

CURRICULUM

Key Stage 1

The Key Stage 1 curriculum builds on the skills and positive attitudes to learning established in the EYFS. Many of the children entering Year 1 continue to work on the EYFS curriculum during the early part of the year, with the gradual introduction of the National Curriculum when it is relevant for individual children.

The curriculum teaches the careful and systematic development of basic skills within a range of themes which are creative, motivating and driven by the needs and interests of the children.

We aim for each child to reach their full potential and for the daily experience of school to be positive, enjoyable and exciting. Whilst there is a clear focus on the teaching of basic skills, the National Curriculum provides us with a framework for the teaching of:

English

Mathematics

Science

Computing

History

Geography

Art & Design Technology

Music

Physical Education (Gymnastics, Dance & Games)

RE - Following the West Sussex agreed syllabus

SRE

We also follow statutory guidance for Personal, Social, Health and Citizenship Education.

Our curriculum:

- ♣ Enables all children to understand how they learn and how they can become active learners
- ♣ Develops the use of both the indoor and outdoor environment
- ♣ Is planned and assessed effectively on the basis of what the children know, understand and can do so that teachers and children know the next steps to take
- ♣ Includes planned opportunities to work with and in the wider community
- ♣ Provides opportunities to take part in class, school and public events. Encourages everyone to develop their particular skills, talents and interests
- ♣ Ensures continuity within and across the key stages, based on good communication

♣Meets the statutory requirements for the National Curriculum, for religious education and for collective worship.

Pupils learn best when links are made between different areas of learning. The curriculum is exciting and creative to encourage children to want to learn and find out more. Although subjects are often taught separately, we use a 'theme' based approach.

Literacy

Reading & Writing

The utmost emphasis is placed upon basic reading and writing skills. Children learn to read and write through experiencing a wide range of stimulating and exciting books.

Direct whole class and small group teaching in literacy lessons helps children to develop their knowledge of letter sounds and key words. Children will work at times under the direction of their class teacher, at times independently and may also be supported by a teaching assistant.

Phonics

Phonics is taught throughout the school from Reception to Year 2. We use a successful and highly recommended systematic, synthetic phonics programme called Read, Write, Inc. These daily sessions are taught in small groups by either a Teacher or Teaching Assistant.

Spelling

We use a wide range of strategies to help children learn to spell; we help the children to pay attention to sounds, patterns and word shape, as well as developing observation and memory. Most importantly we encourage the children to 'have a go'!

Speaking & Listening

All children are actively encouraged to develop confidence in communicating with others, through the use of drama, paired and group discussion work in class. In groups and through assemblies we ensure that children have many opportunities to develop their communication skills both in speaking and listening, and where appropriate, through signing. Signs around the school include visual symbols to support those children at the early stages of learning to read.

Mathematics

Children take part in a daily mathematics lesson. This lesson always includes an element of mental arithmetic and discussion to reinforce basic number skills.

Maths is taught in a variety of ways including direct whole class teaching, individual and group investigation, problem solving and practice.

Wherever possible teaching staff look for opportunities to incorporate maths work into real life and problem solving situations to enable them to plan interesting, relevant and exciting lessons.

How are children grouped?

Children are ability grouped for literacy and mathematics; this means that the class teacher is able to match the work very closely to individual children's needs.

Children will also work in other groups depending upon the situation and the type of activity. Teachers may choose to group the children by gender, by friendship or by similar interest - in order that each child has a broad range of experiences.

RELIGIOUS, SPIRITUAL AND MORAL EDUCATION

Our school is part of a multicultural society and is not affiliated to any religious denomination. Our links with St Richards Church and the Crawley Lighthouse Project are strong however consideration is given to other faiths represented in the school. We follow the Local Authority agreed syllabus for Religious Education.

School assembly is used to encourage children to consider moral issues through the use of bible stories, western and non-western tales, folk stories and discussion. Every assembly provides a moment of quiet reflection or prayer.

In class, children follow an R.E. curriculum which reflects the important and valuable multicultural nature of our school. This helps the children to compare values and beliefs and to develop tolerance and understanding.

Parents should make a request in writing to the Headteacher should they wish to request withdrawal from learning on religious grounds.