



*“Creating excellence, embracing all.”*

# **CURRICULUM POLICY**

Headteacher : Jo Reid

Chair of Governors: Sue Miller

**Policy determined 1<sup>st</sup> October 2024**

**Policy reviewed 7<sup>th</sup> October 2025**

**Botley School governing board**

## **Botley School Vision statement**

**A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.**

## **Botley School Values**

*Inclusivity*

*Teamwork*

*Kindness*

*Respect*

*Resilience*

*Creativity*



## 1. Aims and objectives

At Botley School our mission statement is '***Creating Excellence, Embracing All***'. We believe that learning is an enjoyable, lifelong process through which everyone can achieve their best and exceed their expectations. We will challenge and support all our pupils to do well by providing an extensive range of learning experiences beyond the statutory requirement.

The **aims** of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of English, Maths, Science and Computing
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children to understand Britain's cultural heritage
- To enable children to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum 2014, Early Years Statutory Framework for the Early Years Foundation Stage, published and updated in 2021 by the DfES and the Locally Agreed Syllabus for Religious Education.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong through our values education.
- To help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To follow our Growth Mindset principles and discover that making mistakes, learning from them and believing they can do things will improve outcomes for learning

## 2. Roles and responsibilities of Headteacher, staff and Governors

The **Headteacher** will ensure that:

- Botley School follows the statutory requirements to meet the expectations of the **National Curriculum 2014** and **Early Years Foundation Stage Statutory Framework 2024**
- The amount of time provided for teaching the curriculum meets the requirements and is reviewed annually.
- The procedures for assessment meet all legal requirements pending. Pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve.
- The Governing Body is fully informed of the planning processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions within the School Improvement Plan and the Self Evaluation Plan.
- The Governing Body monitor assessment procedures and standards three times a year , focusing on all children and vulnerable groups.

**Staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- It considers the advice of the Headteacher and SLT when approving this Curriculum Policy and when setting statutory and non-statutory targets.
- National Curriculum test and teacher assessment results are published to parents/carers.
- Assessment informs decision-making about the breadth and balance of the curriculum
- Political issues are always presented to pupils in a balanced way.

### **3. Planning the Curriculum**

- We agree a long-term plan for each year group as a whole school with input from all subject leaders. This outlines the content taught in each subject or topic throughout the year. We review our long-term plan on a regular basis.
- We plan our medium term curriculum within Curriculum Action Teams. Each subject has a specific overview of units of work and a progression map for coverage of skills and knowledge.
- Our medium-term plans, we give clear guidance on the objectives which will be taught each week of each term. These are produced by each year group teacher on a termly basis, using the previous year's planning for guidance.
- Our short-term plans are created by class teachers to ensure consistency of teaching and learning opportunities on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in each lesson. (See Appendix A)

In the Foundation Stage and at Key Stage 1 and 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Foundation Stage, and there is planned progression in all curriculum areas through the spiral curriculum, and cross curricular links are used to enhance and enrich learning experiences. The Botley School Curriculum Overview is available in Appendix 1.

The curriculum is further enhanced with 'Curriculum Concepts' planned within each year group to provide a greater depth of learning and enable the pupils to make their own connections across their learning. Each year group chooses four main curriculum concepts per term to enhance the units of work being taught. The table in the appendix shows examples of the curriculum concepts for each year.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, further information can be found in our Inclusion Policy.

### **4. The Foundation Stage**

The curriculum that we teach in the Nursery and Reception Classes meets the requirements set out in the statutory curriculum guidance for the Early Years Foundation Stage 2021. Our curriculum planning focuses on the Early Years Educational Programmes and the 3 Characteristics of Learning, developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in child led and teacher led activities. Teaching in the Early Years builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with preschool/ Nursery providers in the area. During the Foundation Stage, the teachers and Foundation stage staff make continual observations of the children's progress. These observations form an important part of the future planning for each child and are shared with staff, parents and carers via 'Tapestry'. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links

with the parents of each child by keeping them informed about their child's progress through the Learning Journey on 'Tapestry' and regular parent meetings.

### **5. Assessment of the Curriculum**

Each subject within the curriculum has a detailed progression document.

Formative Assessment is used throughout the year based on the progression documents.

For the wider curriculum, BromCom Foundation Assessment sheets are used to record ongoing formative assessment.

