



# Curriculum Policy

Signed: ----- Date: -----  
Chair of Governors

Signed: ----- Date: -----  
Headteacher

Adopted and Approved by the Governing Body: **October 2022**  
Review Date: **October 2026**

# CURRICULUM

- English
- Mathematics
- Science
- History
- Religious Education (RE)
- Computing
- Geography
- Physical Education (PE)
- Modern Foreign Languages
- Sex Education
- Music
- Design Technology
- Art and Design
- Pupils who have Special Needs
- Extra Curricular Activities

## *English Reading*

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The school follows the National Curriculum programme of study for English to develop and extend the skills of reading, writing, speaking and listening through a variety of approaches. These include: - 'Read, Write Inc' and 'Literacy And Language'.

The children are encouraged to express themselves clearly and to become independent readers. Pupils follow a carefully balanced programme of guided reading. Every class has dedicated guided reading sessions where texts are read and discussed, explored and enjoyed. Children are encouraged to take home a range of books to share with parents to match their reading ability. In Early reading, children will bring home books that they have read and enjoyed, books that they are working on and books to share with adults.

We follow the 'Read, Write Inc' synthetic phonics programme which accelerates children's progress in reading.

All members of staff have received training in this approach to teaching phonics and the Literacy and Language teaching programme. Read Write Inc is a government recognised scheme and encourages children to be more independent and fluent readers. More information and free games and resources linked to Read, Write Inc can be found at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk).

The chart below shows common sounds used in the English language. The programme is designed to teach the children sounds as well as how to sound-blend for reading and at the same time developing spelling. As the children are taught these skills they are also taught to comprehend and compose out loud. The quicker they are able to decode words the more they are able to comprehend.

Parents should ask their children to teach them what these sounds are, giving examples of words the sounds are heard in. Demonstrations of how the sounds should be produced are available from the above website. Singlewell School also offers opportunities for the parents to attend Phonic workshops in EYFS and Year 1 to learn how to support their child's reading. This enhances the children's reading and spelling at home and encourages the children to apply the strategies taught in their home environments as well as at school.

'Glossary of terms' below are used in our Read, Write, Inc. lessons and throughout the school day.

**Fred talk:** Fred is a puppet who says, reads and spells words in pure sounds; he never says the whole word so the children do this for him.

**Grapheme:** One letter or one group of letters used to write one sound e.g.

The sound 'f' can be written with the grapheme **f** (fun), **ff** (huff)

The sound 'igh' can be written with the grapheme **igh** (night) or **i-e** (knife) or **ie** (tie)

**Green words:** words made up of graphemes that children have been taught.

**Red words:** common words with an uncommon spelling e.g. said, would, bought

The use of drama, discussions and oral presentations enhance and develop language skills.

### SIMPLE SPEED SOUNDS

#### Consonant Sounds *Stretchy*

f	l	m	n	r	s	v	z	sh	th	ng nk
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#### Consonant Sounds *Bouncy*

b	c k	d	g	H	j	p	qu	t	w	x	y	ch
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#### Vowel Sounds *Bouncy*

a	e	i	o	u	ay	ee	igh	ow
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#### Vowel Sounds *Stretchy*

oo	oo	Ar	or	air	ir	ou	oy
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At Singlewell Primary School, we passionately **care** about the teaching and learning of Reading. We aim to inspire a deep love for Reading through a broad and balanced curriculum. We understand that for children to become **resilient**, independent readers with a genuine love for literature, we must deliver an engaging curriculum. Our Reading curriculum has been carefully planned to spark **curiosity**, enabling our pupils to build on their knowledge, skills and understanding of different texts. This gives our pupils **equal** opportunities to grow culturally, emotionally, intellectually, socially and spiritually, gaining a wealth of reading for pleasure. Here at our school, we believe that having an engaging diet of reading will encourage children to enjoy what they read and build on what they already know. We are proud of the **ambitious** reading opportunities that we provide children daily, through purposeful reading lessons, a highly structured RWI Phonics programme and a **safe** reading environment. From EYFS through to the end of Key Stage 2, children embark on an enriched reading journey, full of opportunities to build their fluency progressively. As our pupils approach the transition from primary to secondary, we aim for them to be fully equipped with life-long reading skills.

## **Mathematics**

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The school follows the National Curriculum programme of study for Mathematics. This is supported by using the White Rose Maths Scheme from Year R through to Year 6.

