



CURRICULUM POLICY

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Aims of the Curriculum

Our curriculum provides pupils with secure knowledge, understanding and skills across all subjects while developing confident readers, writers and mathematicians. It promotes creativity, resilience, independence and critical thinking, and builds cultural capital through exposure to a wide range of experiences, texts, ideas and opportunities. We encourage curiosity and a lifelong love of learning, preparing pupils for the next stage of education and for life in modern Britain. The curriculum ensures clear progression in knowledge and skills from EYFS to Year 6 and enables pupils to develop an understanding of the world around them and their place within it.

Reading

Reading is central to our curriculum and we aim to foster positive attitudes towards reading while exposing children to a broad range of high-quality texts, genres and authors. The curriculum develops reading fluency and comprehension skills through discussion, analysis and exploration of fiction, non-fiction, poetry and visual texts. Children are taught to retrieve, infer, summarise, predict and explain, while also developing a love of reading through independent and shared reading experiences.

Children participate regularly in teacher-led reading sessions, independent reading opportunities through “Your Book Time”, shared class texts through “Our Book Time”, vocabulary exploration activities and increasingly challenging comprehension tasks. These experiences support both reading proficiency and reading for pleasure.

Writing

Our writing curriculum follows a structured approach of Immerse, Analyse, Skills, Plan, Draft and Edit. This process enables children to engage deeply with high-quality model texts, understand audience and purpose, learn and practise key grammar and writing skills, plan effectively before writing, produce extended independent pieces and thoughtfully edit and improve their work.

Writing units progressively develop children’s composition skills, grammar and punctuation knowledge, vocabulary choices, sentence structure, spelling and handwriting, ensuring that pupils become increasingly confident and effective writers.

Mathematics

Mathematics is delivered through White Rose Education materials and approaches. Lessons focus on developing fluency, reasoning and problem-solving skills through mathematical discussion and the use of concrete, pictorial and abstract representations. Children are encouraged to explain their thinking, justify their methods and develop confidence in applying mathematical knowledge across a range of contexts.

Science

At Park Schools Federation, our Science curriculum inspires curiosity, enquiry and a lifelong fascination with the world around us. Through a carefully sequenced programme of study supported by the White Rose Science scheme, pupils develop secure knowledge and understanding across biology, chemistry and physics while building the skills needed to work scientifically. Children are encouraged to ask questions, make predictions, carry out investigations and use evidence to explain their ideas, developing critical thinking and problem-solving skills. Retrieval practice, practical enquiry and the explicit teaching of scientific vocabulary help pupils deepen their understanding and retain key knowledge over time. Meaningful links with subjects such as Mathematics, English, Geography, Design and Technology and PSHE enable children to see the relevance of science in everyday life and understand its role in addressing local, environmental and global challenges. By the end of Key Stage 2, pupils can confidently apply scientific knowledge and enquiry skills, interpret evidence, communicate their findings using appropriate scientific language and appreciate the impact of science on the world around them, leaving Park Schools Federation as curious, knowledgeable and confident young scientists.

Early Years Foundation Stage (EYFS)

At Park Schools Federation, our EYFS curriculum provides every child with a strong foundation for future learning by nurturing confident, resilient and independent learners within a safe, inclusive and stimulating environment. We recognise that children learn best through secure relationships, meaningful experiences and opportunities to explore the world around them. Our curriculum is designed to provide a broad, balanced and ambitious range of learning opportunities that support children's academic, social, emotional and physical development, ensuring that every child is valued, included and supported to achieve their full potential.

Our practice is underpinned by the four principles of the Early Years Foundation Stage: recognising every child as a unique individual, fostering positive relationships, creating enabling environments and understanding that children learn and develop in different ways and at different rates. Strong partnerships between staff, parents and carers are central to our approach, ensuring that children feel secure, supported and ready to learn.

