



## Curriculum Statement 2025-2026

“Our vision is underpinned by our Christian beliefs and we celebrate the uniqueness of every child in our Christian community. We work to support and challenge our children. We enable them to flourish and shine in all they do in preparing them for life’s journey. We build upon our Christian values of respect, trust, courage and truthfulness”

### Intent

Our curriculum uses the Essentials Curriculum as its basis, adapted to suit our school context. It is used to support the teaching of the National Curriculum. We believe it must provide our children with challenges, experiences and opportunities that they may not otherwise experience. It should spike their interest, provoke their curiosity, widen their eyes and enable them to flourish. Opportunities should be given to children that allow personal challenge and the possibility to question all. Learning should not be confined to the classroom and should include first hand learning experiences which promote skill application, knowledge, and an excitement for learning. We allow children to develop interpersonal skills, build resilience, confidence and self-belief which prepare them for life beyond Terling Primary School and future success.

Community involvement and learning about our own community, its heritage and traditions is an integral part of our curriculum alongside the knowledge of the wider world and the skills needed to thrive there. Children leave Terling with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

We have a constantly evolving curriculum which is designed to be accessible to all, to include the most disadvantaged, SEND and high needs pupils. It responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global areas to include British Values.

### Implementation

At Terling Primary School, our broad and balanced curriculum is designed around a thematic approach where subject specific skills are scaffolded within a cross-curricular topic.

Our curriculum design is based on evidence from cognitive science and is supplemented by research by the Education Endowment Foundation. Three main principles underpin it:

- 1) Learning is most effective with **spaced repetition**.
- 2) **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
- 3) **Retrieval** of previously learning content is frequent and regular, which increase both storage and retrieval strength.

Opportunities for the child voice are planned at the beginning of each new topic to gauge prior knowledge. This information is used to inform teaching and learning for each topic to ensure relevance. The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

We are developing better ways of assessing children’s needs and measuring impact on progress and attainment and, as such, teaching is carefully tailored to meet the needs of all the children.

The curriculum consists of many planned experiences in school and out: lessons, theme days, school council, assemblies, clubs, sports, trips and visits, residential camps, and fund raising.

## **Reading**

Teaching children to become excellent readers is a large and exciting part of what we do at Terling Primary School. We have plenty of opportunities for reading exciting books and materials. We have a book banded library for children to choose texts linked to their level of reading. This commences once children have completed the Little Wandle phonics programme.

Classes also have collections of free readers. Children who are still learning phonics have books linked to their phonetic knowledge. Each week, adults within school and trained volunteers listen to children read and we ensure reading books are matched to ability. We use Little Wandle phonics daily across EYFS and KS1. In KS2 children learn spellings and pupils who need additional phonics are supported with that. All pupils have a daily English lesson. This is a mixture of learning about reading, writing and speaking and listening, which includes a variety of text types and genres. We aim to inspire a love of reading and do this through, amongst other things, a well-stocked and up to date library, class novels, reading cafés, reading assemblies, a quiet area at play time for reading in and sharing adult's love of books and recommendations.

## **Writing**

In EYFS children learn how to hold a pencil properly and begin to form letters, words and sentences. We explicitly teach handwriting and in Y3/4 allow children to begin using pen when they write neatly across a range of subjects and genres. In Y5/6, all children write with pens. We teach writing using a scheme designed by Jonathon Bond, an Essex approved specialist. Wherever possible, we link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include letters to authors, reports for our newsletter and performance poetry and speeches. Our teaching of writing strategies is progressive with each year building on previous. Expectations of outcomes are continually high with scaffolds deployed appropriately, yet independently.

## **Maths**

We utilise White Rose Maths to support the National Curriculum for Mathematics 2014 and the Early Years Foundation stage statutory framework (2023). White Rose Maths always covers the content of the National Curriculum. We use CPA (concrete, pictorial, abstract) methods to support pupils learning in mathematics across all age ranges. Children are provided with opportunities to master the key skills and deepen their understanding.

We practise mental arithmetic daily and explicitly teach strategies for calculation with a focus on mental methods, jottings and formal written methods. The school deploys a clear strategy for the acquisition of multiplication tables with the aim of ensuring children know and can deploy their times tables by the end of Y4. Children are given regular opportunities for reasoning and problem solving, applying their maths to real life problems.

We follow a maths mastery approach. Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply and communicate in a range of contexts. Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils actively engage in mathematical thinking in all lessons, discussing and communicating their ideas using precise mathematical language. Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems.

In EYFS and KS1, children participate in Mastering Number sessions, to support their White Rose lessons. Mastering Number sessions aim to equip children with fluency in key number concepts that they will need as they move through primary school. The sessions are short and fun, and give children the confidence and flexibility in number that they will need to develop their mathematical thinking.

