) At Trosnant our aim is to teach the science curriculum fully, creatively and effectively in a safe and secure environment. Taking guidance from the National Curriculum and Hampshire we will give children the opportunity to take part in child lead learning by planning and completing their own investigations. We will question and challenge children's perceptions of the world around them. Science learning will be exciting, engaging and should inspire awe and wonder as well as linking logically to other curriculum areas. When children leave our school they will have developed and be able to use scientific vocabulary, as modelled by adults in school, and have a good understanding of the concepts covered by each year group.
- vi) As scientists we will build upon the following principles:
- Developing an understanding of the nature of science through asking and answering scientific questions about the world around them.
  - Being equipped with the key skills and foundation of science knowledge that they will be able to use in the world today and the future.
  - Systematically and sensibly practicing science in an environment that is safe, and be able to assess risks..
  - Apply knowledge developed in other curriculum areas to support learning in science.
  - Becoming inspired by science and develop a curiosity that encourages children to take science learning forward in further education.

## Computing

- vii) The purpose of Federation's IT and computing curriculum is to equip individuals with the skills, knowledge and attributes to become active participants in a continually changing digital world. The children will leave our federation as digitally literate, inspired by the understanding of how ICT and coding can be used to solve common, everyday problems. We aim to use a range of devices and resources to enhance the learning already taking place in the classroom, as well as for providing specific IT and coding opportunities. The computing curriculum is divided into three main strands: computing and programming, ICT and its wider uses and e-safety.
- viii) In KS1 pupils will learn to write and debug simple programs, and understand what algorithms are. They will be given opportunities to use technology safely, respectfully and purposefully. Children will know where to get help and support if they have concerns about the technology they are using.
- ix) In KS2, learners will write programs using logical reasoning, sequencing, selection and repetition. They will learn to detect errors in lines of code and correct them. They will use technology for a credibility and relevance. KS2 individuals will be able to explain how to respond to online concerns and suggest and appropriate course of action.
- x) As digital learners in Key Stage 2 we will...
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
  - use sequence, selection, and repetition in programs; work with variables and various forms of input and output
  - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### The Creative Arts

- xi) We believe that the creative arts are here to stimulate creativity and imagination. They provide visual, tactile and sensory experiences for all pupils and a unique way of understanding and responding to the world. Pupils can use a wide range of expressive forms, from each of the three subjects, music, drama and art. In art for example, children will experience the use of colour, shape, texture, pattern and different materials and processes to communicate what they see, feel and think. Through the creative arts activities, pupils will learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. There will be opportunities to explore ideas and meanings in the work of creative artists, craftspeople, musicians, actors and designers. Links are made with the diverse roles and functions of the creative arts in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the creative arts has the power to enrich the lives of all pupils.

### Design and Technology

- xi) Design and technology is described in the national curriculum as ‘an inspiring, rigorous and practical subject’ and this is exactly how it is taught at the Federation of Trosnant schools. Learners are taught to design and make purposeful products through combining their designing and making skills with the knowledge and understanding acquired from all other areas of the curriculum. This is presented through planning, designing and evaluating. All work links to our curriculum driver of ‘aspirations’ and support them to be more creative, resourceful and innovative as future global citizens.
- xii) DT is linked to all areas of the wider curriculum; therefore it is vital that it is taught by us in a practical, creative and exciting way that provides opportunities for individuals to use skills that they have acquired from subjects.
- xiii) Across KS1 learners will:
- Practice skills of designing and making in relative and real contexts.
  - Have opportunities to design functional products for themselves or others.
  - Become familiar with a range of equipment, tools and materials to aid in different design processes.
  - Use design criteria to evaluate products made by the children and other mainstream producers.
  - Explore how structures can become stronger and more stable, through investigation.

- Investigate a variety of mechanisms and use them in innovative designs.
  - Begin to understand the importance of nutrition and creating healthy meals, and where food comes from.
- xiv) In Key Stage 2, we will continue to develop the criteria of KS1, with more sophisticated planning, designs and products. Individuals will become confident in the use of a wide range of materials, equipment and tools when creating new products.

Additionally, across KS2 learners will:

- Use research to design and create functional products which are fit for purpose.
- Communicate planning through sketching, diagrams and prototypes.
- Investigate successful designers who have contributed to key events in history and explore why they have been successful, and how their designs have affected today's world.
- Begin to use electrics within designs to make them more effective.
- Prepare savoury dishes representative of a balanced diet.
- To understand the processes of how some food is grown, reared, caught and processed.

### **Geography**

- xv) As Geographers we learn about the environment in which we live and the scarce resources that the Earth provides us with. We will learn this through asking geographical questions about our locality in Leigh Park as well as within the whole of the UK. We will compare Leigh Park to a locality in a less economically developed country. We will look at how settlements differ and change and understand environmental issues linked to physical and human differences in the world around us. We will explore differences in weather and the effect of climate change to our local environment and the world. We will also look at and learn to read maps, atlases, and globes and be able to use compasses.