The intent of our Mathematics curriculum is to be accessible to all and to maximise the development of every child's ability and academic achievement. Every child has an **equal** opportunity to access maths at their level and pace and this is catered for through differentiation to enhance a **safe** learning environment. We want children to make rich connections across Mathematical ideas to develop fluency, reasoning and problem solving and their taught **resilience** will enhance and develop these skills. Within (and beyond) lessons, children are challenged with "next steps" and extensions, creating an ambitious culture, where, within lessons, our learners want to be **ambitious** in all that they access and achieve. Our pupils will learn to apply their Mathematical knowledge not

only within their Mathematics lessons but also across the curriculum, for example in Art, Science, Geography and DT, where they are further able to apply their **curiosity**. We want our pupils to understand that a confident understanding of Mathematics is the bedrock for Science, Technology and Engineering (STEM), necessary for the management of every day finances and a crucial component of most forms of employment. As our pupils progress, we intend that they: be able to calculate swiftly and accurately; have the ability to reason mathematically; have an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

## **Science**

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The school follows the National Curriculum programme of study for Science supported by the Kent Syllabus

At Singlewell Primary School, we **care** about the teaching and learning of Science. We aim to provide our pupils with the key knowledge and skills required to answer scientific questions whilst encouraging them to be **curious** through questioning. We would like our pupils to leave Singlewell Primary with a confident understanding of how and why the science around them is relevant and important in their lives. Our curriculum has been carefully planned and enables our pupils to build upon their science skills year by year. We aim to instil an **ambitious** approach to investigative work and hope to create **resilient** learners. We follow the National Curriculum and The Kent Scheme; this is enhanced by digital experiences using Explorify which emphasises the benefit of discussion, enjoyment and collaboration in Science. Our classrooms highlight the importance of Science at Singlewell as each one features a Science Working Wall. Pupils are introduced to Working Scientifically skills from EYFS to Year 6 through our Working Scientifically Butterflies. We further enhance our Science curriculum through Science Week activities which include educational visits, visitors and **safe** online exploration. We want our pupils to know about key influencers, to see themselves as **equals** in the Science world and to **care** about Science throughout their lives.

## **History**

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At Singlewell Primary School, we **care** about the teaching and learning of History. Our aim is to inspire a deeper **curiosity** for how society has changed over the course of time and to recognise and understand that there are similarities, differences and connections between eras. Pupils will have the opportunity to learn about the impact that events from the past have had on the modern day with British values threaded through. We would like our pupils to understand and **care** about how their relatives and friends are linked historically to their local area, country and the world. We follow the National Curriculum and aim to ensure that a high-quality, knowledge rich curriculum is being taught to all, as a chronological narrative from ancient times to the present day. We provide a framework of historical skills for the pupils to draw from which will equip them to ask perceptive questions, think critically, weigh evidence by sifting through arguments and develop perspective and judgement, ultimately enhancing pupils' passion and inquisitiveness to know more about the past. This will enable our pupils to build upon their history skills year by year. We aim to instil an **ambitious** approach to our historical studies and hope to create **resilient** learners.

## Religious Education and Collective Worship

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Our RE curriculum offers a clear structure for learning: in this syllabus, units are based around the three strands of believing, expressing, living.

All religious and non-religious worldviews involve these three strands and while questions may focus on one, they also connect to the other strands. We help pupils to see these connections.

Singlewell uses a good grounding of systematic study of individual religions to prepare pupils for thematic study, where they compare religions. For example, you will find that studying two religions separately in the first two terms and then comparing them in the summer term will help pupils to make sense of and build on their learning through the year.

We focus on core concepts by selecting key ideas and concepts at the heart of religion and worldviews. Children are allowed opportunities to explore these from different perspectives to enrich understanding (e.g. asking how a religious believer or a non-religious person might respond to a key question or idea, or how believers from different places, times or denominations may respond). Our curriculum allows pupils to encounter diverse examples of religion and worldviews and offers pupils contemporary, contextual accounts, rather than implying that there is a generic Christianity, Islam or atheism that applies to all followers at all times.

## Computing

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Computing skills are a vital part of modern society. Children are encouraged to use computing skills across the curriculum for presenting, investigating, recording, organising, control and communication. This is linked to other subjects. The school follows the National Curriculum for computing supported by the use of Purple Mash, an online platform that can be used both at home and at school.

The school has a Computing suite with 16 computers and iPads in each KS2 class plus additional iPad towers available for our younger classes. Up to date technology is used in each classroom to deliver the learning across the curriculum.

