ST. ANNE'S C.E.(VC) PRIMARY SCHOOL

CURRICULUM POLICY

'Together with God, Making Learning a Life Long Friend'

Approved:	25.09.2025
Review Date:	31.12.2027

VISION STATEMENT

At St Anne's we aspire to be guided in all that we do within our school and community by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. Children are encouraged to live lives of hope and aspiration which are inspired through acquiring new skills and attributes. Human dignity, which is central to the Christian Faith, is at the heart of our school.

Our motto and values are built on the pillars of our inclusive Christian ethos and underlying principles of St Anne's Primary School.

VALUES

As a result of the work of the whole school community, our school has 6 values which we believe will help us define who we are as members of a Christian school.
Our chosen values are: - HONESTY, RESPECT, KINDNESS, PESERVERANCE, FAITH, and COMMUNITY.

AIMS

Our aim as a Church school is to celebrate faith
What this means:
We will celebrate that faith is important for many people
We will be helped to grow in our faith
We will treat all people as special in God's eyes
We will work together to promote the Christian ethos of the school.

Our aim is to make St. Anne's a caring school where we feel safe
What this means:
We help and care for each other as part of God's family
We will not accept bullying and everyone should feel valued.
We will listen to each other and everyone will have someone they can talk to
We will be helped to make right choices in life and stay safe.

We will create a happy, friendly, inclusive and caring learning environment

Our aim is to make St. Anne's a fun and exciting school
What this means:
Our lessons will be interesting and enjoyable
We are a creative school
We support our learning through other activities which include after school clubs, visits and visitors.

Our aim is to do well at everything we do and make a success of our lives
What this means:
We will always be challenged to do our best
We will help everybody to succeed
We will make a difference to our world
We will provide all our pupils with access to a broad and balanced curriculum, encouraging aspirational learning

Our aim is to be a healthy and active school
What this means:
We will have lots of opportunities to take part in sport
We will know how to be a good fair sportsman or woman.
We will know and learn how to stay healthy

Our aim is to have good relationships with each other and our community
What this means:
We will work in partnership with parents
We will support and involve our community and the wider world
We know how to look after our own well-being

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

• A robust framework is in place for setting curriculum priorities and aspirational targets
• Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
• Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities. (SEND)
• The school implements the relevant statutory assessment arrangements
• It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher
The headteacher is responsible for ensuring that this policy is adhered to, and that:
• All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
• The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
• The school's procedures for assessment meet all legal requirements.
• The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
• The governing board is advised on whole-school targets in order to make informed decisions.
• Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Introduction

Background

The school has previously taught the National Curriculum in discrete subjects, using the QCA scheme of work units for most of the subject areas.
English and Maths have been taught in line with National Strategies.

National Curriculum September 2014

The guidance issued by the DfE with the updated National Curriculum, which came into force in September 2014 has emphasized the opportunities for schools to develop their own approaches to the school curriculum, and how it is organised and taught.

St Anne's C.E. Primary School approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context.

St Anne's C.E. Primary School has therefore developed a curriculum to deliver the National Curriculum and other aspects of the school curriculum, including PSHE (Relationships Education), Religious Education and Citizenship, that allows links to be made between subjects, where applicable. However, where this is not possible subjects are taught stand alone.

All of the topics through which subjects are taught cover the knowledge, skills and progression expectations for each subject as laid out in the national curriculum. All children follow programmes of study in Maths, English, Science, Computing, Religious Education, Design Technology, Geography, History, Music, Art, Physical Education and French (Years 3-6).