### **History**

- xvi) As Historians we will gain a deeper knowledge and broader understanding of the history of our nation and the world we live in. We will use a variety of sources to find clues and evidence to help us understand the historical context we are learning about. We will learn to make comparisons and links between the past and modern times and discover how and why things have changed. Also we will learn about people and events in the past, in Britain and the wider world, and realise how these have influenced our lives today. We will record our findings in interesting and creative ways.

### **Music**

- xvii) We believe that music is a good tool to stimulate learners' expressiveness and creativity. Through music lessons and cross curricular music based activities, pupils will enhance their listening skills, develop their critical thinking and use their creativity and teamwork skills to develop their own music ideas. There will be opportunities to explore different music from different genres, cultures and time periods as well as extra-curricular opportunities and visits from musicians to enhance pupils' learning experience. Whether it is through writing their own music, playing an instrument, or simply quiet listening time - music is a unique form of expression for our learners.

## Languages

- xviii) We believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. Although we are only at the beginning of our journey, our aim is to provide a high-quality languages education to encourage our pupils' curiosity and deepen their understanding of the world. It is important that pupils gain first-hand experiences of other cultures and are able to communicate in a meaningful way, both in speech and writing, to its speakers. The learning of a foreign language provides cross-curricular links and reinforces the knowledge, skills and understanding pupils develop in other subjects. It is an essential part of being a citizen in an ever increasing global society.

## Physical Education

- xix) Pupils are encouraged to lead healthy and active lives and to participate in a broad range of physical activities. All children regardless of their ability, aptitude and physical capabilities will be given an equal opportunity to take part in PE. As a school we aim to ensure that our PE curriculum enables children to acquire the skills, knowledge and understanding needed to take part in a range of physical activity. The pupils will be encouraged to challenge themselves, solve problems, be creative and enjoy themselves. We aim to promote a positive attitude to being active, so that children continue to lead active and healthy lifestyles into adulthood.
- xx) In KS1, we encourage pupils to master basic movements such as running, jumping, throwing and catching. KS1 children are also given opportunities to participate in team games and to apply basic movements in a range of activities both indoors and outdoors. We allow pupils to develop balance, agility and coordination and to respond to music using simple movement patterns.
- xxi) In KS2, pupils are taught to use running, jumping, throwing and catching to play competitive games and to apply basic principles suitable for attacking and defending. Pupils continue to develop flexibility, strength, technique, control and balance through activities such as athletics and gymnastics. They perform creatively using a range of movement patterns and compare their performances with previous ones to demonstrate improvement. In KS2, pupils have opportunities to learn how to swim competently and take part in outdoor and adventurous activities.
- xxii) Pupils are given the opportunity to build on their skills at after school clubs. We value the competitive element of sport and will provide pupils the opportunity to compete against each other in PE lessons, inter house competitions and against other schools.

## Religious Education

- xxiii) Our learning quests for R.E are written from the agreed syllabus "Living Difference II". R.E is an opportunity to begin to understand about Christianity and develop an awareness of other faiths. This helps to foster an understanding about the beliefs and practices of others. Each quest begins with discussion and activities around a specific concept, which will then move on to learn about how this concept is important to the faith that is being studied. We aim to develop learners' understanding of their own thoughts and emotions of others. R.E in our school does not seek to impose specific beliefs or promote any particular viewpoint. During Key stage 1 pupils will explore aspects of Hinduism and in Key Stage 2 pupils will study Judaism and Islam. Christianity will be explored throughout the Foundation Stage, Key Stage 1 and 2. During R.E lessons learners will develop investigative and research skills to enable them to make reasoned judgements about religious issue. We aim for all individuals to have respect for other peoples' views and celebrate the differences in society. Learners' will develop an understanding of festivals, traditions, stories,

symbols and artefact's specific to each religion they are learning. R.E lessons are expected to be practical with lots of discussion. Individuals are encouraged to communicate in a variety of ways, including the Arts.

### **PSHE Curriculum Statement**

- xxiv) As healthy citizens, our PSHE curriculum helps give our pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We take part in a range of activities enabling us to work with others and recognise our own worth. We reflect on experiences and tackle many moral and social issues we see in school life. We learn to understand and respect diversity and differences enabling us to form effective relationships with others.
- xxv) Our PSHE curriculum also covers Sex and Relationships Education and Drug, Alcohol and Tobacco Education. There are separate policies which deal with these areas.

### **Outdoor Learning**

- xxvi) Experiencing the outdoors can be a powerful stimulus for learning. Being in a different environment, one that allows natural light, noise and space can promote and improve children's personal, social and emotional development. By providing planned and engaging outdoor lessons that work along side the national curriculum, learners are more likely to connect learning to real life situations. This in turn can provide individuals with life long memories that can be applied to their learning.
- xxvii) The Forest school Ethos is one that offers individuals a chance to: achieve, develop confidence, manage their own risks, connect with nature and build self-esteem. These experiences set place in a woodland or natural environment with trees through a real life - hands on approach. We believe that everybody should have the chance to learn through self-directed play and exploration, thus building strong relationships. Through regular access to the woodland or natural environment the individuals will be given the opportunity to develop new skills which can range from both practical and analytical. O' Brien et al, suggests that students who attended Forest School were noticed to transfer some of the skills they developed to different settings such as the home or school environment (Forest School and Its Impacts on Young Children).