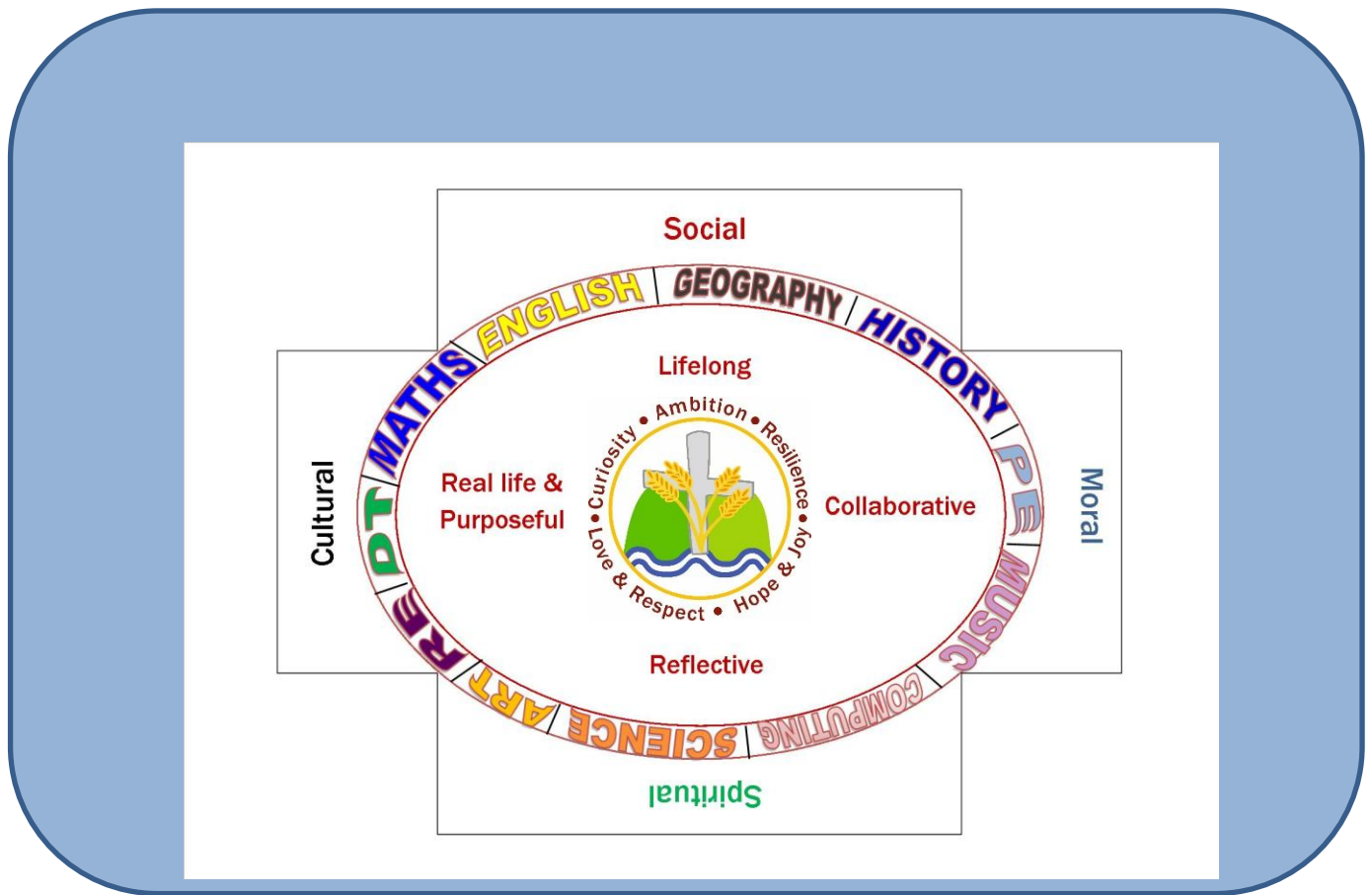


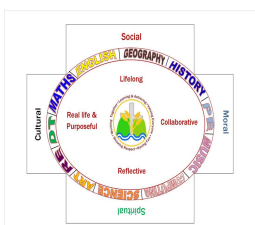
The Lavant Curriculum



Curriculum & Pedagogy

Our curriculum is designed to be flexible and responsive, allowing our staff team freedom of delivery to engage individual pupils and cohorts. We ensure coverage of curriculum content, through thoughtful, engaging Learning Journeys, which allow teachers, and teaching assistants to create purposeful learning for all children, linking areas of the curriculum in a natural, meaningful way. We encourage the use of our local environment and the wider community to ensure we provide a rich, broad curriculum.