NFER Tests are used each term in English and Maths to provide summative assessments and monitor whether pupils are on track for the expected standard.

Summative judgements for the wider curriculum are based on the formative assessment for the term and entered onto Bromcom. (See Assessment Policy)

### **6. Arrangements for monitoring and evaluation**

Botley School uses Curriculum Action Teams made up of subject leaders. Every teacher is assigned to one of the Curriculum Action Teams and where appropriate, takes responsibility for a subject area. A member of the School Leadership Team is assigned to every Curriculum Action Team. The teams are organised as follows:

<b>Team</b>	<b>Subjects included</b>
STEM	Maths, Science, Computing
Language	English, MFL
Humanities	History, Geography, RE, PSHE
Arts	Art & Design, Design & Technology, PE, Music

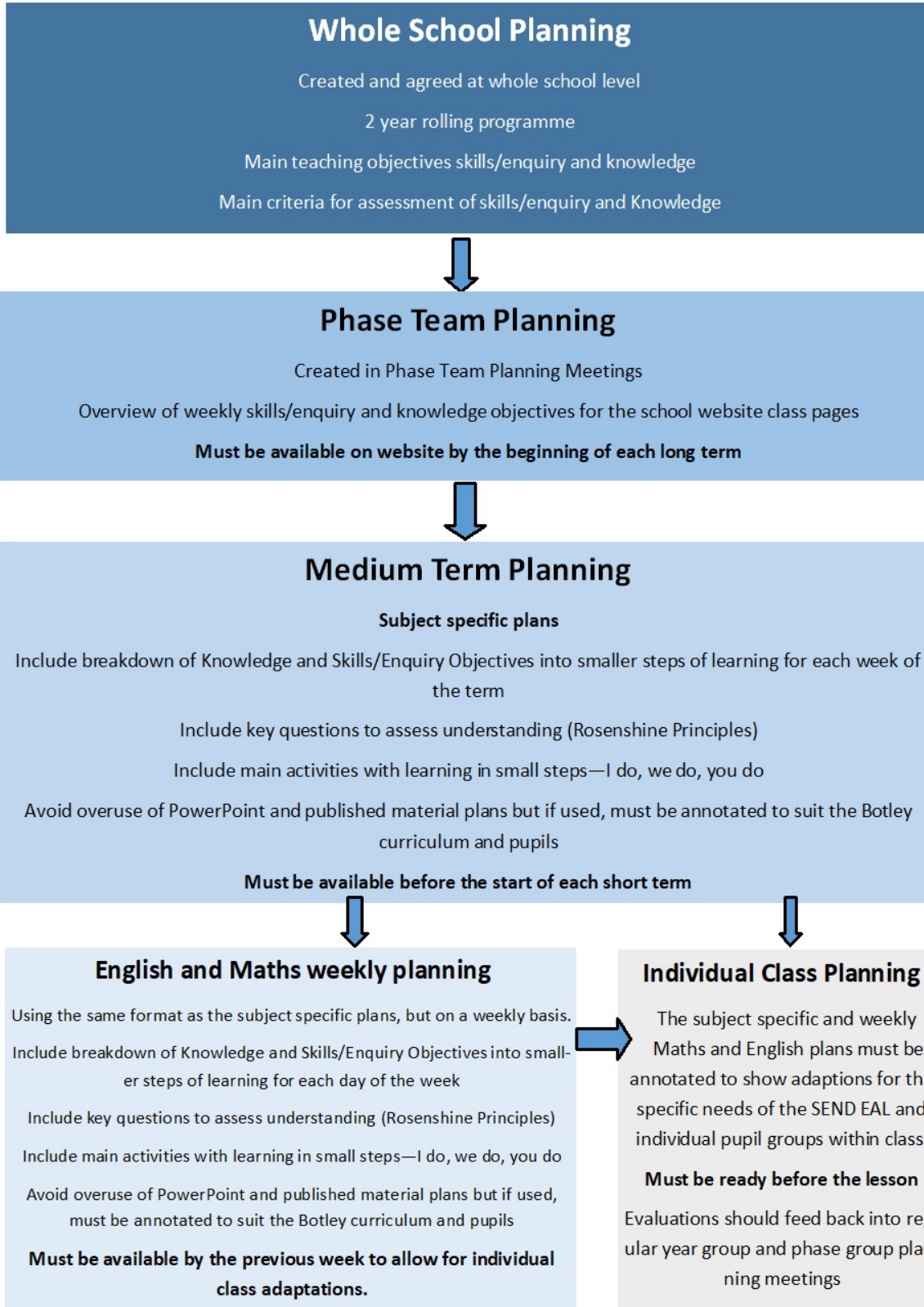
Each team is responsible for a section of the School Improvement Plan. During the academic year, the team is responsible for ensuring regular monitoring takes place, including, Pupil conference, Book Scrutiny, Planning Scrutiny, Learning Walks. Each team is also responsible for analysing the assessment data on Bromcom.

