

‘Education is not about loading the child’s mind with information, but about making it capable of razor-sharp perception, capable of knowing life in its full depth and dimension’.

Our curriculum statement:

At Aldington, our aim is to provide the very best education and the most exciting opportunities to inspire our children. We strive to nurture and challenge all children in a balanced curriculum to reach high national expectations whilst providing thoughtful and enriching experiences. The uniqueness of each child is recognised and valued. As much as we value the progress and fulfilment of our pupils academically, we strive to offer them a rich and varied wider curriculum giving them opportunities to express themselves in a variety of ways. Our curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values, however creativity and exploration both in and outside the classroom are key at Aldington. Each child is put at the centre of their own learning journey with the aim to equip them with the personal characteristics required to live a successful life in the wider community and beyond. Our curriculum extends outside the class room through a variety of extra-curricular provision and sports. Alongside this each child can access our Cultural Passport throughout their Aldington journey.

Our inspiring curriculum is based upon developing creative, critical thinkers who can adapt and transfer skills across subjects to make purposeful and relevant links allowing them to have a positive impact on the world around them. Our curriculum is structured in such a way to meet our core values:

- All children able to access and enjoy high quality teaching and learning,
- All our stakeholders being aware of our Nurture and Challenge ethos,
- This means ensuring that our pupils not only learn core knowledge and skills in English, Maths and other curriculum subjects effectively, but also develop important ‘skills for life’ such as independence, self-awareness, compassion, teamwork, personal organisation, equality, diversity and leadership,
- We have ensured that we have designed a curriculum that has strong links with our community and local environment. We visit the local church and other local places and use a piece of adjoining woodland, taking as much learning as we can outside,
- We enjoy many whole school or Key Stage learning opportunities (linking subject specific weeks, whole school trips, sports day, Nativity and productions) so that children develop an understanding of others in our school community, and work as a team,
- The curriculum is designed to prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society,
- Through our nurture ethos we realise the importance of our children’s mental health and wellbeing and ensure these areas are supported to enable confident life-long learners.

To be successful we are:

- Using an 'ungoogle-able' question based approach to the curriculum which allows child led learning whilst incorporating all the skills and knowledge from the National and EFYS Curriculum,
- Designing learning so that it is challenging for all learners. Knowledge, skills and concepts are clearly outlined in an age-appropriate and progressive way from Y1-Y6 so that the children's knowledge and skills are extended, year upon year,
- Creating regular opportunities to learn outside the classroom,
- Ensuring our curriculum give opportunities to recap and build on prior learning.

This curriculum comprises of the core subjects – English, Mathematics and Science and the foundation subjects – Computing (ICT), Physical Education and RE (These are lead by individuals who oversee the progression across the school.) All other subjects are led by 2 teams: Design Technology, Art and Music and Forest School as one and History, Geography, Personal, Social and Health Education, Religious Education and French as the other. Prerequisites for Key Stage 1, are delivered across our EYFS.

Curriculum leaders:

- ensure each subjects skills and knowledge are delivered within each year group.
- work with each other to model, develop and enhance children's learning and teachers CPD.
- ensure assessment is in place and all children are progressing.
- work collaboratively with other schools in the CARE Foundation Trust.

At Aldington live feedback takes place which helps the teacher plan the next steps to be taught. At regular intervals across the year, assessment data is gathered, and progress is checked by the senior leadership team. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

We follow a question-based approach in our wider curriculum (Geography, History, Art, DT) with strong links to Science, Computing, French, PSHE, RE and music when appropriate. Topics are carefully selected to ensure there is an even coverage of the National Curriculum with opportunities to explore ideas in depth, whilst revisiting and expanding upon previous learning to make contextual links between subjects.

Children often explore texts through their English work to build upon their understanding of relevant topics and develop their critical thinking skills by making links between fiction and nonfiction learning.

We take full advantage of our location in the heart of the Kentish countryside to explore our local area and take our learning outdoors. The organisation of our curriculum enables a cross curricular approach, providing children with memorable and purposeful experiences both inside the classroom and out.

