English Nursery and Primary School

Moscow



Curriculum Policy

Created April 2021

Review date April 2024

**INTRODUCTION**

At ENS, this statement sets out the principles underpinning our curriculum and reflects our school’s commitment to developing all aspects of our children’s knowledge and skills so we deepen their understanding.

**AIMS**

At ENS we aim:

* To provide a broad, balanced curriculum that engages children
* To provide clear progression in supporting our children to build on their existing knowledge and understanding.
* To provide a challenging and stimulating learning environment.
* To foster a love of learning, nurturing a positive work ethic within each child.
* To fully develop each child’s academic potential.
* To foster positive attitudes, respect and sound moral judgement.
* To engender good self-esteem amongst our children
* To maintain a caring, family ethos.

These are the principles that underpin all of the learning that takes place in our school.

**OUR CURRICULUM**

***Early Years Foundation Stage Curriculum***

Our Foundation Stage Curriculum is directed by guidance in the Early Years Foundation Stage Documentation. It covers the prime areas and the specific areas of development for children aged 0-5 years. See also: Early Years Policy.

***Primary Curriculum***

In our school our curriculum is closely modelled on the National Curriculum for England 2014 document. The curriculum is split into different subjects. These are: English, Mathematics, Science, Computing, History, Geography, Art and Design, Design and Technology, Music, Physical Education, Personal, Social and Health Education.

We do not include Religious Education as a separate subject nor do we focus on any particular faith in our approach.

***Our unique curriculum***

We focus on our expectations that when our children are ready to leave our school they are friendly, confident, resilient young people. That they are able to show empathy and thoughtfulness and that they are equipped to continue successfully in the next stage of their education wherever that may be.

***Pastoral Curriculum***

Personal, Social and Health Education forms an essential part of developing the personal qualities and attributes we would like our children to develop e.g. politeness, resilience, perseverance, kindness and respect.

All the adults within our school actively encourage the children to see the importance of these qualities and attributes through discussions throughout the day. Our behaviour policy supports children in developing these skills.

Each class has a weekly timetabled lesson with the school psychologists. These lessons are delivered in their native language of Russian in order to facilitate full discussion and openness, regardless of their level of English. In addition to this, some families or individuals may occasionally benefit from specifically tailored sessions with our psychologists to address more personal issues.

**ENSURING PROGRESSION IN OUR CURRICULUM**

Our teachers are highly skilled professionals who continuously use informal assessment opportunities to provide learning activities matched to the needs of the children.

From time to time, children may have misconceptions or may have missed steps in their learning. On these occasions, it may be necessary to revisit teaching from earlier years in order to address these matters and enable children to reinforce their knowledge in preparation for work at a higher academic level.

When children are secure in the expectations for their year group, further challenge is provided. We call this “mastery”. Skills are consolidated through tasks which require problem solving, combining different areas of learning or through individual project work.

In this way, all children will continue to develop academically and socially as they progress through the school. See also: Assessment Policy.

**LINKING LEARNING**

At ENS we believe that all subjects are important in different ways. Research has shown that, for primary aged children, making links between subject areas is an effective way to deepen understanding. Through a topic based approach, our teachers strive to link learning in meaningful ways so that children can apply their knowledge and skills.

***Opportunities to apply learning, skills and knowledge.***

Within our school it is an expectation that English and Maths knowledge and skills will be have planned opportunities to be applied across the curriculum.

***Curriculum Enrichment***

We value what the arts can bring to children’s lives and how it can support their all-round development and achievement. We do a lot of activities within school focused on music, art and the dramatic arts.

We encourage teachers to use active and outdoor learning opportunities to strengthen links between subject areas.

The curriculum is enhanced by using visits and visitors whenever possible.

**EXTRA CURRICULA ACTIVITIES**

The school offers opportunities for children to follow their interests through individual lessons or through after school groups. Children may choose to access a wide variety of clubs such as chess, piano, dance, film-making, Spanish, kung-fu, French, acrobatics.

Speech therapy sessions are available in Early Years and Key Stage 1 to children who require it.

**CORE SUBJECTS**

The core subjects are timetabled as discrete lessons. They take up the majority of the learning time that the children have. Wherever possible they are linked in to a more general topic to assist children to make links and develop deeper understanding of how all the different subjects can complement each other.

***English***

In our school we have high expectations of what our children can achieve in reading; writing; speaking and listening and grammar, punctuation and spelling. See also: Language Policy.

***Maths***

Our maths curriculum ensures that our children acquire secure understanding of number and place value including fractions, all four operations in calculation, measurement, geometry, statistics, ratio and proportion and algebra. Children build the skills to reason effectively and use a variety of methods to solve problems. See also Written Calculation Policy.

***Science***

Science is taught through the progressive acquisition of scientific enquiry skills and knowledge. This is done through the topics prescribed by the National Curriculum of England documentation as follows.

*Early Years Foundation Stage*

Science in the Early Years Foundation Stage sits within the Understanding the World aspect and is taught through experimental play activities and through children’s own observations.

Year 1

* Plants (basic structure)
* Animals including humans (basic knowledge of parts of human body and comparing animals)
* Everyday materials (describing properties)
* Seasonal changes.

Year 2

* Plants (what plants need to grow)
* Animals including humans (needs for survival, food and hygiene)
* Use of everyday materials (explore and compare materials for uses)
* Living things and their habitats (explore variety of habitats, simple food chains).

Year 3

* Plants (life cycles)
* Animals including humans (nutrition, skeleton and muscles)
* Rocks (fossils and soils)
* Light (reflection and shadows)
* Forces and magnets (magnetic materials, attracting and repelling).