The curriculum is carefully planned around the seven areas of learning and development: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. These areas are taught through a rich, topic-based curriculum that promotes curiosity, creativity and active engagement while providing clear progression and preparing children for a successful transition into Key Stage 1.

Learning is shaped by the Characteristics of Effective Teaching and Learning, encouraging children to play and explore, engage in active learning and think creatively and critically. Through a combination of child-initiated experiences, purposeful adult interactions and carefully planned learning opportunities, children develop the knowledge, skills and attitudes needed for future success. By the end of the EYFS, pupils leave as confident, capable and enthusiastic learners who are well prepared for the next stage of their educational journey.

Foundation Subjects

Foundation subjects are taught through carefully sequenced units that progressively build knowledge and skills across year groups. These subjects include History, Geography, Art and Design, Design and Technology, Computing, Music, Physical Education, Religious Education, PSHE and Spanish.

Each subject is supported by a clear progression model that identifies key knowledge, subject-specific vocabulary, disciplinary skills, intended end points for learning and opportunities for retrieval and assessment. This ensures consistency and progression throughout the curriculum.

Lesson Structure – Foundation Subjects

Foundation subject lessons typically begin with flashback retrieval activities designed to revisit learning from previous lessons, earlier units and, where appropriate, prior year groups. This retrieval practice supports long-term memory and helps pupils make connections between different areas of learning.

Key vocabulary and learning objectives are introduced clearly and discussed explicitly before teachers provide explanations, demonstrations and modelling to support understanding. Pupils then engage in a range of guided and independent activities that may include practical tasks, discussion-based learning and written work designed to develop subject knowledge and skills.

Lessons conclude with opportunities for reflection, discussion or assessment linked directly to the lesson objective. Where appropriate, learning is enriched through hands-on experiences, enquiry-based activities, collaborative discussion, creative outcomes and the use of artefacts, images, maps and primary or secondary sources.

Art & Design

At Park Schools Federation, our Art & Design curriculum inspires creativity, self-expression and an appreciation of diverse artistic traditions. Through a carefully sequenced programme of drawing, painting, sculpture, textiles, printing and mixed media, pupils develop imagination, technical skills and confidence as artists. Children explore the work of a wide range of artists, designers and craftspeople from different cultures, backgrounds and historical periods, while building their understanding of how art reflects identity, culture and society. Through enquiry-based learning, retrieval practice, rich vocabulary development and opportunities for

reflection and evaluation, pupils progressively develop their artistic knowledge and skills. By the end of Key Stage 2, pupils can confidently create, discuss and critique artwork, using a range of techniques to communicate ideas and express themselves creatively.

Design & Technology

At Park Schools Federation, our Design & Technology curriculum enables pupils to become creative problem-solvers, resourceful designers and critical evaluators. Through a carefully sequenced programme of learning, children design and make purposeful products while developing practical skills in mechanisms, structures, textiles, cooking and nutrition, electrical systems and digital technology. Pupils learn to select and use a range of tools, materials and techniques safely and effectively, applying their knowledge to real-world challenges. Through enquiry-based projects, retrieval practice and explicit teaching of technical vocabulary, children build resilience, innovation and confidence in designing, making and evaluating. They are inspired by the work of significant designers, engineers and inventors from different times, places and cultures, helping them to understand the impact of design on everyday life. By the end of Key Stage 2, pupils can confidently design, create and evaluate products, applying technical knowledge and creative thinking to develop practical solutions for a range of purposes.

Geography

At Park Schools Federation, our Geography curriculum develops pupils' understanding of the world around them, from their local community to the wider global environment. Through a carefully sequenced programme of study, children explore key geographical concepts including location, place, environment, human and physical processes, sustainability and interdependence. Learning begins with pupils' immediate surroundings and progressively broadens to include the UK, Europe and the wider world, enabling children to make meaningful connections between places and people. Through enquiry-based learning, fieldwork, map skills, retrieval practice and the explicit teaching of geographical vocabulary, pupils develop curiosity, critical thinking and a deeper understanding of how the world functions. Children are encouraged to consider the impact of human activity on the environment and their role as responsible global citizens. By the end of Key Stage 2, pupils can confidently use geographical knowledge, skills and vocabulary to investigate, compare and explain places, environments and processes, leaving Park Schools Federation as informed, reflective and environmentally aware young geographers.