Other monitoring:

- The Local Governing board will receive regular reports from the Headteacher and the Leadership Teams on statutory and non-statutory standards of progress and attainment.
- Assessment information is presented within a termly 'Outcomes and Assessment' report to governors .
- The use of external validated data will include information provided on the DfE Inspection Data Summary Report , will be interrogated by SLT and governors, comparing the school's performance with LA and national data.
- The evidence of the impact of national strategies on standards.
- The views of staff about the action required to improve standards (SIP).
- The nature of any parental comments and complaints.



## Planning Expectations Flow Chart



## Botley School Curriculum Overview 2024

		Year 1		
		Autumn	Spring	Summer
<b>Science</b>		Science exploration Working scientifically	Seasonal changes Everyday Materials	Animals Including Humans Plants
<b>History</b>		Explorers Land and Sea	Winnie the Pooh & Paddington's journey to Oxford	We are Britain
<b>Geography</b>		The Geography of the School	Contrasting Oxford to London	UK weather
<b>PHSE</b>		Health and well-being Growth Mindset	Relationships	Living in the wider world - economic
<b>RSE</b>		Different Friends	Growing and Changing	Families and Care
<b>Computing</b>		Online safety and exploring purple mash. Grouping and sorting. Pictograms Lego Builder	Maze Explorer Animated Story Books	Coding Spreadsheets Technology outside of school
<b>Art &amp; design</b>		Collage	Textiles	Sculpture
<b>Design &amp; technology</b>		Mechanisms – Slides and Levers	Textiles - Templates and Joining Techniques	Food – Preparing Fruit and Vegetables Fruit kebabs/ smoothies
<b>PE</b>	<b>Aesthetics</b>	Gymnastics Dance	Yoga Circuit Training	Country Dancing Athletics
	<b>Games</b>	Multi skills – Throwing and Catching Multi skills – Running and Jumping	Multi skills – Attacking and Defending Multi skills – Invasion Games	Multi skills –Bat and Ball Sports Day Preparation
<b>Music</b>		Vocal Focus Hands, Heart, Feet Christmas songs	Instrumental focus Sound Makers	Composition focus Vivaldi's Four Seasons
<b>RE</b>		Is everyone special? Should we celebrate Harvest or Christmas?	Who should you follow? How should Easter be celebrated?	Should everyone follow Jesus? Can stories change people?

Year 2			
	Autumn	Spring	Summer
<b>Science</b>	Living things and their habitats	Working Scientifically Plants	Animals Including Humans Uses of Everyday Materials
<b>History</b>	This is Our School	Houses and Homes	Explorers: Air and Space
<b>Geography</b>	Extreme weather in the UK	We are Britain	Contrasting England to another country (Teacher to pick country based on class context)
<b>PHSE</b>	Health and well-being Zones of Regulation	Relationships	Living in the wider world – Being a Responsible Citizen
<b>RSE</b>	Differences	Male and Female Animals	Naming Body Parts
<b>Computing</b>	Coding Online Safety	Spreadsheets Questioning Effective Searching	Creating Pictures Making Music Presenting ideas
<b>Art &amp; design</b>	Printing	Drawing	Painting
<b>Design &amp; technology</b>	Mechanisms – Wheels and Axles	Structures – Freestanding Structures	Food – Preparing Fruit and Vegetables Cakes and biscuits
<b>PE</b>	<b>Aesthetics</b>	Gymnastics Dance	Yoga Circuit Training
	<b>Games</b>	Multi skills – Throwing and Catching Multi skills – Target Games	Multi skills – Attacking and Defending Multi skills – Invasion Games
<b>Music</b>	Vocal Focus Zoo Time Christmas Performance	Instrumental focus Three Little Pigs Instruments Together	Composition focus Saint-Saens – Carnival of the Animals
<b>RE</b>	How should you spend the weekend?	Do we need shared special places?	How should people care for the world?
	Are some stories more important than others?	Is it important to celebrate New Year?	Do religious symbols mean the same to everyone?

