



LUMBERTUBS PRIMARY SCHOOL

CURRICULUM POLICY



Reviewed by:	LGB
Review Frequency:	3 Years
Approved and Adopted by:	LGB
Approval Date:	26 th November 2024
Next Review Date:	November 2027

Curriculum Statement

Our curriculum is underpinned by our core values.

At Lumbertubs we are:

Responsible	Determined	Thoughtful	Honest
Respectful	Kind	Brave	Fair

Curriculum Intent

Our unique, broad and balanced curriculum at Lumbertubs is underpinned by three Key Drivers – Life Skills, Opportunities and Aspirations. All of our drivers ensure that our children are able to embed their learning from Nursery right through to Year 6.

- **Life Skills:** To foster independence in our pupils, we provide experiences to develop life skills for today, tomorrow and the future.
- **Opportunities:** To provide experiences for our pupils will allow them to appreciate what is possible in the world around them
- **Aspirations:** To help build an aspiring future for our children, we encourage them to have hopes and ambitions for the future

The impact of our curriculum is measured through:

- End of Key Stage outcomes
- Progress and attainment data
- Learning walks
- Work scrutiny
- Governor monitoring
- Pupil Voice
- Behaviour logs
- Attendance data

Lumbertubs Curriculum Cogs

Our Unique Curriculum is designed so that children have a wealth of knowledge and skills throughout the whole time they are at Lumbertubs. Our Curriculum Cogs ensure that every skill is covered and repeated year after year. The aim of this is to give our children a thorough understanding of different concepts and embed these concepts into their long-term memory.

English

Phonics

At Lumbertubs we follow the Read, Write Inc phonic scheme. We believe that this is the best approach for our children to have the knowledge and skills they need to be proficient at word recognition. This scheme helps our children to become fluent readers.

The learning strategies used include: the practice of word blending using Fred-talk (pushing sounds together), segmenting (pulling sounds apart) and manipulating (deleting and inserting sounds) which help children to read and spell.

Every child who walks through the Lumbertubs door is assessed for their phonics knowledge to ensure we provide the best support for each child.

Reading

At Lumbertubs, we are committed to promoting the enjoyment of reading as we believe it gives us the ability unlock doors to the future of all learning. Our library contains a wealth of fiction and non-fiction books for the children to read which is used regularly as well as links to the local library. In KS1 and until children become fluent readers we follow a reading colour band system which is assessed through phonics. Every child has a book which is relevant to the set of phonics which they are working on in class. Therefore, children can link their phonics skills to become fluent readers.

When children become free readers, they will move onto the Accelerated Reader programme. This gives every child the opportunity to read a range of fiction and non-fiction books which they can later take a quiz on to show their understanding of the book. Every child who is a free reader in KS2 has a log on for Accelerated reader.



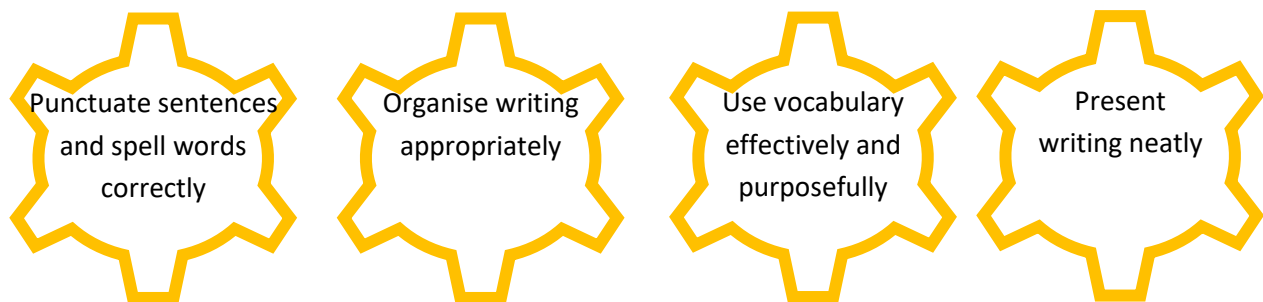
Knowledge and skills coverage in reading comprehension