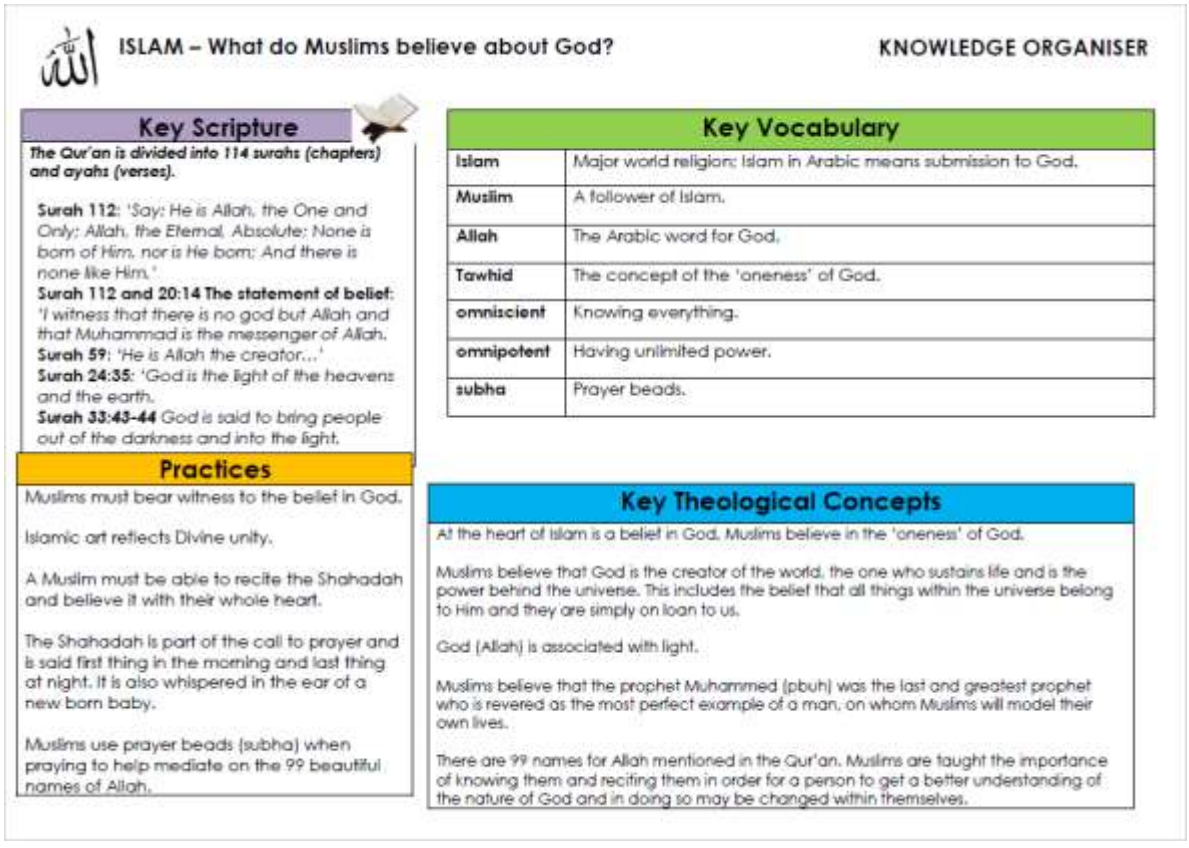
Each foundation subject, for each topic has skills expectations and knowledge expectations for the individual topic.

Example overview of the skills to be taught in each year group for each subject (Geography Years 3 and 4 example)

YEAR 3	To communicate geographically	To investigate patterns	To investigate places
YEAR 3 ***ODDIZZI UNIT(S) CLIMATE ZONES***	I can identify and describe key aspects of physical geography including: - -Climate zones	I can identify and describe how latitude is linked to climate I can compare temperate and tropical climates I can explore weather patterns within a climate zone	Name and locate the: - ✓ Equator ✓ Northern and Southern Hemisphere ✓ Artic, Antarctic Circle
YEAR 3 ***ODDIZZI UNIT(S) MOUNTAINS***	I can describe the key features of mountains and how they are formed. I can recognise the importance of the Himalayas on the importance of people living in the region I can describe the landscape of a mountain or world famous mountain region		I can describe what a mountain and locate the world's seven summits on a map. I can explore and locate the U.K.'s highest mountains I can describe the climate of mountains and explore mountain life
YEAR 3 ***ODDIZZI UNIT(S) LOCAL AREA LKS2***	I can describe why do/did people settle here and how is/was land used? I can describe and explain key aspects of human geography including: - ✓ Settlements ✓ Land Use I can use symbols and keys (that uses standard Ordnance Survey symbols) to communicate knowledge of the local area I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can use the 8 points of the compass to communicate knowledge of the UK and the wider world	I can compare different perspectives of the local area I can understand other people's views about locations, giving reasons I can develop enquiry questions about change in the local area	I can use fieldwork to observe and record the human and physical features in the local area I can use a range of resources to identify the key physical and human features of the local area I can use aerial photography to identify the local area and places around it
YEAR 4	**To communicate geographically**	**To investigate patterns**	**To investigate places**
YEAR 4 ***ODDIZZI UNIT(S) FOOD & FARMING- short***	I can generate questions about how common food products are produced. I can understand some of the processes involved in the production and distribution of food		I can generate questions about the places, people and processes involved in producing common foodstuffs.