Year 3			
	Autumn	Spring	Summer
<b>Science</b>	Light	Forces/ magnets	Plants
	Animals including humans	Working scientifically	Rocks/soils
<b>History</b>	Ancient Egypt	Ancient Mayans	Stone age to iron age
<b>Geography</b>	Extreme Environments	Rivers (Thames Focus)	Africa
<b>PHSE</b>	Health and well-being Growth Mindset	Relationships	Living in the wider world - economic
<b>RSE</b>	Body Differences	Personal Space	Help and Support
<b>Computing</b>	Coding	Touch Typing	Simulations
	Online Safety Spreadsheets	Email – including email safety Branching databases	Graphing Presenting with Microsoft PowerPoint
<b>Art &amp; design</b>	Printing	Sculpture	Textiles
<b>Design &amp; technology</b>	Structures – Shell Structures	Food – Healthy and Varied Diet Dips and Dippers	Woodwork – Photo Frames
<b>PE</b>	<b>Aesthetics</b>	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	<b>Games</b>	Basketball Football	Swimming Rounders Tennis
<b>Music</b>	Vocal Focus Egyptians Christmas songs	Instrumental Focus Recorder Course 1	Composition Focus Invaders and settlers
<b>RE</b>	How do we know if someone is Christian? Is light a good symbol?	Is a child free to choose how to live? Does Easter make sense without Passover?	What authority figures inspire religious believers? Can made up stories tell the truth?
<b>MFL - French</b>	Moi Jeux et Chanson	On Fait la Fete Portraits	Les Quatre Ami Ca Pousse!

Year 4			
	Autumn	Spring	Summer
<b>Science</b>	Sound	Electricity	Living things & their habitats
	Animals including humans	Working scientifically	States of matter
<b>History</b>	The Romans are Coming	Here Come the Anglo Saxons	The Vikings are Coming
<b>Geography</b>	Climate Zones and Latitudes	Somewhere to Settle	Geography Skills (Botley Focus)
<b>PHSE</b>	Relationships Zones of Regulation	Health and Wellbeing	Living in the wider world – being a responsible citizen
<b>RSE</b>	Changes	What is Puberty	Healthy Relationships
<b>Computing</b>	Coding Online Safety	Spreadsheets Writing for different audiences	Logo Animation Effective Searching Hardware Investigators
<b>Art &amp; design</b>	Collage	Drawing	Painting
<b>Design &amp; technology</b>	Food – Healthy and Varied Diet Super Salads	Electrical Systems – simple circuits & switches Beowulf design light person - Develop handmade switches.	Textiles – 2D shape to 3D product Creating a Viking bag:
<b>PE</b>	<b>Aesthetics</b>	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	<b>Games</b>	Swimming Netball	Cricket Rounders
<b>Music</b>	Composition Focus Movie Soundtracks – The Romans	Instrumental Focus Recorder Course 2	Vocal Focus Viking Saga Songs
<b>RE</b>	Do Murtis help Hindu followers understand God?	Is a holy journey necessary for believers?	Did Jesus really do miracles?
	Does the Christian narrative need Mary?	Should believers give things up?	Does prayer change things?
<b>MFL - French</b>	On y Va! L'Argent de Poche	Recontre-moi une Histoire Vive le Sport!	Le Carnaval des Animaux Quel Temps Fait-il