Our curriculum is underpinned by our school values and aims, providing a balance of development through SMSC and the deep understanding of British values.



The Lavant Way

The intention of our curriculum is for children to grow as curious, resilient, ambitious and reflective learners who possess the necessary skills to work well both independently and collaboratively.

We believe that children learn best when they are excited by their learning and we ensure our curriculum is so much more than the legal requirements of the National Curriculum! The Lavant way allows us to personalise learning to suit the needs of each child in our school through providing inspirational and challenging learning experiences taught through Learning Journeys and stand-alone learning progressions.

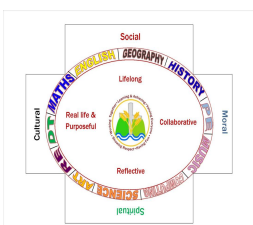
Learning Journeys are rooted in two or three areas of the curriculum, allowing children time to explore and develop key skills and a deep knowledge in these areas. An exciting and engaging **hook** into learning engages the children from the outset and the **authentic end Goal** ensures the children know exactly what they are setting out to achieve. The **next steps and learning targets** are then personalised, taking into account the starting point of each child to achieve the highest possible quality outcome. Some subject areas that do not naturally fit into Learning Journeys are taught separately, ensuring our curriculum remains broad and balanced throughout the school year.

We recognise that we are all on a journey as a community of lifelong learners and have identified a range of learning qualities that enable us to become successful learners. The development of these learning qualities are encouraged through all learning in school and our wider learning opportunities beyond the classroom.

We are learning to be...

reflective		resilient
hard working		respectful
kind		imaginative
thoughtful		active
encouraging		healthy
polite		responsible
reliable		enthusiastic
ambitious		confident
adaptable		tolerant
aspirational		independent
collaborative		persevering
emotionally intelligent		innovative
		creative

Learning together in faith – always aiming for the best.



Our approach to teaching and learning

Our school values highlight the importance of:

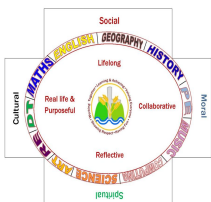
Love and Respect
Hope and Joy
Curiosity
Resilience
Ambition

We believe that learning is a *process* and not an end in itself. We know that children come to us with prior learning and will leave us to continue on their *journey of discovery*. We aim to foster a love of, and a positive attitude towards learning, so that pupils commit to learning for life. In all things, we strive for the best possible outcomes for each child.

Effective learning

We believe children **learn** most effectively when they:-

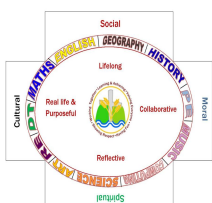
- have good mental health and wellbeing
- are intrinsically motivated
- are encouraged to be creative, investigative and explorative
- are independent, have ownership of their learning, and are prepared to take risks
- learn from their mistakes
- are fully engaged and have few distractions
- have high expectations and take pride in their learning
- are keen to challenge themselves and respond to their challenges with perseverance and resilience
- ask questions and engage in open enquiry, initiating their own learning
- have regular opportunities to discuss and learn from each other
- make natural links between subjects and apply learnt knowledge and skills across the curriculum
- engage in learning that is relevant and has a purposeful outcome which they understand and are enthused about
- are taught how to learn and how to identify their own challenges and successes
- are provided with opportunities to reflect on their own learning and that of others
- are encouraged to think deeply
- value and respond to feedback
- learn in an environment that inspires, stimulates and celebrates
- have positive role models who they trust
- know their effort and ideas are valued.