English:

At Aldington Primary School, our English curriculum is designed to develop children's love for reading, writing and discussion. We strive to ensure all children experience success across our English curriculum through use of assessment and purposeful feedback. We aim to inspire a love for reading through different contexts across all year groups from EYFS to Year 6 through our use of VIPERS and Accelerated Reader to provide bespoke targets for each child.

Our curriculum encourages children to be enthusiastic and engaged in English through the use of high-quality texts to guide writing; texts are selected for their quality of language and the ability to engage and immerse the class in the story. SPaG skills are taught within writing sessions to provide purposeful opportunities to put these into practice. The schools' cross curricular method ensures that the standard of English is also maintained across the curriculum in all subjects.

We aim to teach children the skills needed to interrelate the requirements of the English curriculum throughout year groups. We strive to teach children how important reading, writing and speaking and listening skills will be in the real world by using them in contexts beyond the literacy curriculum, demonstrating the value of English to them throughout their education.

We believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Aldington Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects and prepares children for later life.

Maths:

The children at Aldington follow the White Rose scheme of learning as a basis to nurture the children's understanding, progress, confidence and enjoyment through the small steps lessons. With these small steps, we aim for each child to progress at their own pace in a way that challenges their existing knowledge and builds on it in a way that suits them. We aim to provide and promote a positive learning environment towards maths, where mistakes are seen as a learning experience, all children believe that they can achieve and that they are encouraged to 'have-a-go'. We believe that qualities such as risk-taking, independence and perseverance are essential life-long skills for the children to be developing within maths so they are able to transfer these skills into other areas of the curriculum.

Science:

We recognise the importance of Science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires.

The scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

At Aldington Primary School, in conjunction with the aims of the National Curriculum, our Science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding
- develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them;
- be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future;
- develop the essential scientific enquiry skills to deepen their scientific knowledge.
- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts.
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- Develop an enthusiasm and enjoyment of scientific learning and discovery.

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school, which is now linked, where possible to the theme topics to provide a creative scheme of work, which reflects a balanced programme of study.

Children have regular lessons in Science throughout Key Stage 1 and 2, using various programmes of study and resources. In Early Years, Science is taught through the children learning about the world around them in their learning through play. Additional opportunities are provided in Science, such as Trust Science days for children and educational visits linked to the Science curriculum.

We endeavour to ensure that the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Forest School:

At Aldington Primary School, Forest School provides a nurturing space that supports our children's wellbeing by providing and implementing positive, outdoor, child centred experiences in a natural setting.

Children participating in Forest Schools have a half day session fortnightly. Our provision is in a secure woodland and fielded area at the back of the school. These two hours provide children with the time to experience their environment and be fully engaged within their learning. Forest School sessions run across all ages and children's skills are developed as they progress through the school. Children develop practical skills such as knot tying, fire lighting and the safe, responsible use of tools.

Children are active, take ownership of their learning and develop their self-esteem through a variety of independent tasks they take ownership of. Children develop knowledge of sustainability and respect for their learning environment and the outdoors as a whole. Children develop their teamwork skills and increase their capability to work together to solve problems in a variety of ways,

taking into account one another's ideas. Positive relationships are built through these sessions and children are both enabled and empowered to achieve their holistic potential.

Computing:

Aldington Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

The aims of our computer curriculum are to:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).
- Awareness of how to use technology outside of school and address new trends or new content relevant to children.

History:

At Aldington, we believe children should gain a coherent and purposeful understanding of Britain's past and that of the wider world which helps to stimulate children's curiosity to know more about

the past. Children should learn to ask perceptive questions, think critically, weigh the reliability of evidence, construct arguments and develop perspective and judgement. Our History curriculum ensures that children will have an understanding of British history from the Stone Age to our present day. They are able to place time periods chronologically and draw comparisons and connections between different time periods and their own lives. Interlinked in this is the need to look at world history such as ancient civilisations of Greece, the Mayans and the Egyptians.

Units are enriched by cross curriculum work where appropriate, with the use of our Forest School and outside areas to encourage children to learn through enquiry based learning opportunities to gain a greater understanding of the history of Britain and the world.