Every reading session has a skill focus to ensure that the comprehension aspect of reading is taught. Comprehension skills are developed through pupils' experience of high-quality discussion with the adult, as well as from reading and discussing a range of stories, poems and non-fiction. The skills taught include:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence (KS1) Summary (KS2)

Writing

Taking elements of the Talk for Writing approach, our pupils will be taught how to plan, revise and evaluate their writing in every year group. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently. Every child is taught to write as a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and speedy handwriting. Through the use of high-quality examples, shared writing, discussion and success criteria, our children are taught to fully understand how various text genres are written and do so purposefully across a range of contexts.



Handwriting

At Lumbertubs Primary School, our children are taught handwriting using Kinetic Letters, with teachers modelling this themselves when writing on boards and when marking children's books. This is started in Reception and is taught and encouraged throughout the school.

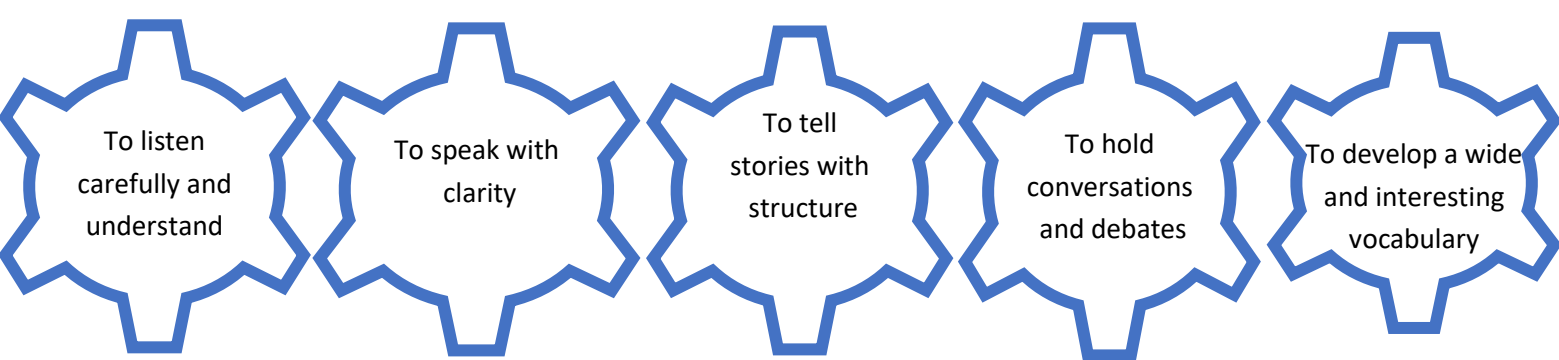
Spelling, vocabulary, grammar and punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Our teachers consistently model accurate use of Standard English when speaking and writing as well as teaching the specific knowledge and skills children are required to know at KS1 and KS2.

Oracy

At Lumbertubs, we believe that Oracy underpins all aspects of learning. Without having effective Oracy skills, we believe that children could be at a disadvantage. The ability to communicate effectively, whether that is through pictures, sign language or speech, is a life skill which all children need in education and beyond school.

Evidence shows that there are many advantages for Oracy which is why at Lumbertubs, this is at the heart of our daily life at school. The 'Oracy on a Page' document explains the four main areas, outlined by the Cambridge University Press, which we adopted and use throughout our curriculum. The four areas include Physical Oracy, Linguistic Oracy, Cognitive Oracy and Social and Emotional Oracy.