Effective Teaching

We believe **teaching is most effective** when:-

- mental health and wellbeing is strong
- it offers first hand purposeful learning experiences that interest, motivate and engage learners
- it models good learning
- expectations are consistently high
- it promotes intrinsic motivation
- teachers' good subject knowledge enables them to plan appropriately to meet the needs of all learners
- planning is thorough but adaptive
- tasks set are accessible by all children and all children are challenged and able to succeed
- it builds upon prior knowledge and skills
- it values pupil discussion and promotes a rich acquisition of language
- supports and encourages learning using a range of approaches
- lessons have a good level of pace and children are enabled to be active learners
- assessment is used effectively to reshape lessons and inform future planning
- resources are readily accessible and are used effectively to support, consolidate and challenge learning
- feedback is meaningful, motivating and manageable, and positively impacts progress
- there is a trusting relationship between the staff and children
- all learners are valued.
- it responds and reacts to development in educational thinking



The Content of our curriculum

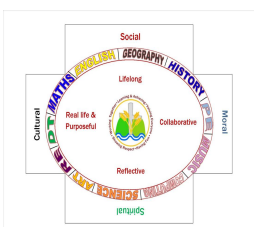
The Lavant curriculum is based upon a range of Learning Journeys and stand-alone learning progressions that are designed to teach knowledge and skills in a cross-curricular fashion wherever possible, linking key subject learning to English outcomes and progressions. Learning Journeys are fluid and changeable, adapting to local, national and international news and events, or changing to meet the needs of specific cohorts. Although some Learning Journeys may change or be adapted over time, knowledge and skills taught remain constant throughout. More information on knowledge and skills progressions can be found in our subject specific progression documents.

Our curriculum is also enhanced in many other ways not outlined in our Learning Journey overview document; whole school Learning Journeys and events, collective worship and assemblies, community links, OAA activities and many more. These are all designed to compliment our Learning Journey approach, giving the children at Lavant CE Primary School the breadth and depth of curriculum to ensure the very best of learning experiences.



Mastery of key knowledge and skills – subject specific content

We have mapped out each subject into clear and progressive strands from EYFS to Y6. We have done this to ensure that the children are building on their knowledge of specific areas of learning within each subject. These documents were created using the Early Years and National Curriculum and, as a staff team, we tailored them to meet the needs of the children at our school. The knowledge and skills are taught through bespoke Learning journeys that may change depending on the specific needs of the cohort.



Example of Knowledge and Skills Progression Document - History



Lavant C.E. Primary School
History Curriculum Progression of knowledge and skills



Wrens EYFS	Robins Year 1 and Year 2	Woodpeckers Year 3 and Year 4	Pheasants Year 5 and Year 6
Knowledge and Understanding <ul style="list-style-type: none"> Begin to recall some facts about people/events in living memory Simply describe events that happened to themselves in the past. Simply describe the differences between then and now. Recount the main events from a significant event in history. 	Knowledge and Understanding <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. Describe and identify similarities and differences between then and now using simple information. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. 	Knowledge and Understanding <ul style="list-style-type: none"> Use different sources of evidence to find out about the past. Begin to formulate reasons why changes may have occurred, referring to evidence. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	Knowledge and Understanding <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Devise questions about change, cause, similarity, difference and significance of people and events in a wider context.
Historical Enquiry <ul style="list-style-type: none"> Show an interest and awareness of the past Look at differences between objects from the past and now Ask and answer simple questions about them. 	Historical Enquiry <ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer. 	Historical Enquiry <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits as evidence about the past. Ask questions and find answers about the past. 	Historical Enquiry <ul style="list-style-type: none"> Use an increasing range of documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.

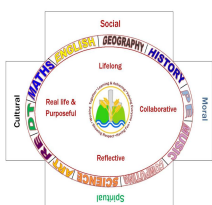


Chronological Understanding <ul style="list-style-type: none"> Begin to understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Simply order a set of events or objects. 	Chronological Understanding <ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened using timelines. 	Chronological Understanding <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events and dates in chronological order. Describe dates of and order significant events from the period studied. Describe the main changes in a period of history. 	Chronological Understanding <ul style="list-style-type: none"> Order significant events (locally, nationally and globally), movements and dates on a timeline chronologically. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Historical Interpretation <ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to talk about and find out about the past. 	Historical Interpretation <ul style="list-style-type: none"> Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past and begin to comment on how they found things out. 	Historical Interpretation <ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	Historical Interpretation <ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Evaluate evidence to choose the most reliable forms. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Communication <ul style="list-style-type: none"> Talk, write and draw about things from the past. Tell simple stories about the past. Sort events or objects into groups (i.e. then and now.) 	Communication <ul style="list-style-type: none"> Communicate ideas using an increasing range of vocabulary and historical terms about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	Communication <ul style="list-style-type: none"> Communicate ideas about the past using a wide range of vocabulary and historical terms through different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	Communication <ul style="list-style-type: none"> Communicate ideas about the past using a wide range of vocabulary and historical terms across different time periods, through different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.