History

At Park Schools Federation, our History curriculum inspires curiosity about the past and helps pupils understand how historical events, people and societies have shaped the world they live in today. Through a carefully sequenced programme of

study, children develop a secure understanding of chronology while exploring significant local, national and global history. Pupils investigate key historical concepts such as monarchy, democracy, civilisation, settlement, empire and invasion, making connections across different periods and cultures. Through enquiry-based learning, retrieval practice and the use of artefacts, primary and secondary sources, children develop critical thinking skills and learn how historians interpret the past. Vocabulary is explicitly taught and revisited to strengthen historical understanding, while meaningful links with Geography, Art and English enrich learning. By the end of Key Stage 2, pupils can confidently analyse evidence, explain historical events and make connections between the past and present, leaving Park Schools Federation as curious, reflective and culturally aware young historians.

Languages (Spanish)

At Park Schools Federation, our Languages curriculum provides pupils with the opportunity to develop confidence and competence in speaking, listening, reading and writing in Spanish. Through a carefully sequenced programme supported by the Language Angels scheme, children progressively build their vocabulary, grammatical understanding and communication skills from Year 3 to Year 6. Interactive lessons, songs, games, stories and practical language activities encourage pupils to use Spanish in meaningful contexts while developing accurate pronunciation and fluency. Key vocabulary and language structures are revisited regularly through retrieval practice to support long-term learning and confidence. The curriculum also promotes curiosity about different cultures and helps pupils develop an appreciation of the wider world, with links to subjects such as Geography, History and Music. By the end of Key Stage 2, pupils can understand and respond to simple spoken and written Spanish, communicate using familiar vocabulary and structures, and demonstrate respect and curiosity towards other cultures, leaving Park Schools Federation with a strong foundation for future language learning.

Music

At Park Schools Federation, our Music curriculum provides every child with the opportunity to experience the joy of making, performing, listening to and understanding music. Through a carefully sequenced programme of study, pupils develop confidence as performers, composers and listeners while exploring a wide range of musical styles, traditions and cultures. Children learn the fundamental elements of music, including pitch, rhythm, pulse, dynamics, tempo, timbre, texture and structure, and apply this knowledge through singing, playing instruments, composing and performing. Practical experiences, retrieval practice and the explicit teaching of musical vocabulary support the development of musical knowledge and skills over time. The curriculum encourages creativity, self-expression and an appreciation of music's role in culture, identity and community, with meaningful links to subjects such as History, Geography and Art. By the end of Key Stage 2, pupils can perform, compose and evaluate music with increasing confidence, use musical

vocabulary accurately, and demonstrate an appreciation of a diverse range of musical traditions, leaving Park Schools Federation as confident, expressive and enthusiastic young musicians.

Physical Education (PE)

At Park Schools Federation, our Physical Education curriculum inspires pupils to develop the knowledge, skills and confidence needed to lead active, healthy lives. Through a carefully sequenced programme of physical activities, children develop fundamental movement skills, including agility, balance and coordination, before applying these skills across a range of sports, games, gymnastics, dance and athletics. The curriculum promotes teamwork, resilience, respect, fair play and sportsmanship, encouraging pupils to challenge themselves and work collaboratively with others. Through practical participation, enquiry-based learning and regular opportunities for performance and competition, pupils develop physical competence, strategic thinking and a positive attitude towards physical activity. Activities are adapted to ensure inclusion and accessibility for all learners, while meaningful links to health, wellbeing and wider curriculum subjects strengthen understanding. By the end of Key Stage 2, pupils can participate confidently in a variety of physical activities, apply skills effectively in different sporting contexts, and understand the importance of physical activity for lifelong health and wellbeing, leaving Park Schools Federation as confident, resilient and physically literate young people.

