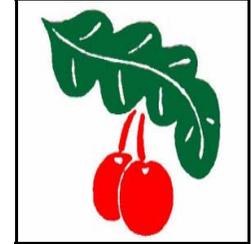


Cherry Oak School Curriculum Statement



At Cherry Oak, we aim to educate the 'Whole Child'.

The curriculum is everything that impacts on the learning of our pupils, the experiences we provide for our children and the environment in which they learn, both formally and informally.

We believe that excellence in teaching, leads to enjoyment of learning.

At Cherry Oak School, every child, regardless of race, gender or disability, is entitled to a broad, balanced and creative curriculum which :

- is relevant and suitably challenging for all pupils
- equips pupils with useful, practical and transferable key skills, preparing them for life beyond school
- develops independence skills at all levels of development, in order that pupils have control over their lives and are able to make decisions
- develops confidence, curiosity and problem solving and thinking skills
- ensures that every learner can make a positive contribution in an environment in which they feel safe and valued
- ensures that at all stages of development learning should be structured and a stimulating, enjoyable, worthwhile experience in its own right
- promotes the spiritual, moral, cultural, mental and physical development of our pupils
- meets the statutory requirements of the Early Years Framework and the National Curriculum in England, whilst ensuring personalised, differentiated learning for every child

LONG TERM ROLLING PROGRAMME FOR THE FOUNDATION STAGE AND KEY STAGE 1					
ACADEMIC YEAR	TERM AND TOPICS/S		TERM AND TOPIC	TERM AND TOPICS/S	
	AUTUMN 1	AUTUMN 2	SPRING	SUMMER 1	SUMMER 2
YEAR 1 2014-2015	WHO DO I WANT TO BE? (Fairytales & Heroes)		(WHOLE SCHOOL TOPIC—AFRICA) Travel & Transport / Animals & Habitats	AUTHOR FOCUS—JULIA DONALDSON	
YEAR 2 2015-2016	SENSES (My senses & Others)		(WHOLE SCHOOL TOPIC—AFRICA) Travel & Transport / Animals & Habitats	PIRATES & PRINCESSES	
YEAR 3 2016-2017	MARVELLOUS ME (What makes us marvellous?)		(WHOLE SCHOOL TOPIC—AFRICA) Travel & Transport / Animals & Habitats	UNDER THE SEA	
YEAR 4 2017-2018	GROWING & LIVING (Me and other things)		(WHOLE SCHOOL TOPIC—AFRICA) Travel & Transport / Animals & Habitats	SPACE / ALIEN INVASION	

Our Foundation and Key Stage 1 children follow a topic based curriculum incorporating all seven areas of Learning and Development from the Early Years Framework			
The 3 Prime Areas –each area is divided into aspects .			
Personal, Social and Emotional Development	Communication and Language	Physical Development	
Making relationships Self-confidence and self-awareness Managing feelings and behaviour	Listening and attention Understanding Speaking	Moving and Handling Health and self-care	
The 4 Specific areas .-each area is divided into aspects .			
Literacy	Mathematics	Understanding the world	Expressive arts and design
Reading Writing	Numbers Shape, space and measure	People and communities The world Technology	Exploring and using media and materials Being imaginative
Religious Education		Collective Worship	
We follow the Birmingham Agreed Syllabus		Provision is made for a daily act of Collective Worship	

LONG TERM ROLLING PROGRAMME FOR KEY STAGE 2

ACADEMIC YEAR	TERM AND TOPICS/S		TERM AND TOPIC	TERM AND TOPICS/S	
	AUTUMN 1	AUTUMN 2	SPRING	SUMMER 1	SUMMER 2
YEAR 1 2014-15	'Growing and Changing'	'Lighting up the World'	'AFRICA' (food and traditions/ Exploration)	'Water'	'Young Enterprise'

Our Key Stage 2 Students follow a topic based curriculum incorporating the following Subjects

Core Subjects in the National Curriculum for England (These are a statutory requirement for all pupils at Key Sage 2)			
English	Maths	Science	
English and Maths are taught as separate subjects, but where possible teachers should make links to the termly topics. Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.		Taught as part of the termly topic	
Foundation Subjects in the National Curriculum for England (These are a statutory requirement for all pupils at Key Sage 2)			
Art and Design	Computing	Design and Technology	Foreign Languages
Geography	History	Music	Physical Education
(These are requirements of the National Curriculum)			
Personal, Social, Health and Economic Education	Religious Education	Collective Worship	
	We follow the Birmingham Agreed Syllabus	Provision is made for a daily act of Collective Worship	

Key Stage 2 Content Coverage 2014-15			
TOPIC SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
	'Growing and Changing'	'Lighting up the World'	'AFRICA' (food and Traditions)
English	English and Maths are taught as separate subjects, but where possible teachers should make links to the termly topics.		
Maths	Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.		
Science	Animals including humans. Food for growing.	Light (sources of light, shadows, shiny material)	Everyday materials
Art and Design	Self portraits	Light and dark	Patterns, prints (animal prints) , rubblings
Computing	Embedded across the curriculum		
Design and Technology	Making moving bodies.	Shadow puppets	Clothing Food
Geography	How my local area has changed	Follow that star (around the world).	Homes in Africa.
History	History of my life	Guy Fawkes	Traditions of Africa (tales, songs, language)
Foreign Languages	Taught as part of circle time	Taught as part of circle time	Topic based Foreign Languages experience
Music	Making music	Holst: 'The Planets'	African music.
PE	Gymnastics	Dance	Dance
PSHE	<p>PHSE is embedded into our curriculum.</p> <p>PHSE opportunities can be seen in planning across the curriculum as well as key times of the day.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop confidence & responsibility and make the most of their ability. • Prepare to play an active role as citizens • Develop a healthy, safer lifestyle • Develop good relationships and respect the differences between people. 		
RE	Harvest	Festivals of light	Special things (religious artefacts)
			Games
			The Good Samaritan