The teaching of mathematics

We believe that mathematics is fundamental to everyday life, critical to science, technology and engineering, and a vital skill for all children to develop. A high-quality maths education which instils a love of the subject provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity.



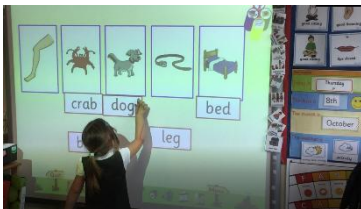
We follow the White Rose Maths curriculum which is designed for children to make rich maths connections while developing fluency, reasoning and competence in solving problems. Alongside this spiral, progressive mastery curriculum, we promote a maths culture that is fun and interactive, and produces strong, secure learning and progress, no matter the starting points of our learners.



The teaching of English

Through the use of rich texts, talk, real life experiences and making words come alive, we aim to grow passionate readers and writers. Our children are given opportunities to use language to communicate effectively and learn the power of words to imagine and create. They know that words have meaning which helps them develop as learners both in school and at home. Words can help them in their day to day life but can also be a source of enjoyment and escape.

Teaching and Learning of Phonics and Spelling in EYFS and KS1



All phonics in EYFS and KS1 are taught following Animaphonics following the letters and sounds progression. When appropriate, children are grouped to allow for the range of progress they may be making.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.

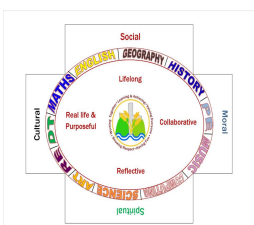
Phonics is taught daily in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and common exception words. We provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across curriculum and through guided reading and writing.

Reading



We believe that reading is an essential life skill, enabling children to access and understand all areas of the curriculum. We want our children to be passionate readers and so we invest heavily in high-quality texts for the children to read and to lead learning. In providing reading enrichment activities and resources such as author visits, and participation in the Chichester annual BookFest we are able to explore a wide variety of books and reading for enjoyment. At our school, reading

is taught through individual, group and whole class reading sessions. Children ask and answer questions about their reading and discuss the effect of how books are written.



Writing

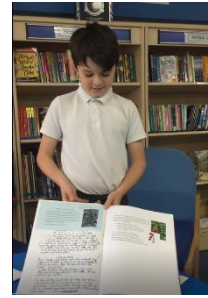
At Lavant, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.



Children are taught the tools for writing and are given opportunities to show what they can do independently and creatively, with real purposes.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in

being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.



The teaching of Science



At our school, we believe that stimulating and robust science provision is essential to begin to understand and challenge the world around us. Our lives and lifestyles have been shaped and improved by the discoveries of science; it is the key to our future.

Through the creative and engaging provision of essential knowledge and concepts, children embed their understanding of the natural world. Continuous, layered teaching of scientific enquiry and investigative procedures encourages them to foster curiosity, and understand how science can be used to prove and explain what is happening and why.

We believe in the importance of interweaving scientific knowledge, key vocabulary and skills in as many lessons as possible. With use of informative baselining and assessment, we ensure an effective progression of both knowledge and skills, that builds year on year. It our aim that children will grow to independently and passionately apply these when using equipment, conducting experiments, building arguments and explaining concepts confidently.

It is our hope that they would leave our school with the mind-set to continue to ask questions, challenge the status quo and be curious about their surroundings.

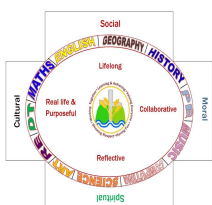


The teaching of Computing



We aim to prepare children for a rapidly changing world using technology. Our computing curriculum is designed to enable our pupils to use computational thinking and creativity to further understand our world. We provide a wealth of learning opportunities and teach transferrable skills explicitly within discrete computing lessons (iLearn2), and through cross-curricular Learning Journeys.

We aim to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



The teaching of Religious Education



As a Church of England School, the Christian faith is the foundation of everything that we do at Lavant C of E Primary School. In all learning and life experiences, we promote an environment where all children feel known, accepted, and valued as individuals, within a caring community, where our Christian faith affects not only what we teach, but also how we teach.