Year 5			
	Autumn	Spring	Summer
<b>Science</b>	Living things Properties of materials	Forces Earth/space	Animals including humans Working scientifically
<b>History</b>	Oxford	The Victorians	Long Ago in Benin
<b>Geography</b>	Local Area study - Oxford	Brazil and The Amazon	Trade and Economics
<b>PSHE</b>	Health and well-being Growth Mindset	Relationships	Living in the wider world - economic
<b>RSE</b>	Talking about Puberty	The Reproduction System	Puberty Help and Support
<b>Computing</b>	Coding Online Safety Spreadsheets	Spreadsheets continued Databases Game Creator	Modelling Concept Maps
<b>Art &amp; design</b>	Drawing	Painting	Printing
<b>Design &amp; technology</b>	Food – Celebrating Culture and Seasonality Harvest Festival: Soups – Celebrating Culture and Seasonality.	Mechanical systems – Pulleys and Gears Fairground rides (Wood work)	Textiles – Combining Different Fabric Shapes Designer bags – West African country pattern (Benin)
<b>PE</b>	<b>Aesthetics</b>	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	<b>Games</b>	Basketball Football	Rounders Tennis
<b>Music</b>	Vocal Focus Young Voices Performance Christmas Songs	Composition Focus Journey into Space	Instrumental Focus Djembe Drumming course Lean on Me
<b>RE</b>	Do believers need a sacred text? Does God communicate with man?	Do sacred places and communities help followers lead better lives? Was the death of Jesus a worthwhile sacrifice?	Are you inspired? What is best for our world - does religion help people decide?
<b>MFL - French</b>	Bonne Appetit, Bonne Sante Je Suis le Musician	En Route Pour L'Ecole Scene de Plage	Le Retour du Printemps Les Planetes

Year 6			
	Autumn	Spring	Summer
<b>Science</b>	Living things Evolution/inheritance	Electricity Light	Animals including humans Working scientifically
<b>History</b>	What the Greeks Taught Us	The Shang Dynasty	Ancient civilisations – Sumer
<b>Geography</b>	Dynamic Earth	China	Fieldwork
<b>PHSE</b>	Relationships Zones of Regulation	Health and Wellbeing	Living in the wider world – being a responsible citizen Year 6 transition Toolkit
<b>RSE</b>	Communication in Relationships	Puberty and Reproduction Families, Conception and Pregnancy	Online relationships
<b>Computing</b>	Coding Online Safety Spreadsheets	Blogging Text Adventures	Networks Quizzing
<b>Art &amp; design</b>	Collage	Textiles	Sculpture
<b>Design &amp; technology</b>	Structures – Frame Structures Ancient Greece - Designing a small-scale structure Wood work	Food – celebrating culture & seasonality Chinese New Year	Electrical Systems – more complex switches & circuits Loop wire game linked to switches.
<b>PE</b>	<b>Aesthetics</b>	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	<b>Games</b>	Football Netball Swimming	Cricket Rounders
<b>Music</b>	Instrumental focus Blackbird – Charanga unit Christmas performance	Composition focus Electronic music - Yu Studio Digital Composition	Vocal focus Leaver's Performance
<b>RE</b>	Does it matter what people believe about creation?  Is 'god made man' a good way to understand the Christmas story?	Do clothes express belief?  Is the resurrection important to Christians?	Can we know what god is like?  Are saints encouraging role models?
<b>MFL - French</b>	Notre Ecole Notre Monde	Le Passe et le Present Ici et La	Monter un Cafe Quoi de Nerf

## Curriculum Concepts Overview 2024

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<b>Respect</b> , Friendship, Belonging, Identify,	<b>Inclusivity</b> Community, Diversity, Individuality,	<b>Kindness</b> , Care, Fear, Responsibility,
<b>Year 1</b>	<b>Teamwork</b> , Adversity, Choice, Tradition	<b>Resilience</b> , Changes, Journey, Leading	<b>Kindness</b> , Community, Values, Represent
<b>Year 2</b>	<b>Respect</b> , Responsibility, Identify, Belonging	<b>Inclusivity</b> , Diversity, Community, Change,	<b>Creativity</b> , Fairness, Freedom, Environment
<b>Year 3</b>	<b>Teamwork</b> , Belief, Equality, Beauty	<b>Resilience</b> , Liberty, Individuality, Adversity	<b>Kindness</b> , Tradition, Happiness, Reform
<b>Year 4</b>	<b>Respect</b> , Strength, Belonging, Change	<b>Inclusivity</b> , Freedom, Conflict, Transformation	<b>Creativity</b> , Bravery, Loyalty, Community
<b>Year 5</b>	<b>Teamwork</b> , Equality, Cohesion, Faith	<b>Resilience</b> , Compassion, Happiness, Reform	<b>Kindness</b> , Belief, Diversity, Prejudice
<b>Year 6</b>	<b>Respect</b> , Democracy, Influence, Identity	<b>Inclusivity</b> , Diversity, Transformation, Power	<b>Creativity</b> , Wellbeing, Sustainability, Dreams