YEAR 4 ***ODDIZZI UNIT(S) NORTH AMERICA & SOUTH AMERICA-Rio (2 UNITS)***	I can describe the volcanic eruptions of Mt St. Helens and the impact they have had on the surrounding areas I can use photographs and information to describe what daily life in Rio is like I can investigate trade links with South East Brazil I can locate North and South America on a map using longitude and latitude	To investigate and evaluate the key features of a U.S. State I can compare and contrast New York with the local area I can find South American cities on a map and compare the time difference of them and the U.K. I can compare key facts of Brazil and the U.K.	I can find and explain the name of the USA on a map I can outline the main human and physical features of the Rockies and how people use them. I can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features of the Americas. I can ask and answer geographical questions about the physical and human characteristics of a location. ✓ Which PHYSICAL features does this place have? ✓ Which HUMAN features does this place have? I can name and locate the countries of North and South America and identify their main physical and human characteristics ✓ Tropics – Cancer, Capricorn ✓ Date and time zones
YEAR 4 ***ODDIZZI UNIT(S) RAINFORESTS***	I can describe the key characteristics of the Congo / Amazon I can explain the importance of the rainforests of the world	I can describe geographical similarities and differences between countries I can recognise the different layers of life in a rainforest I can recognise the features that make up a rainforest I can describe the impact of deforestation	I can recognise what a rainforest is and locate the world's rainforests on a map.

Example overview of the knowledge to be taught in each year group for each subject in the form of a Knowledge Organiser. (Year 6 R.E.)



ISLAM – What do Muslims believe about God?

KNOWLEDGE ORGANISER

Key Scripture

The Qur'an is divided into 114 surahs (chapters) and ayahs (verses).

Surah 112: *'Say: He is Allah, the One and Only; Allah, the Eternal, Absolute; None is born of Him, nor is He born; And there is none like Him.'*
Surah 112 and 20:14 The statement of belief: *'I witness that there is no god but Allah and that Muhammad is the messenger of Allah.*
Surah 59: *'He is Allah the creator...'*
Surah 24:35: *'God is the light of the heavens and the earth.*
Surah 33:43-44 *God is said to bring people out of the darkness and into the light.*

Key Vocabulary

Islam	Major world religion: Islam in Arabic means submission to God.
Muslim	A follower of Islam.
Allah	The Arabic word for God.
Tawhid	The concept of the 'oneness' of God.
omniscient	Knowing everything.
omnipotent	Having unlimited power.
subha	Prayer beads.

Practices

Muslims must bear witness to the belief in God.

Islamic art reflects Divine unity.

A Muslim must be able to recite the Shahadah and believe it with their whole heart.

The Shahadah is part of the call to prayer and is said first thing in the morning and last thing at night. It is also whispered in the ear of a new born baby.

Muslims use prayer beads (subha) when praying to help mediate on the 99 beautiful names of Allah.

Key Theological Concepts

At the heart of Islam is a belief in God. Muslims believe in the 'oneness' of God.