We believe that it is fundamental for the children to belong to a safe and nurturing community, founded on strong Christian values where children will develop an array of skills that will enable them to make their own positive contribution to our global society.

Our aims for all the children in RE are:

- To encourage pupils to develop their sense of identity and belonging, in order to flourish within communities, as responsible citizens in society and global communities.
- To teach pupils to develop respect for others and their beliefs and help to challenge prejudice.
- To provoke challenging questions about the ultimate meaning of life, beliefs about God, the nature of reality and morality.
- To develop pupils' knowledge and understanding of Christianity, other principal world religions, religious traditions and world-views that offer answers to ultimate questions.
- To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society encouraging empathy, generosity and compassion.

The teaching of Art and Design



The National Curriculum for art and design aims to ensure that all pupils have opportunities to produce their own creative work, exploring their ideas and recording their experiences. It enables them to become proficient in drawing, painting, sculpture and other art, craft and design techniques as well as giving chances to evaluate and analyse creative works using the language of art, craft and design. During their time at Lavant the children will be introduced to a wide variety of great

artists, craft makers and designers, and understand the historical and cultural development of their art forms.

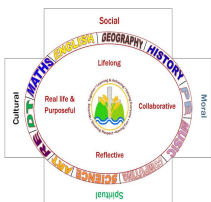
It is our intent that the art and design curriculum will develop children's ability to think about and understand their own and others' backgrounds through studying a wide range of artists and art forms whilst developing their own skills as an artist alongside.



The teaching of Humanities

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At our school, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables

children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and



understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. Our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

The Teaching of Music

The National Curriculum for music aims to ensure that all pupils are given the chance to perform, listen to, review and evaluate music. They will be taught to sing, create and compose music and understand and explore how music is created, produced and communicated. During their time at Lavant the children will be introduced to a wide variety of great musicians and musical genres, and will understand the historical and cultural development of music through history.

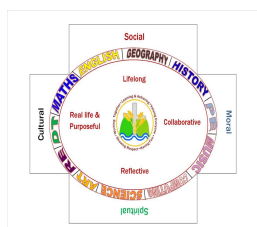
It is our intention that children gain a firm understanding of what music is through listening and evaluating, singing, playing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want the children to become curious about music and understand and respect the role that music plays as a form of expression in a person's life.



THE TEACHING OF RSHE

The welfare of the children in our care underpins all we do at Lavant. One of the benefits of being a small school is that we know each child really well. We teach our RSHE Curriculum through Education 4 Safeguarding, a scheme we have personalised from West Sussex. This curriculum has four cornerstones that underpin the teaching of RSHE in our school;

- Relationships
- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing.



The teaching of Design & Technology

Through the teaching of our Design & Technology curriculum, we aim for pupils to become resourceful, innovative, enterprising and capable of tackling real life problems. We encourage children to learn to think creatively to solve problems both as individuals and as members of a team. We encourage the children to use their creativity and imagination, to design and make products that solve real and relevant problems set within their learning journeys. It is our intent, wherever possible, to link DT with other curriculum areas such as mathematics, science, engineering, computing and art. We hope to encourage children to become both innovators and risk-takers in their design.



The teaching of Physical Education (PE)

PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.



It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.



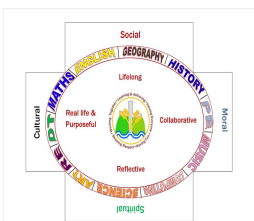
Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support local sports clubs within the Chichester area.

The teaching of Modern Foreign Languages (MFL)

We believe that the study of foreign languages teaches and encourages respect for other cultures, expanding our worldview and promoting acceptance and tolerance. Through learning foreign languages, children develop communication skills while also improving their knowledge of English, linking vocabulary and grammar terms. Developing a passion for language early in life builds connections and opens up a range of opportunities for children as they transition to secondary school and beyond.



At Lavant CE Primary School, we introduce languages informally in KS1, and study French throughout KS2 through fun and engaging weekly lessons. We place an emphasis on conducting MFL lessons in the foreign language wherever possible and lessons have an emphasis on oral communication (while maintaining a balance of reading and writing). Children are encouraged to experiment and have fun with different ways to communicate by using their ever-expanding knowledge of the French language.



We aim to deliver a curriculum, accessible to all and to ensure that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of TEAMWORK and seek leadership opportunities within the school and their local community.