Religious Education (RE)

At Park Schools Federation, our Religious Education curriculum enables pupils to explore and understand a range of religions, beliefs and worldviews while developing respect, empathy and appreciation for diversity. Through a carefully sequenced programme of enquiry-based learning, children deepen their knowledge of Christianity, other principal world faiths and non-religious worldviews, exploring how beliefs and values influence the lives of individuals and communities. Using the Discovery RE curriculum, pupils investigate key questions about faith, identity, belonging, worship and morality, while developing the skills to reflect thoughtfully on their own beliefs and experiences. Retrieval practice, discussion and reflection help children make connections between different religions and worldviews, promoting spiritual, moral, social and cultural development. By the end of Key Stage 2, pupils can confidently discuss religious beliefs and practices using appropriate vocabulary, reflect on questions of meaning and identity, and demonstrate respect and understanding towards people of different faiths and backgrounds, leaving Park Schools Federation as reflective, open-minded and respectful members of a diverse society.

PSHE & RSE

At Park Schools Federation, our PSHE and RSE curriculum equips pupils with the knowledge, skills and values needed to lead healthy, safe and fulfilling lives. Through

a carefully sequenced programme of learning supported by the Jigsaw PSHE scheme, children develop self-awareness, emotional literacy, resilience and confidence while exploring themes such as relationships, health, wellbeing, safety, citizenship and personal responsibility. Pupils are encouraged to reflect on their own experiences, build positive relationships and develop respect, empathy and inclusion in all aspects of school life. Through discussion, enquiry-based learning and regular opportunities for reflection, children learn how to make informed choices, manage risks, stay safe both online and offline, and understand their role within their communities. The curriculum supports pupils in developing an understanding of healthy relationships, personal wellbeing and growing independence, while preparing them for the changes and challenges they may encounter as they move through childhood and beyond. By the end of Key Stage 2, pupils can communicate confidently, demonstrate respect and resilience, make positive choices and understand their responsibilities as active and responsible citizens, leaving Park Schools Federation well prepared for the next stage of their education and life.

Computing

At Park Schools Federation, our Computing curriculum equips pupils with the knowledge, skills and understanding needed to thrive in an increasingly digital world. Through a carefully sequenced programme of study supported by the Teach Computing and Project Evolve schemes, children develop computational thinking, problem-solving skills and a secure understanding of digital systems, programming and information technology. Pupils learn to create, evaluate and debug digital content while developing confidence in coding, data handling, multimedia and online communication. Online safety is embedded throughout the curriculum, ensuring children understand how to use technology safely, responsibly and respectfully. Retrieval practice and the explicit teaching of technical vocabulary support long-term learning, while meaningful cross-curricular links enable pupils to apply computing skills across subjects, including using digital tools for research, presentation, data analysis, creative design and problem solving. By the end of Key Stage 2, pupils can confidently use technology to create, communicate and solve problems, understand how digital systems work, and demonstrate the skills and behaviours of responsible digital citizens, leaving Park Schools Federation well prepared for the next stage of their education and life in a digital society.

Protected Characteristics and British Values

At Park Schools Federation, we are committed to promoting equality, diversity, inclusion and mutual respect through our curriculum. We ensure that pupils develop an understanding of the protected characteristics identified within the Equality Act 2010 in an age-appropriate way, helping them to recognise and value differences while fostering a culture of respect, kindness and belonging.

Through a broad and balanced curriculum, pupils learn about diversity in modern Britain and the wider world. They encounter a wide range of people, cultures, faiths,

family structures, achievements and experiences through subjects such as History, Geography, Religious Education, PSHE, English, Art, Music and Physical Education. Our curriculum celebrates the contributions of people from different backgrounds and challenges stereotypes, helping pupils to understand that everyone should be treated with dignity and respect regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership, or pregnancy and maternity.