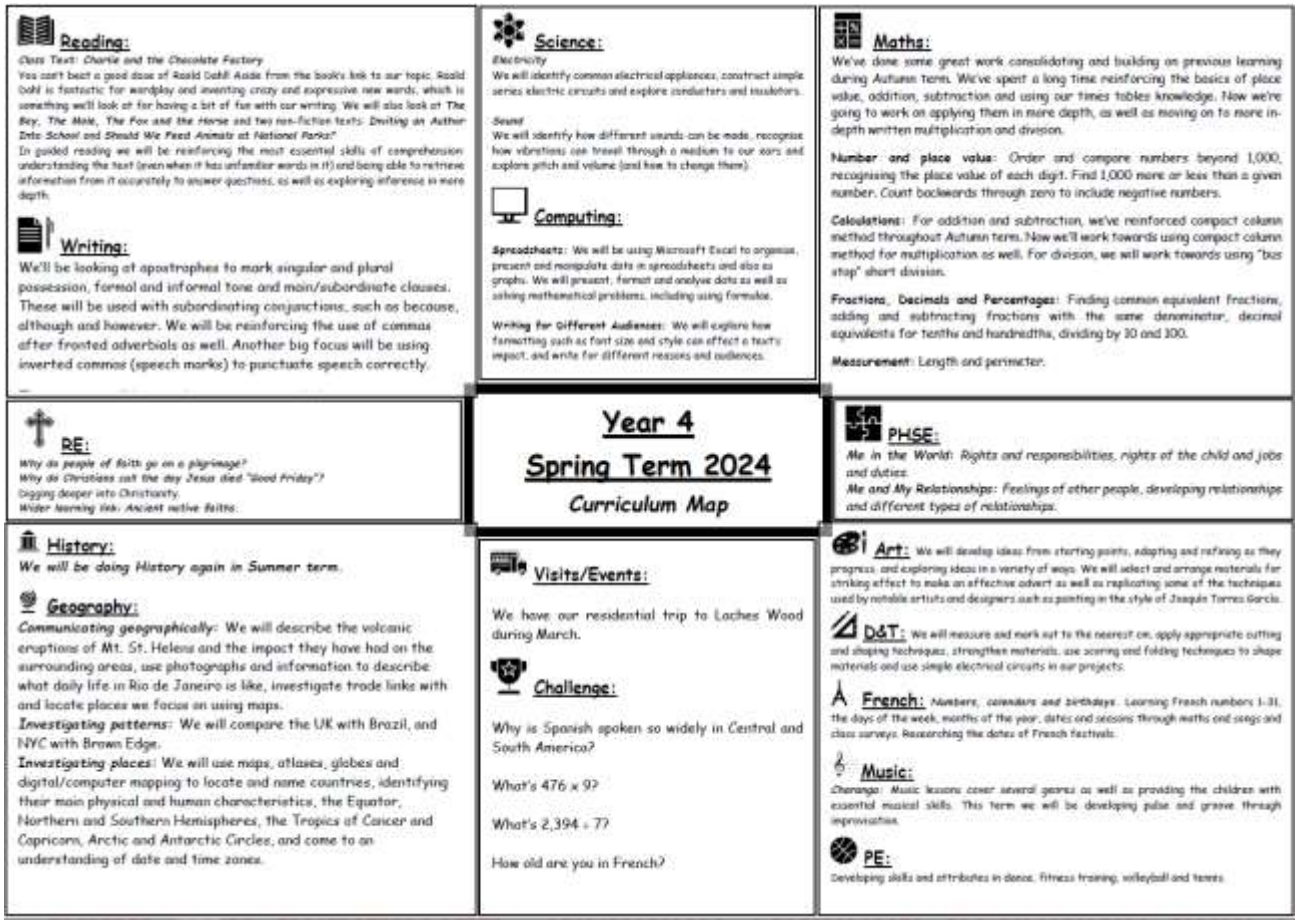
Muslims believe that God is the creator of the world, the one who sustains life and is the power behind the universe. This includes the belief that all things within the universe belong to Him and they are simply on loan to us.

God (Allah) is associated with light.

Muslims believe that the prophet Muhammed (pbuh) was the last and greatest prophet who is revered as the most perfect example of a man, on whom Muslims will model their own lives.