**Science** In the EYFS, children are guided through the 'Understanding the world' strand to make sense of their physical world and their community. They are provided with opportunities to explore the natural world around them, describe what they see, hear and feel while outside, recognise some environments that are different from the one in which they live and to understand the effect of changing season.

At Key Stage 1 pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They share ideas and communicate them using scientific language, drawings, charts and tables with the developing use of ICT if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to wider concepts, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and developing use of ICT to communicate their ideas.

## **Foundation subjects**

During the EYFS, children explore through 'Expressive arts and design' to explore, use and refine a variety of artistic effects to express their ideas and feelings, return to and build on their previous learning, refining ideas and developing their ability to represent them, create collaboratively, sharing ideas, resources and skills (see Development Matters 2023).

Design and Technology is a subject in which our pupils are involved in designing and making things from health fruit salads to creating a Viking Long Boat and testing its structure on the River Ter. Children are taught to use tools correctly and safely. Evaluating is an important part of D&T, both evaluating existing designs as well as their own creations.

In Art children have opportunities to draw, paint, print, make collages, use fabrics and threads and use other materials such as clay. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

In Geography, children will develop their knowledge, understanding of, and interest in people and places. Children learn about the wider world as well as local areas, ensuring that pupils explore physical and human differences in the world around them as well as social and economic issues. Using a variety of resources (maps, atlases, globes and computers) ensures a well-balanced and interactive method of learning for all pupils. Field visits within the local area and further afield play an important part in learning about geography.

In History, children gain a knowledge and understanding of people, events and contexts from a wide range of historical periods. They learn about the complexity of people's lives, the diversity of societies and relationships between different groups. Children are taught to think critically about history and to communicate their ideas. Our passion for history is shared with the children in order to develop their curiosity about the past. A range of sources are used and children are taught to consider a range of evidence before coming to any conclusions. A range of activities and school trips are incorporated into the curriculum to help bring history to life.

In the EYFS, geographical and historical themes are explored predominantly through the 'Understanding the world' strand and linked to all other strands (see Development Matters 2023).

Music and drama are developing to become a key part of our curriculum offer. Performing and visual arts also play a significant part within our curriculum with a Christmas nativity for Key Stage 1 and Reception and a summer musical production, performed by Year 5 and 6 every year, often being led by the children. There are opportunities for the children to take part in piano and guitar lessons, and our popular choir perform several times during the year. In the EYFS, children are provided with opportunities which allow them to listen attentively, move to and talk about music, sing, watch and talk about dance and performance art and explore music making and dance. All children attend daily Collective Worship which includes a

weekly singing focus. Worship also gives children the chance to listen to a varied range of music genres, artists and composers throughout the week.

Computing within Terling is designed to enhance learning experiences across all curriculum areas. We support pupils to develop their skills such as researching, typing, programming, editing and art skills. Then we use those skills in cross-curricular work. Computing is taught using Purple Mash from Y1 through to Y6 which provides excellent, exciting opportunities for pupils to develop their skills.

Modern Foreign Languages are enjoyed by every class in school, including Reception. Spanish is taught across the school using 'Languages Angels'. We recognise the importance of learning Spanish throughout the school week so pupils are encouraged, amongst other things, to order their lunch in Spanish and to sing 'Happy Birthday' in Spanish during our Shine time.

Religious Education at Terling is taught using the Essex syllabus. It is an entitlement for all children and the school plans lessons to link with Christian celebrations and festivals. Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another, but being a Church of England school, Christianity is the main focus throughout the school. We aim for our pupils to be religiously literate.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. In KS2, children go on a residential course for outdoor activities which promotes team work, allows children to experience new opportunities and challenge themselves. Children have swimming lessons in Key Stage 2. Physical Education is seen as key to developing healthy lifestyles in young people and at Terling we provide a wide array of opportunities to develop this and sporting skills outside of the normal curriculum time. Regular before school, lunch time and after school clubs encourage children to be as physically active as possible. This is supported through the work of our Sports Coach.

In the EYFS, physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, providing the foundation for developing healthy bodies and social and emotional well-being. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Children's EYFS experience is enhanced through a weekly Forest School session. These are led by a leader from Danbury Outdoors and take place on a Friday morning, on the school site.

Extra-Curricular Clubs are very popular, and there are a variety of clubs available for all pupils. These may include football, basketball, coding, and mini me mindfulness club. Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well equipped playgrounds, a sports field and an Outdoor Area specifically for the EYFS children. We are developing our outdoor play provision for all pupils to ensure it is engaging and fun using 'Outdoor Play and Learning'. We encourage pupil responsibility with some Year 6 children as PE prefects to support PE at school, Year 6 children are buddies to the Reception children, we have a Collective Worship group and Digital Leaders. Our children vote to elect two Head Pupils from Y6 each academic year. Additionally, we have Wrap around care which provides a relaxed and positive start and end to the day. An invited group of children also attend a before school Sensory Circuit to support them.