To listen
carefully and
understand

To speak with
clarity

To tell
stories with
structure

To hold
conversations
and debates

To develop a wide
and interesting
vocabulary

Maths

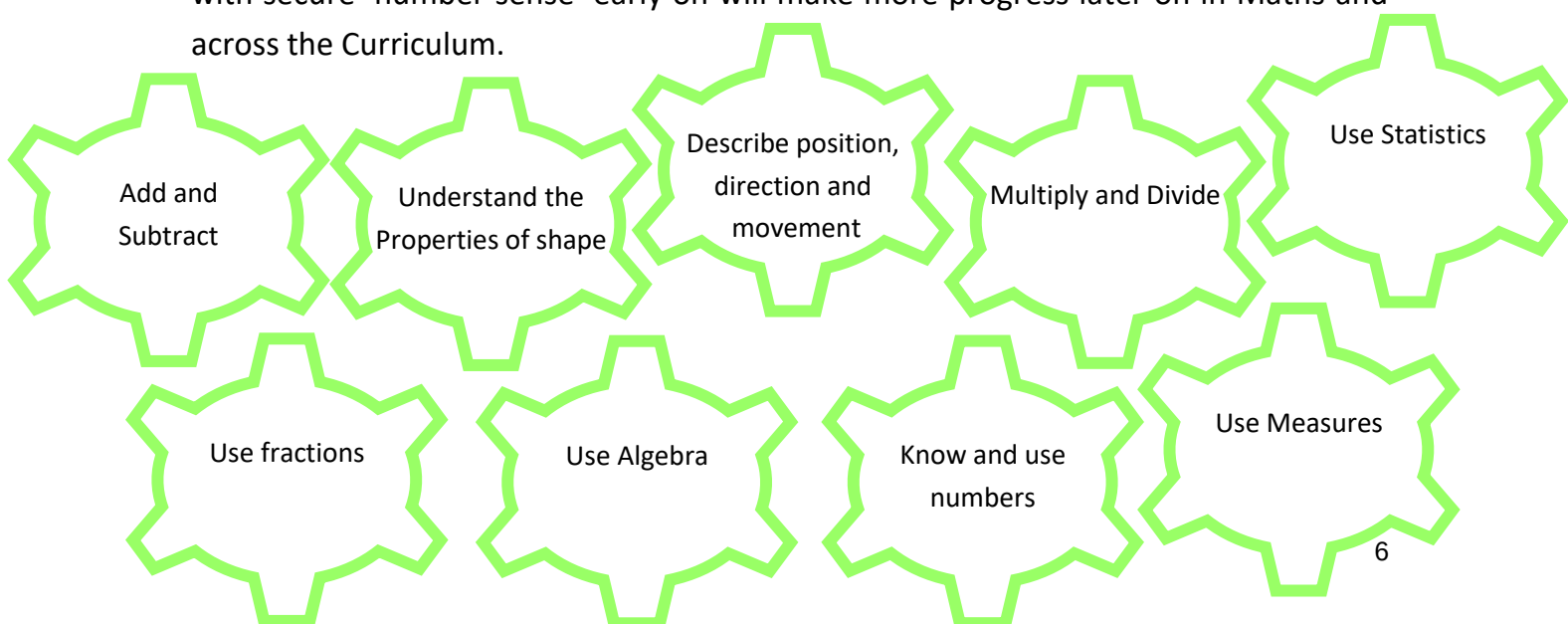
At Lumbertubs Primary School we strive to make maths accessible and enjoyable for all. We aim to develop confident and able mathematicians who support and encourage each other. We use a planning structure that enables consolidation of skills as well as promoting new learning opportunities. Based on Sarah White's schemes of work, combined with the 5 big mastery ideas, Maths teaching at Lumbertubs is based on the foundations of CPA (concrete, pictorial, abstract). This is all underpinned by the idea of visualisation. Being able to visualise number is a fundamental skill we promote within Maths teaching as it enables children to access all areas of the Maths curriculum. Previous learning is built upon and consolidated as the children progress through the school. Our lesson structure and daily maths skills sessions, allow opportunities for collaborative learning, individual practice and progression. In Year 6, we follow aspects of the Maths No Problem scheme to embed and consolidate previous learning.