Year 4

* Animals including humans (digestive system, teeth and food chains)
* Living things and habitats (classification keys)
* States of matter (changes of state, evaporation and condensation)
* Sound (vibration, pitch and volume)
* Electricity (simple circuits, insulators and conductors).

Year 5

* Animals including humans (human development from birth to old age)
* Living things and their habitats (life cycles and reproduction in humans and plants)
* Properties and changes of materials (dissolving, separating materials, reversible and irreversible changes)
* Forces (gravity, air resistance, water resistance, friction)
* Earth and Space (Earth, Sun and Moon, the solar system).

Year 6

* Animals including humans (circulatory system, diet and exercise, healthy living)
* Living things and their habitat (classification, characteristics of plant and animal groups)
* Light (how it travels, how we see, shadows)
* Electricity (voltage and power in circuits, circuit components, symbols and diagrams)
* Evolution and inheritance (how living things have changed over time, fossils, dinosaurs, adaptation to environment).

**FOUNDATION SUBJECTS**

The following subjects are not set out by Year group expectations, but in broad statements that are taught across each Key Stage. They are usually taught within a broader topic linking aspects of a range of subjects.

***Computing***

*Early Years Foundation Stage*

Computing does not form a part of the Early Years Foundation Stage curriculum. However, children are offered opportunities to interact with appropriate learning software as part of some teaching activities.

*Key Stage 1 (Years 1 and 2)*

Pupils will be taught to:

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* use technology safely and respectfully, keeping personal information private; identify
* where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

*Key Stage 2 (Years 3 to 6)*

Pupils will be taught to:

* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

***History***

*Early Years Foundation Stage*

History sits within the Understanding the World aspect of learning. Children develop a sense of time and change, usually through stories and songs.

*Key Stage 1 (Years 1 and 2)*

At Key Stage 1, children will learn about specific people or events from both within and beyond living history.

*Key Stage 2 (Years 3 to 6)*

Your child will learn all about the following periods of British history over the 4 years in Key Stage 2.

* Stone Age
* Ancient Romans
* Anglo Saxons and Scots
* The Vikings
* An aspect of local history
* A period of history later than 1066
* Ancient Greeks
* Ancient Egyptians or Ancient Shang dynasty of China
* The Mayans

***Geography***

*Early Years Foundation Stage*

Geography sits within the Understanding the World aspect of learning. Children compare the different places and people from around the globe, usually through stories and songs.

*Key Stage 1 (Years 1 and 2)*

Locational knowledge

Pupils will be taught to:

* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

Pupils will be taught to:

* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

Pupils will be taught to:

* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use basic geographical vocabulary to refer to:
	+ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	+ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Pupils will be taught to:

* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

*Key Stage 2 (Years 3 to 6)*

Locational knowledge

Pupils will be taught to:

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

Pupils will be taught to:

* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Pupils will be taught to:

* describe and understand key aspects of:
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Pupils will be taught to:

* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
* 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.

***Art and Design***

*Early Years Foundation Stage*

Art and Design sits within the Expressive Arts and Design aspect of learning. Children build their observational and motor skills as well as developing their sense of expression through Art.

*Key Stage 1 (Years 1 and 2)*

Pupils will be taught:

* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

*Key Stage 2 (Years 3 to 6)*

Pupils will be taught:

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

***Design and Technology***

*Early Years Foundation Stage*

Design and Technology fits within different aspects of learning. Children begin to develop skills in choosing appropriate materials and adapting their ideas to improve their finished work.

*Key Stage 1 (Years 1 and 2)*

Design

Pupils will be taught to:

* design purposeful, functional, appealing products for themselves and other users based on design criteria
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Pupils will be taught to:

* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

Pupils will be taught to:

* explore and evaluate a range of existing products
* evaluate their ideas and products against design criteria

Technical knowledge

Pupils will be taught to:

* build structures, exploring how they can be made stronger, stiffer and more stable
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

Pupils will be taught to:

* use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from.

*Key Stage 2 (Years 3 to 6)*

Design

Pupils will be taught to:

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Pupils will be taught to:

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Pupils will be taught to:

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
* understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Pupils will be taught to:

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
* apply their understanding of computing to program, monitor and control their products

Cooking and Nutrition

Pupils will be taught to:

* understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

***Music***

*Early Years Foundation Stage*

Music sits within the Expressive Arts and Design aspect of learning. Children build their listening and vocal skills as well as developing their sense of expression through Music.

*Key Stage 1 (Years 1 and 2)*

Pupils will be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

*Key Stage 2 (Years 3 to 6)*

Pupils will be taught to:

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.

***Physical Education***

*Early Years Foundation Stage*

Physical Education sits within the Physical Development and Expressive Arts and Design aspects of learning. Children build their gross and fine skills as well as developing their sense of expression through movement.

*Key Stage 1 (Years 1 and 2)*

Pupils will be taught to:

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* participate in team games, developing simple tactics for attacking and defending
* perform dances using simple movement patterns.

*Key Stage 2 (Years 3 to 6)*

Pupils will be taught to:

* use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* perform dances using a range of movement patterns
* take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

***Swimming and water safety is not taught as part of our curriculum.***

**LINKS TO CURRICULUM DOCUMENTATION**

Birth to Five Matters (Framework for Early Years Education)

<https://www.birthto5matters.org.uk/>

The National Curriculum in England; Key Stages 1 and 2 Framework.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/425601/PRIMARY\_national\_curriculum.pdf](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5CThe%20National%20Curriculum%20in%20England%3B%20Key%20Stages%201%20and%202%20Framework.%20https%3A%5Cassets.publishing.service.gov.uk%5Cgovernment%5Cuploads%5Csystem%5Cuploads%5Cattachment_data%5Cfile%5C425601%5CPRIMARY_national_curriculum.pdf)

*To be reviewed: April 2024*