Curriculum Policy

Curriculum Rationale

At Oakhill we **intend** to provide children with a broad and balanced curriculum which has been ambitiously designed to suit the needs of our children. We intend to raise aspirations and to promote independence, resilience and confidence. We do this by exposing children to a wide variety of experiences in order for them to develop the knowledge and skills necessary for the next phase of their education.

Aim

Through the **implementation** of our curriculum, we intend for our learners:

- To read and communicate ideas effectively and efficiently;
- To use technology confidently and purposefully;
- To work independently and collaboratively;
- To show commitment, inquisitiveness and perseverance;
- To ask and answer their own questions and those of others;
- To generate ideas and explore possibilities;
- To overcome barriers.

We intend for our learners to develop a love of learning; to become learners for life by equipping them with the knowledge, skills and understanding necessary for the next phase of their education, instilling in them a desire to learn.

Belief

We believe that children learn best when they are intrigued and interested: challenged and stimulated. We intend to do this by providing opportunities across the curriculum to read, to be creative, to explore, to investigate, to question and to discuss. Pedagogical approaches are chosen carefully to ensure the best approach to enabling all children to achieve the intended lesson outcome.

The Oakhill Curriculum

Reading – see reading policy

Writing– see writing policy

Maths – see maths policy

PSHE – see PSHE policy

Science – Our science curriculum is intended to create scientists; children who are eager to investigate and to ask questions, seeking out answers to these. We provide opportunities for children to learn independently and collaboratively, with and without the class teacher to explore the world around them. From EYFS to Year 6, children are given the opportunities to explore and investigate a variety of products and phenomena. We ensure opportunities for the 5 lines of enquiry are frequent and provide children with the chance to look at a variety of research and scientists.

Computing – Computing begins in our EYFS where children have daily opportunities to access iPads, electronically controlled devices such as remote control cars, CD players, BeeBots and recordable microphones. In Years 1-6 children are taught discrete computing lessons on a weekly basis, following the 'Teach Computing' scheme. Each year children will complete two programming units, two creating media units and a computer systems and networks unit. Each half term an online safety session is taught following the Project Evolve scheme and online safety is weaved through the curriculum.

RE – The RE curriculum in EYFS begins with children developing a positive attitude towards their peers, respecting their right to have beliefs that are different to their own. Children from EYFS to Year 6 are taught RE through stories, visitors, circle time, images and artefacts. This learning continues through Key Stages 1 and 2 where we follow the NATRE scheme of work and children look at the five main religions, as well as non-religious views. They develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. Children are encouraged to discuss similarities and differences between religions and their beliefs, understanding the importance of dialogue between them.

History – Our history curriculum offers children a coherent knowledge and understanding of the past; it provides children with opportunities to look at artefacts and to ask questions about what the past was like. From EYFS to Year 6 children look at progressive timelines, placing themselves within this to gain an understanding about the previous periods of time and the changes that have occurred. The curriculum has been designed to provide children with knowledge and understanding about the history of the United Kingdom, including our local area, and that of the wider world. Underpinning our history curriculum are six strands: historical significance; historical interpretation; cause and consequence; compare and contrast; similarity and difference and chronology. Each of our history lessons will fit within one or more of these strands. We intend to create children who are inquisitive about the past and who understand that each era is different from the next, whilst building their understanding of society.

Geography – Our geography curriculum focusses on map work and locational knowledge, providing children with a strong sense of the world around them and their place within this. Beginning in EYFS children learn about our school. Each year this knowledge and understanding is built on, moving from the school to the local area, to the UK, to Europe and, finally, to the wider world. Physical and human geography are widely discussed, as is the impact of human activity on the world. Children learn about the earth's natural resources and natural geographical phenomena such as earthquakes and volcanoes. Local area fieldwork is used to put much of the geographical learning into context and children look at the geography of the local area each year. Through our geography curriculum we intend to create children who are curious about the world around them; who want to find out where things are, why they are there and how and why they change over time.

Art – The creativity of the arts is seen in its rawest from in the EYFS where children spontaneously engage in creativity. We intend to foster this artistic creativity throughout the school through our weekly discrete art lessons. Our art curriculum is split into six units of work, each looking at a different artist. Through these artists, each year children will complete a unit of work in sketching, painting, textiles, sculpture, 3D and print. We believe that the emphasis of art should be placed on the process of creating the art and the knowledge, skills and understanding that has been learnt, rather than the end product. Through each unit we provide children with the opportunities to research, to experiment, to design, to make and to evaluate.