We challenge children to always aim for the top where ever they are on their maths journey. We deliver maths lessons that allow opportunities for problem solving and application of skill in real world contexts. Staff use and model high level vocabulary and always have high expectations of children within their lessons. Our goal is for children to leave Lumbertubs as self-assured, enthusiastic mathematicians that believe they are capable to apply their skills to any field they aspire to.

Mastering Number – Reception and KS1

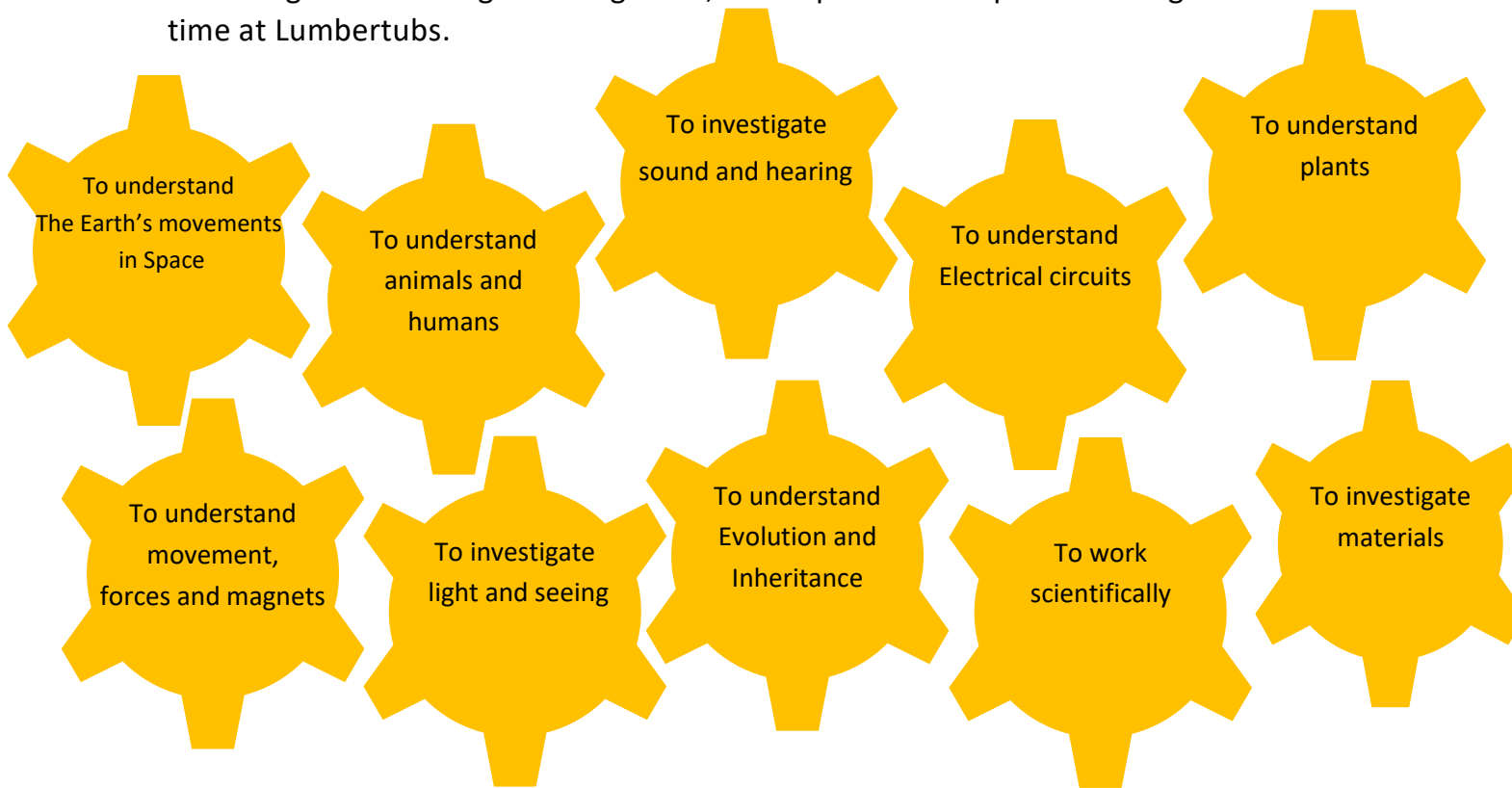
Lumbertubs is taking part in the NCETM project to support the teaching of basic maths skills in our school. This project aims to secure firm foundations in the development of good number sense (a deep understanding of number) for all children from Reception through to Year 1 and Year 2.