Geography:

We believe that Geography should provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem solving skills that are transferable across the curriculum. Whilst being a subject based on knowledge, skill and understanding of concepts, Geography should inspire a curiosity and fascination of the vastness of the world around the children. We seek to promote children's interests and understanding of diversity of people, places, resources and the natural and human environments across the planet, together with a deep understanding of the Earth's physical and human processes and the evolution of these over time.

PE:

PE plays an important role across the curriculum. It not only provides the key physical skills and promotes the importance of healthy living, but also teaches the importance of problem solving, team work, communication, self-assessment and competitiveness; all of which can be transferred across the whole curriculum. Building vital skills in a range of sporting endeavours are extremely important and every child should have the opportunity to develop these skills from Early Years to the end of Key Stage 2. We provide many opportunities for children to access sports both within and beyond the curriculum. Sports Day offers all children the opportunity to participate as well as our House Team sports mornings. Multiple sports clubs run each year, engaging successfully with the local community and providing real life experiences for children. Beyond this Elite Community Coaching provide enriching skills based lesson to all children throughout the year to ensure children are exposed to a range of sports as well a developing a secure understanding of the importance of leading a healthy lifestyles.

Art:

We believe art offers opportunities to express and communicate feelings whilst making links to wider topics and developing critical thinking skills. We provide opportunities within our curriculum to develop creativity, confidence and imagination whilst meeting the expectations of the National Curriculum. Experiences are often cross curricular and purposeful, providing a context in the wider world for all children. The transferable skills of imagination and exploration are nurtured in all subjects whilst the impact of our art curriculum actively engages everyone in their learning.

Design technology:

Design technology requires problem solving, creativity, reflective thinking and risk taking. We encourage children to use their creativity and imagination to design, make and evaluate a range of products both within our question-based curriculum and beyond. Workshops are often provided for children to make sure of these skills in a wider context and develop their thinking beyond the

national curriculum. We encourage all children to consider the needs, wants and values of the projects, themselves and their team throughout the design, making and evaluation process. The importance of critical and reflective thinking is key in the design technology curriculum and the effectiveness of this skill encourages children to become natural risk takers and innovators and capable citizens in society.

PSHE:

Personal, social, health and economic education is embedded across our broad and balanced curriculum at Aldington. Pupils' spiritual, moral, social and cultural development is at the heart of our ethos. We support children to become healthy, responsible and respectful members of the community and prepare them for life and work in the modern society whilst encouraging them to consider the impact of their actions on their current lives and the wider community around them.

RE:

Religious Education plays a key role in fostering children's spiritual, moral, social and cultural growth. Through our RE curriculum, children gain a better understanding of themselves and their beliefs whilst also developing an understanding and respect of differing beliefs. RE offers our children the means to understand how others choose to live and why they choose to live this way. This helps children to develop respect and tolerance for their peers and the community as a whole. Religious Education also encourages children to ask questions about life, develop introspection and promote an attitude of self-confidence and thoughtfulness. We help children to develop the ability to make reasonable, informed decisions about religious and moral issues; an essential skill in multicultural society in the 21st century.

MFL:

At Aldington Primary School our focus language is French. We strive to stimulate and encourage children's curiosity about the language. We aim to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future learning.

Beyond the teaching and learning of French, we encourage children to develop an awareness of the cultural differences in other countries and the importance of these differences. We celebrate the wider world in a whole school approach and strive to build respectful and nurturing members of society who can understand and accept the differences across the world without judgment.

Our MFL curriculum is designed to progressively develop children's skill in language as they acquire, use and apply a growing bank of vocabulary. The curriculum ensures that children are accessing work at age related expectations, with regular opportunities to be challenged through higher level objectives. MFL is often linked with Geography units, with children learning basic phrases from the places being looked at (Mexico (Yr2) – Spanish language)

Music:

Our Music curriculum intends to inspire creativity, self-expression and encourages children on their musical journeys as well as giving them opportunities to connect with each other. We hope to foster a lifelong love for music by exposing them to diverse musical experiences both inside and out of the classroom to ignite a passion for music. Our broad and balanced music curriculum ensures children sing, listen, play, perform and evaluate. Music is embedded throughout the school, through

performances, various concerts, singing assemblies, extra curriculum activities and professional teachers for all classes throughout the year.