There are 99 names for Allah mentioned in the Qur'an. Muslims are taught the importance of knowing them and reciting them in order for a person to get a better understanding of the nature of God and in doing so may be changed within themselves.

An example overview of a Curriculum map (Year 4 Spring Term 2024)



Reading:

Class Text: Charlie and the Chocolate Factory

You can't beat a good dose of Roald Dahl! Aside from the book's link to our topic, Roald Dahl is fantastic for wordplay and inventing crazy and expressive new words, which is something we'll look at for having a bit of fun with our writing. We will also look at *The Boy, The Mole, The Fox and the Horse* and two non-fiction texts: *Inviting an Author Into School* and *Should We Feed Animals at National Parks?*

In guided reading we will be reinforcing the most essential skills of comprehension: understanding the text (even when it has unfamiliar words in it) and being able to retrieve information from it accurately to answer questions, as well as exploring inference in more depth.

Writing:

We'll be looking at apostrophes to mark singular and plural possession, formal and informal tone and main/subordinate clauses. These will be used with subordinating conjunctions, such as because, although and however. We will be reinforcing the use of commas after fronted adverbials as well. Another big focus will be using inverted commas (speech marks) to punctuate speech correctly.

Science:

Electricity

We will identify common electrical appliances; construct simple series electric circuits and explore conductors and insulators.

Sound

We will identify how different sounds can be made, recognise how vibrations can travel through a medium to our ears and explore pitch and volume (and how to change them).

Computing:

Spreadsheets: We will be using Microsoft Excel to organise, present and manipulate data in spreadsheets and also as graphs. We will present, format and analyse data as well as solving mathematical problems, including using formulae.

Writing for Different Audiences: We will explore how formatting such as font size and style can effect a text's impact, and write for different reasons and audiences.

Maths:

We've done some great work consolidating and building on previous learning during Autumn term. We've spent a long time reinforcing the basics of place value, addition, subtraction and using our times tables knowledge. Now we're going to work on applying them in more depth, as well as moving on to more in-depth written multiplication and division.

Number and place value: Order and compare numbers beyond 1,000, recognising the place value of each digit. Find 1,000 more or less than a given number. Count backwards through zero to include negative numbers.

Calculations: For addition and subtraction, we've reinforced compact column method throughout Autumn term. Now we'll work towards using compact column method for multiplication as well. For division, we will work towards using "bus stop" short division.

Fractions, Decimals and Percentages: Finding common equivalent fractions, adding and subtracting fractions with the same denominator, decimal equivalents for tenths and hundredths, dividing by 10 and 100.

Measurement: Length and perimeter.

RE:

Why do people of faith go on a pilgrimage?
Why do Christians call the day Jesus died "Good Friday"?
Digging deeper into Christianity.
Wider learning link: Ancient native faiths.

Year 4
Spring Term 2024
Curriculum Map

PHSE:

Me in the World: *Rights and responsibilities, rights of the child and jobs and duties.*
Me and My Relationships: *Feelings of other people, developing relationships and different types of relationships.*

History:

We will be doing History again in Summer term.

Geography:

Communicating geographically: We will describe the volcanic eruptions of Mt. St. Helens and the impact they have had on the surrounding areas, use photographs and information to describe what daily life in Rio de Janeiro is like, investigate trade links with and locate places we focus on using maps.
Investigating patterns: We will compare the UK with Brazil, and NYC with Brown Edge.
Investigating places: We will use maps, atlases, globes and digital/computer mapping to locate and name countries, identifying their main physical and human characteristics, the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and come to an understanding of date and time zones.

Visits/Events:

We have our residential trip to Laches Wood during March.

Challenge:

Why is Spanish spoken so widely in Central and South America?

What's 476 x 9?

What's 2,394 ÷ 7?

How old are you in French?

Art: We will develop ideas from starting points, adapting and refining as they progress, and exploring ideas in a variety of ways. We will select and arrange materials for striking effect to make an effective advert as well as replicating some of the techniques used by notable artists and designers such as painting in the style of Joaquín Torres García.