The aim over time is that children will leave KS1 and begin KS2 with fluency in calculation and a confidence and flexibility with number. Research shows that children with secure 'number sense' early on will make more progress later on in Maths and across the Curriculum.



Science

At Lumbertubs our science curriculum is designed to develop scientific knowledge and conceptual understanding. We want our children to 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. We ensure our children are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this, built upon and deepened throughout their time at Lumbertubs.



Geography

Each area of the four branches of geography: location and place knowledge, physical geography, human geography and the knowledge of geographical skills and fieldwork are covered and revisited throughout the children's learning journey at Lumbertubs.

Our aim is to:

- enable children to gain knowledge and understanding of places in the world;
- encourage children's interest in their environments and develop a knowledge and understanding of the physical and human processes which shape our world
- increase children's knowledge, understanding and respect of other cultures
- allow children to learn graphic skills including how to use, draw and interpret maps;
- enable children to know and understand environmental problems and world events at a local, regional and global level;
- develop a variety of other skills including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Our Geography themes are mainly delivered through our creative connected curriculum; planned cross-curriculum opportunities are used where possible. There are many cross curricular links to ensure pupils are able to see the subject in context of themselves and the lives of the community around them and wider world, developing their ideas of global citizenship. Use of our bespoke progression document ensures progression and continuity of skills and knowledge throughout the school. The teachers plan with an awareness of skills and concepts taught and ready to build on. Differentiation through outcome and by the amount of adult support (to individuals or groups of children) is used in many of the activities and assessed using the bronze, silver, gold assessment criteria for that lesson. Other times differentiated activities are provided to ensure an appropriate coverage of the topic. The progress and achievement for this subject is tracked using Insight.

At Lumbertubs we are using Kapow: an innovative and progressive scheme of work for Reception to Year 6, designed to foster inquiry-focused learning.



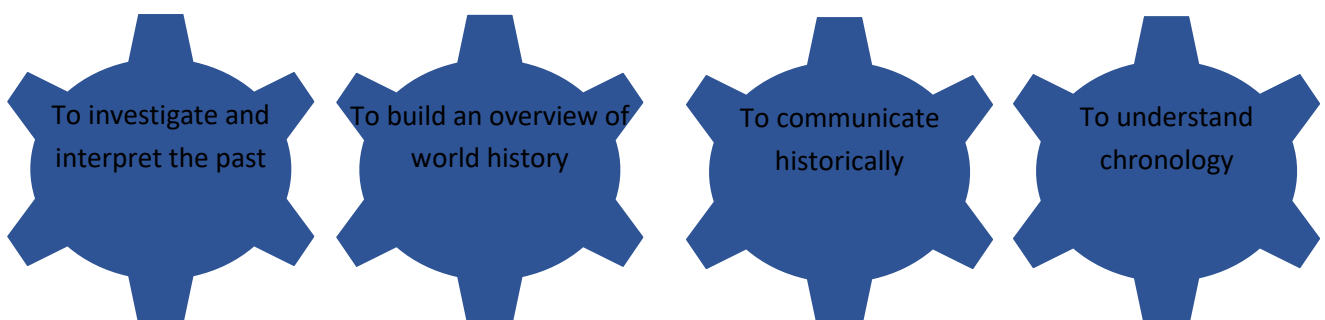
History

Historians at Lumbertubs develop a sense of the world and enrich their understanding of it through opportunities provided via our creative connected curriculum. Our aim is to:

- make children aware of the achievements of people in the past, addressing gender and multicultural issues.
- develop concepts of continuity and change.
- ensure children understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- help children gain a knowledge and understanding of Britain's past and that of the wider world.
- equip children to ask questions, think critically, weigh evidence and develop perspective and judgement.
- encourage children to explore links between history and other subjects.
- develop an interest in the past and an appreciation of human accomplishments and aspirations

Historical themes are mainly delivered through our class topics which form part of a long-term programme; the use of our bespoke progression document ensures continuity and development of skills and knowledge throughout the school. Planning is carried out with a knowledge of skills and concepts taught and ready to build on. At Lumbertubs, we are using Kapow: a progressive History scheme of work for Reception to Year 6. Kapow covers enquiry-focused learning with complete National Curriculum coverage. The progress and achievement for this subject is tracked using Insight.

Many of the activities provided allow for differentiation through outcome and by the amount of adult support given to individuals or groups of children and assessed using the bronze, silver, gold assessment criteria for that lesson. Other times differentiated activities are provided to ensure an appropriate coverage of the topic.



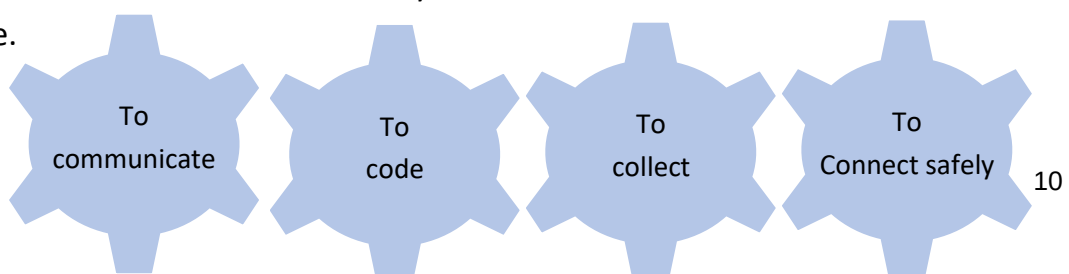
Computing

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers. Lumbertubs Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.

Online safety has a high profile at Lumbertubs Primary School for all stakeholders. We provide a relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6. Online safety is viewed as part of the school's statutory safeguarding responsibility as detailed within KCISE and children are taught the recommended areas of online safety risk: content, contact, conduct and commerce.



RE

Our aim is to engage, explore and reflect in all our RE lessons. Each child learns how to explore: Hinduism, Sikhism, Islam, Judaism, Buddhism, Humanism, as well as Christianity in full. Making the RE lessons exciting, cross- curriculum, colourful, hands on and interesting for all will ensure every child is engaged, while having opportunities to Reflect on themselves, other religions, non-religions and with the wider community.

Our links with the wider community, religious visitors and trips to holy buildings are excellent which enriches their knowledge even further within each religion. The Baha'i faith is briefly explored too.