The promotion of British Values is embedded throughout school life and the curriculum. Pupils are taught to understand and demonstrate the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Opportunities to develop these values arise through classroom learning, pupil voice activities, assemblies, educational visits, enrichment opportunities and everyday interactions within the school community.

Democracy is promoted through pupil participation in decision-making, including school council activities, class discussions and opportunities for children to express their views. The rule of law is explored through school rules, behaviour expectations and curriculum studies of historical events, government and citizenship. Individual liberty is encouraged by providing pupils with opportunities to make choices, express opinions and develop independence within a safe and supportive environment. Mutual respect is embedded throughout all aspects of school life, while tolerance and understanding are developed through the study of different religions, cultures, communities and worldviews.

In Key Stage 1, pupils begin to understand similarities and differences between themselves and others, learn about belonging within families and communities, and develop respect for different beliefs, cultures and traditions. In Key Stage 2, pupils deepen this understanding by exploring diversity, equality, human rights, democracy, citizenship, global issues and the contributions of different individuals and groups throughout history and contemporary society.

Protected Characteristics and British Values are further promoted through a programme of weekly assemblies, which provide dedicated opportunities to explore themes such as equality, diversity, inclusion, respect, responsibility, democracy, tolerance, kindness and community. These assemblies help pupils make meaningful connections between their learning and the wider world, reinforcing the values and behaviours expected within our school and preparing them to become active, respectful and responsible citizens.

By weaving Protected Characteristics and British Values throughout the curriculum and wider life of the school, Park Schools Federation prepares pupils to become respectful, responsible and active citizens who are well equipped to contribute positively to life in modern Britain.

Curriculum Resources and Schemes

To support high-quality teaching and consistency across the federation, we utilise a range of established schemes and resources. These include White Rose Education for Mathematics and Science, Language Angels for Spanish, Jigsaw PSHE for Personal, Social, Health and Economic Education, and Discovery RE for Religious Education. These resources are adapted where necessary to meet the needs of our pupils and to align with the intent of our curriculum.

Assessment

Assessment is used to identify what pupils know and remember, inform future teaching, identify misconceptions and monitor progress and attainment. Teachers use a range of assessment strategies including questioning, retrieval practice, observation, discussion, quizzes, written outcomes, end-of-unit assessment questions and summative assessments such as NFER and White Rose end-of-term assessments.

Formative assessment takes place continually within lessons, enabling teachers to respond to pupils' needs and adapt teaching accordingly. Summative assessment is used where appropriate to evaluate attainment and progress over time.

Inclusion and Adaptation

We are committed to ensuring that all pupils can access the curriculum successfully. Teachers adapt learning through the use of scaffolding, visual supports, adult guidance, vocabulary pre-teaching and practical activities. Additional challenge is provided for higher-attaining pupils to ensure appropriate levels of stretch and ambition.

Reasonable adjustments are made to meet the needs of pupils with SEND and disadvantaged pupils, ensuring that all children can participate fully in learning and achieve their potential.

Enrichment Opportunities

We enrich learning through a wide range of experiences that enhance and extend the taught curriculum. These include educational visits, visitors and workshops, clubs and competitions, reading opportunities, outdoor learning, sporting events and creative and performance opportunities.

Our programme of residential visits further supports personal development and independence, including the Year 2 Sleepover, Year 3 visit to Sherwood Forest, Year 4 residential at Walesby, Year 5 visit to Scarborough and Year 6 residential in London. These experiences broaden children's understanding of the world and deepen curriculum learning.

Monitoring and Evaluation

The curriculum is monitored by senior leaders and subject leaders through lesson visits, pupil discussions, work scrutiny, planning reviews and assessment analysis.

Subject leaders regularly evaluate curriculum impact to ensure that pupils are developing secure knowledge and skills over time and that curriculum delivery remains effective and consistent across the federation.