D&T: We will measure and mark out to the nearest cm, apply appropriate cutting and shaping techniques, strengthen materials, use scoring and folding techniques to shape materials and use simple electrical circuits in our projects.

French: *Numbers, calendars and birthdays.* Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.

Music:

Charanga: Music lessons cover several genres as well as providing the children with essential musical skills. This term we will be developing pulse and groove through improvisation.

PE:

Developing skills and attributes in dance, fitness training, volleyball and tennis.

These long term and medium term plans are broken down lesson by lesson in all Foundation subjects identifying when and what knowledge, skills and vocabulary are introduced. ***(See example below Year 6 Science)***

SCIENCE - YEAR 6 - ELECTRICITY

LESSON	1	2	3	4	5	6	UNIT OUTCOME
BIG QUESTION	How Can Circuits Be Represented Using Symbols?	Will This Circuit Work?	How Can Circuits Vary?	How Can I Plan an Enquiry into Voltage?	How Can I Carry Out an Enquiry into Voltage?	How Can I Evaluate an Enquiry into Voltage?	Plan, carry out and evaluate an enquiry into voltage
OBJECTIVE	To construct and draw series circuits using symbols	Complete and incomplete circuits	Variations within circuits	Plan - voltage experiment	Investigate - voltage experiment	Evaluate - voltage experiment	
NEW VOCABULARY INTRODUCED	series circuit cell battery bulb current voltage component	complete incomplete switch buzzer current	series circuit cell battery bulb current voltage buzzer	independent variable controlled variable dependent variable	repeatability	accuracy evidence	
FLASHBACK	Circuit	series circuit cell battery bulb current voltage component	complete incomplete switch	voltage current component	independent variable controlled variable dependent variable voltage current	repeatability	
OUTCOME	I understand that current is the flow of electricity and voltage causes the current to flow.	I understand that the current cannot flow when the circuit is incomplete.	I can identify that when more bulbs or buzzers are added to a circuit, the components dim or get quieter, even if the voltage remains the same.	I can identify the "independent", "dependent" and "controlled" variables.	I can carefully observe any changes in the brightness of bulbs or the loudness of buzzers as they increase the voltage, or number of cells.	I can evaluate my results and suggest experiment improvements.	
WORKING SCIENTIFICALLY AT:	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Taking measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.	Using test results to make predictions to set up further comparative and fair tests.	

Subjects

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use the Read Write Inc. scheme for Phonics, Spelling and Early Reading. Our guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Once children have progressed through Early Reading, they use Accelerated Reader to track their reading as an individual.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use Drawing Club for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

Handwriting sessions are incorporated into English lessons and completed as extra lessons in the younger year groups. A range of extra activities are used to promote literacy within the school.

Maths

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. In Reception pupils work on number, place value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step-by-step way and continue to develop place value, the four number operations and the understanding of fractional parts as well as geometry and statistics. We follow the White Rose scheme of Learning as core basis from which to develop our Mathematics teaching and learning from.

Science

Science will be taught as a separate lesson but will be linked to other subjects where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be

able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Visits by specialists will enhance the delivery of our science curriculum. We follow the White Rose scheme of Learning as core basis from which to develop our Science teaching and learning from. We will also have dedicated science week bi-annually.

History

History is taught as a separate lesson in each year group. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. As children are given the opportunity to explore history from across the world, they make links to modern day life with an understanding of how historical figures have helped to shape the world as we know it. St Anne's is situated in an area of historic importance and through our work we hope to explore the history of Stoke-on-Trent and the people who have lived and worked here in the past. We also hope to make use of local figures in our community who can share their lives and experiences. We use the Grammasaurus scheme of Learning to base our History learning on, however we do not let this put caps on our learning and the children are encouraged to explore and delve deeper into the areas within their current history investigations that most excite them. We enrich our curriculum by maximising use of visitors to school and visits to attractions to help bring history to life.