Design Technology – The beginnings of our design technology curriculum can be seen through the continuous provision opportunities provided in the EYFS where children create and construct. Moving into Key Stages 1 and 2 we follow the Kapow scheme of work. In each year group in KS1 there are four strands: mechanisms, structures, textiles and food and nutrition. These strands are covered across five units. In

each year group in KS2 there are six strands: mechanisms, structures, textiles, electrics, digital world and food and nutrition. These strands are covered across six units. All units provide children with the opportunities to design, make and evaluate.

Music - Music in EYFS is through singing, rhythm and rhyme, and through continuous provision activities which include musical instruments and pots and pans! Music lessons from Year 1 to 6 follow the Charanga scheme of learning. This provides opportunities for singing and playing the xylophone and/or recorder to a wide range of songs from different cultures, artists and genres. Children are given opportunities to compose, improvise and refine their own musical compositions, performing these to the wider school. Throughout these lessons children are taught about the elements of music such as pitch and rhythm, musical history, harmony, melody and notation.

PE – PE in EYFS focusses firstly on gross motor skills as pupils learn to move in different directions and at different speeds. This then progresses onto working on good control and coordination in large and small movements. Moving into Key Stages 1 and 2, we focus on teaching children a range of skills and then apply these to a different sports. As many of our pupils do not have chance to access sports clubs outside of school, we plan our curriculum to expose pupils to as many different sports as possible during their time at Oakhill. These include gymnastics, dance, swimming, football, rugby, cricket, golf, netball, basketball and athletics. We explicitly teach the children about the importance of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children learn to play cooperatively, taking turns with others and take account of one another's ideas about how to organise their activity.

MFL - At Oakhill, we value the study of a foreign language, recognising its importance in both personal development and in global society. French is taught by a fluent French speaker and lessons are vibrant, inclusive, interactive and systematic, ensuring that all pupils benefit from language learning and the social and educational advantages and experiences that this can bring. Pupils have the opportunity to visit France to observe and immerse themselves within the culture and language, practicing their French speaking skills.

EYFS

For further information about the EYFS curriculum, see EYFS policy.

Planning and Teaching

Maths and English lessons are planned for on a weekly basis and are taught daily across Key Stages 1 and 2. Science, computing and the foundation subjects are each taught through a discrete weekly lesson and follow unit plans. Unit plans have been carefully devised to ensure that all National Curriculum objectives have been met and that teaching and learning is progressive across and within year groups, following the Oakhill documentation. In each lesson children know the subject that they are engaging in and are able to explain what they learn within this subject. Learning objectives and key vocabulary are shared through the lesson and children are expected to use key subject and topic specific vocabulary.

Evidence of learning

We measure the **impact** of our curriculum through a variety of means. The importance of children knowing more and remembering more is essential to learning and therefore we focus much of our evidence of learning upon pupil discussions. Evidence of learning is also shown through looking at children's Showbie account, book looks and both formal and informal lesson observations, along with teacher discussions which clarify findings and look to improve practice further. Evidence is then connected to provide an overview of the quality of teaching and learning across the curriculum areas.

Co-curriculum

Our co-curriculum provides activities and opportunities that complement our academic learning within school. Forest Schools, extra-curricular activities, school visits, virtual visits and performances are carefully considered to ensure that they are beneficial and complementary to children's learning.

Technology

At Oakhill we firmly believe in preparing children not just for the world now but for the of world the future. Therefore, we are increasingly looking to integrate AI and Ipad's, amongst other forms of technology, into our curriculum. The purpose of this is to mirror the workplace, day to day and educational settings that our children will access throughout their lives. Our teachers carefully select when, where and what technology is used to enhance learning.

AI is used in our school curriculum by being integrated into:

- Lesson planning and curriculum enhancement.
- Adaptive learning for differentiated instruction.
- SEND support, ensuring accessibility and inclusion.

AI is not used in a way that compromises ethics, student safety, data privacy, fairness, or academic integrity.

Homework

For further information about homework, see the homework policy.

Health and Safety

A safe working environment, ways of working and safety in handling of tools and food is taught and implemented from EYFS to Year 6. Risk assessments for the use of tools and equipment are in place and all staff have reviewed these to ensure that guidance is followed. Tools and utensils are stored safely and correctly at all times, and children are given clear and regular safety advice around the handling of any tools.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2027 (MOST RECENT REVISION SEPTEMBER 2025)