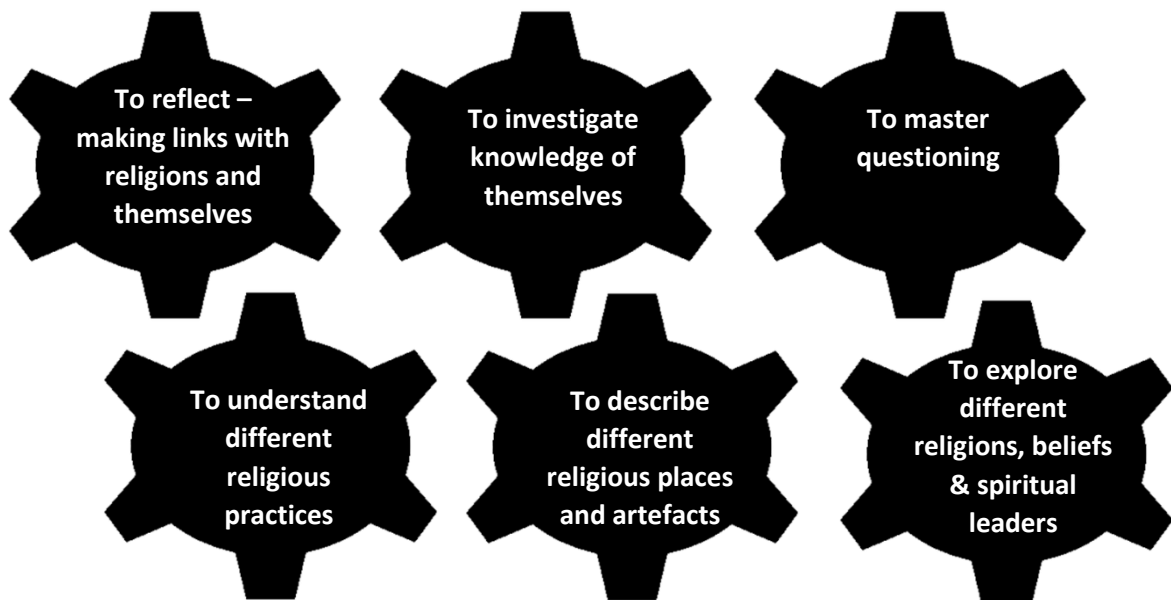
We, as a whole school, get involved with charity work, locally and world-wide agencies with our 'Lumbertubs helping others' moto.

The children are very much encouraged to bring in their own religious Holy Artefacts to show their class and be entered into the "at home artefact book" for the whole school to enjoy.

As a whole school, we have an array of RE assemblies throughout the year too, either with religious visitors or children showing what they have learnt within RE lessons. The 'whole RE school display' is done once a year where all children participate in planning, designing, making and displaying their own religious model.

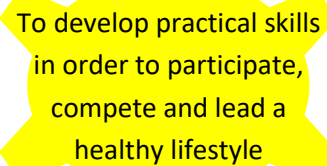
In accordance with the Northamptonshire RE scheme of work 2018-2023, all children are assessed using the AT1 and AT2 targets. A new scheme will be launched in 2025.

We are very pleased to have achieved the Bronze RE Quality Mark Award!



PE

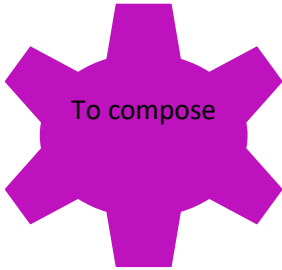
Health and Fitness is very important to us at Lumbertubs and we encourage our children to become active pupils. Every class has 2 hours of PE a week and it is split into two sessions. One session is taught by an external qualified sports coach which focuses on an outdoor PE session working through skills and games. The other session is taught by the class teacher and is an indoor session which is planned based around Get Set 4 PE programme. Inter and intra sporting competitions and opportunities throughout the school year encourages children to participate in a competitive environment as well as working on their personal best.



To develop practical skills
in order to participate,
compete and lead a
healthy lifestyle

Music

Music is taught through the Charanga Music scheme to ensure that all children have the best possible experience of music at Lumbertubs Primary. Charanga enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Charanga states that Musical teaching and learning is not neat or linear. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. We aim to teach a high-quality music education which engages and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.



To compose



To perform



To describe music

Languages

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. At Lumbertubs, where we teach French, pupils develop communication and literacy skills that lay the foundation for future language learning.

