

Hever CEP School Curriculum

Belonging – Courage – Perseverance – Compassion - Trust

Our curriculum matches, and in some cases exceeds, the scope and ambition of the statutory National Curriculum that outlines the core knowledge pupils have to be taught in local authority-maintained schools in England. In Reception, our curriculum is based on Development Matters and meets the learning and development, and safeguarding and welfare requirements, of the Statutory Framework for the EYFS. Forest School is part of the curriculum for all children, providing opportunities to develop self-confidence and build strategies to assess and take risks safely. Our school culture is rooted in our school values and inclusion is at the heart of everything we do. Extension of our curriculum through clubs, visitors, workshops and educational visits is integral to enriching the children's experiences and wider learning.

English

Our highest priority is ensuring that every child in our school becomes a reader, with a love of stories, poetry and reading, regardless of their starting points and potential barriers. Phonics and early reading are taught using Little Wandle Letters and Sounds. Children progress to Complete Comprehension which combines a skills-based approach to building reading comprehension with explicit vocabulary instruction and stimulating enrichment activities. All children are supported to acquire a wide vocabulary and to be able to clearly explain their understanding and ideas. Pathways to Write provides a proven methodology for the teaching of writing, built around units of work which develop vocabulary, reading and writing skills through the mastery approach. Each unit is based on a high-quality text to ensure engaging and purposeful English lessons.

Maths

Maths is taught using White Rose Maths which follows the National Curriculum Programme of Study. The White Rose curriculum adopts a mastery approach and is designed and sequenced to develop deep understanding, rather than memorisation, with a focus on developing mathematical thinking. Children develop their conceptual understanding of mathematics by using a CPA approach: concrete objects, pictorial representations and abstract thinking, to provide a solid foundation in mathematics. There is significant emphasis on mathematical skills with frequent opportunities to revisit previous learning to develop fluency. Children are challenged to explain their reasoning and solve increasingly complex problems, using visual representation and appropriate mathematical vocabulary. Making mistakes is recognised as an integral part of the learning process.

Cornerstones: Science - History - Geography - Art and Design – Design and Technology

Cornerstones Curriculum 22 is a concepts-led, knowledge-rich primary curriculum. The structure of Curriculum 22 provides a robust framework for delivery of the National Curriculum through a range of subject-specific projects, which cover science, history, geography, art and design and design and technology. Cornerstones provides an evidence-informed curriculum based on cognitive research. It provides a clear and progressive framework with knowledge and skills statements mapped out incrementally across year groups and subjects, enabling children to build their knowledge and skills in a highly organised and structured way. Concepts, knowledge and skills are sequenced and spaced at different intervals across the curriculum to provide children with effective retrieval practice, boosting children's learning by asking them to recall learned information from their long-term memory. Learning is well-planned, carefully sequenced and taught in small chunks that do not overload children's working memory. Concepts, knowledge and skills are built progressively through projects and lessons so that children can gradually and robustly build their learning schema. The curriculum includes EYFS, providing a seamless transition into Key Stage One and ensuring that children build on their early learning.

RE

Our school is founded on strong Christian principles and values and has a close relationship with St. Peter's Church. RE is taught using the 'Understanding Christianity' Syllabus, focusing on 'The Big Story of the Bible'. In addition, the school uses the Rochester Diocesan Board of Education's 'World Faith' units to study Buddhism, Judaism, Islam, Hinduism and Sikhism.

PSHE

Our Jigsaw PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships Education enables our children to learn how to be safe and to develop healthy relationships both now and in the future.

Computing

Discrete teaching, including a continuous focus on online safety, covering Computer Science, Digital Literacy and Information Technology, whilst developing Computational Thinking throughout.

PE

Discrete teaching using Complete PE, an interactive PE resource. Use of a specialist coach for games. Promoting healthy, active lifestyles. Enriched by a range of clubs and workshops and inter-school matches/events.

Music

Discrete teaching using the Kapow scheme, enriched by clubs and workshops. In Year 4, all students learn to play the violin. Peripatetic teachers offer 1:1 and group tuition of a variety of instruments. All children participate in weekly whole school singing.

MFL: French

Discrete teaching through the Primary Languages Network programme of study. French is taught interactively through games and songs amongst many language acquisition activities.