Geography

Geography is taught as a discrete separate lesson throughout the year in topics. At St Anne's we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills, these skills are transferable to other curriculum areas. In addition, it also helps to promote children's spiritual, moral, social and cultural development. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; our intention is to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children use fieldwork in the local area to deepen their understanding of our immediate landscape and the uses of it both past and present. They use enquiry questions, geographical tools and equipment to embed their learning and therefore gain real life first hand experiences. We use the Oddizzi scheme of Learning to base our Geography learning on. We enrich our curriculum by maximising use of visitors to school and visits to attractions.

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity. We follow the KAPOW scheme of learning from which our D.T. lessons are based upon.

Art

Art has an important place in our curriculum and is weaved into topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We have Art Days / weeks with a whole school focus on artists or painting. We follow the KAPOW scheme of learning from which our Art lessons are based upon.

Music

Music is taught by specialists (K2M). Otherwise, the school follows the Charanga scheme of work. In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Worship also provides an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together. We encourage listening to a wide range of music with concentration and understanding. Music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

PE

We aim that some form of physical activity takes place every day in our curriculum. Our Take 10 sessions are designed to do just that and to prepare our pupils for learning. All pupils in KS1 and KS2 receive two hours of P.E. per week, one outside based and one indoor based session on a designated afternoon of P.E. Reception receive 1 P.E. lesson, but the curriculum allows for physical activity throughout the day, every day. We maximise our staff deployment to build on their strengths. We use P.E. Planning to supplement our lessons. Our outdoor PE sessions for Reception and Key Stage 1 focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils focus more on sport-specific activities. Indoor PE is held in our hall space and includes music and movement, dance, apparatus work and indoor athletics. Swimming is introduced to the timetable in Year 5. We ensure wider participation in the community by involvement in interschool sports competitions and tournaments, local authority and Stoke-on-Trent / Staffordshire based competitions.

Religious Education
RE is a statutory part of the curriculum. The school will follow the Understanding Christianity and Staffordshire Agreed Syllabus for RE. This is taught weekly in one-hour sessions. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious' belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. Annually, we hold a focus R.E. Day based on a theme in Religious Education.

PSHE and Citizenship
While not statutory, PSHEE and Citizenship are important aspects of our curriculum, and are delivered weekly following our chosen scheme. We use the Kapow scheme of work to deliver our provision and this develops as the children move through the year groups. Please see the separate PSHE and Citizenship Curriculum Policies for more details.

Computing
Computing is taught as a separate subject area weekly. In Years 4-6 Computing is taught by a specialist. Our Computing curriculum follows the Purple Mash scheme of learning. Online Safety is taught at the start of every year and throughout the year regular updates in teaching is delivered with the children. Other elements of the wider computing curriculum will be taught alongside other curriculum areas, as a part of curriculum subject work.

Modern Foreign Languages
From Year 3 to Year 6 we teach French to our children in 45 minute lessons per week. We follow the Kapow scheme of work.

Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly.

Coverage over a school year

Although teachers are able to organise their teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, and Guided Reading.

- English and Maths will be the focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions eg PSHE, RE etc
- There will be regular basic skills sessions each day, including guided reading, handwriting etc

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.

Curriculum Evaluation

Once a term the Curriculum Leadership term meet to evaluate the curriculum's strengths and weaknesses and recommend changes to staff and subject leaders.

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson. This will enable subject leaders to monitor a subject area and see the progression as well as look at the cross-curricular outcomes

Marking

Every piece of work is expected to be marked prior to the next lesson using the St Anne's C.E. School Marking policy.

Assessment

St Anne's C.E. Primary have devised a system of assessment for all subjects. This is reported to parents in the Summer term. More details can be found in our Assessment Policy.

Evaluating and updating the Curriculum

We are constantly evaluating the curriculum termly to see how staff and pupils are responding. We can change the way subjects are approached and delivered as we see how it works in practice.

Curriculum reviews are held frequently, and in light of feedback received, the curriculum will be updated accordingly, thus ensuring that we are meeting the needs and interest of our children. There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility

and become active citizens of our school community, our local community and the wider world.

Appendix 1- Leadership Structure and Curriculum responsibilities @ September 2025