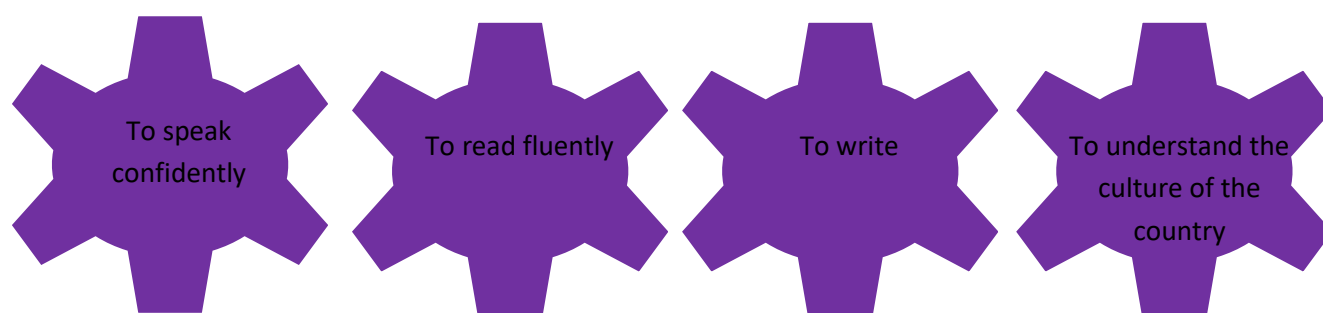
They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We aim to:

- foster an interest in learning other languages;
- provide an enjoyable and challenging languages curriculum
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

The curriculum is delivered using **twinkl planit** a resource to support teaching and learning of French.



PSHE

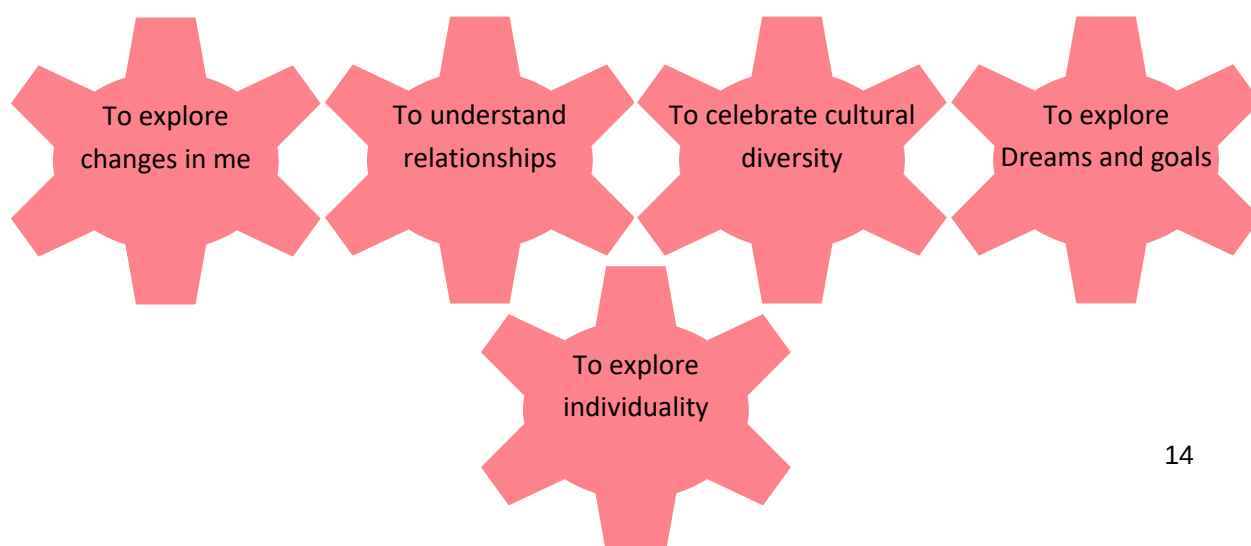
In our school we choose to deliver Personal, Social, Health Education (PSHE) using Jigsaw, the mindful approach to PSHE. This comprehensive and engaging scheme of work provides our pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals



Art

At Lumbertubs Primary School we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials as well as artistic processes.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.



DT

At Lumbertubs Primary School we want our children to become creative thinkers and problem solvers who can work creatively both on individual and shared DT projects. Our children take inspiration from designers both today and in the past to influence their work.

Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, use tools and techniques to make a product and evaluate their work. Children will be exposed to a wide range of DT opportunities including mechanics, textiles and food. Children will have the opportunity to develop important life skills such as cooking, sewing and joining materials. Most importantly, in DT, pupils learn how to take risks, helping them to become resourceful, innovative, and resilient.