Computing has become a major aspect of learning and education with the impact and benefits of computing systems permeating many areas of daily life. At Singlewell Primary School, we aim to develop 'thinkers of the future' through a modern, **ambitious** and relevant education of computing. We aim to provide the children with the skills they need to navigate the wider computing curriculum, as well as the knowledge they need to be **resilient** and adapt to new technology. Being **safe** is the primary concern when using computing systems and we will ensure that all children will have the necessary knowledge and experience to navigate through the digital world safely and productively. We aim to instil a sense of **curiosity** and fun when using computing systems, where problem solving becomes enjoyable and engaging. Our curriculum coverage also instils a sense of responsibility for being **equal** and productive when acting online and we aim to link the many aspects of computer usage with real day to day life. The computing curriculum at Singlewell Primary School provides a strong, secure platform of learning for the children to advance long into their academic and personal futures, incorporating aspects of computer programming as well as the tools they will need to traverse and utilise the internet for inspiration and wider learning.

## Geography

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At Singlewell Primary School we aim to instil in our pupils a **curiosity** and fascination about the world around them. Pupils will investigate and make enquiries about their local area so that they can develop a real sense of who they are and where they come from. We want them to have knowledge of not only Gravesend and of the UK, but also to have a wider picture of the world as a whole, the similarities and differences in people and places; and to consider their part within it as a valuable world citizen with a responsibility to look after our planet and its peoples. As our pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We aim to instil an **ambitious** approach to our geographical studies and hope to create **resilient** learners.

## Physical Education

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At Singlewell, we would like the children to leave our school as being team players, supportive of each other and well-rounded sports people.

### National Curriculum:

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should 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 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example: 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 lessons are provided for Year 5 children at Cascades Swimming Pool.

External P.E. providers such as: Team Theme Kent deliver P.E. coaching for each year group and class, every week. ProFuture Sports provide additional coaching during lunchtimes.

## *Modern and Foreign Languages*

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At Singlewell Primary School, we care about the teaching and learning of French. Being immersed into other languages and cultures is of paramount importance in our society today. At Singlewell, we aim to develop children's cultural understanding and **curiosity** of the world around them, as well as celebrating the differences that other cultures have to offer.

All children are provided with opportunities to explore French as a Modern Foreign Language through the skills of Speaking, Listening, Reading and Writing, whilst meeting the requirements of the National Curriculum. During French lessons, we will provide opportunities for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching will provide the foundation for learning further languages, equipping children to study and work in other countries.

It is intended that when children leave Singlewell Primary, they will have a natural **curiosity** and **ambition** to explore other countries, cultures and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

## *PSHE and Relationships and Sex Education*

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Our intention is that when children leave Singlewell, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to be **curious** of the world around them and **ambitious**, realising that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to be **resilient**, so that they have the skills to maintain good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen within a global community, understanding the importance of **equality**. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life.

Our Relationships and Sex Education units of work enables our children to learn how to be **safe**, and to understand and develop healthy relationships, both now and in their future lives.

## *Music*

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Our aim is to promote a love of music and singing throughout Singlewell Primary School. To make music an enjoyable learning experience, harnessing a child's creativity and building their self-confidence and **curiosity** through a variety of musical experiences. To listen and appreciate **equality** in music from different genres, developing an understanding of a variety of composers and musicians from different cultures, past and present; learning how music can represent feelings and emotions. To gain sufficient understanding of musical language including: tempo, timbre, rhythm, pitch, dynamics, structure musical notation and melody supported by the Charanga online Music programme. To use their knowledge to discuss and appreciate a range of musical pieces. To work with others to compose **ambitious** music and perform to an audience, building confidence, **resilience** and teamwork skills.

## Design Technology

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Singlewell Primary School **cares** about children enhancing their Design and Technology skills. As a school, we believe in providing **equal** opportunities for all to access an inspiring, challenging and practical subject which prepares children to contribute to the development of our rapidly changing world. Throughout EYFS, KS1 and KS2, children are encouraged to become **resilient** and creative thinkers, problem-solvers and potential innovators. Children use creativity, imagination, experience and research to design, make and evaluate products that tackle relevant social and environmental problems for today's society. Singlewell children will become more **ambitious** through developing technical and practical expertise. The children are encouraged to experiment with a range of tools, materials, processes and techniques, in a **safe** manner whilst being **curious** in the areas of construction, mechanisms and food and nutrition. In addition, children will be expected to build their understanding of a product's purpose, aesthetic and function, to test out their ideas and to critique and evaluate the work of others. Collaborative work in Design and Technology helps to foster mutual respect for the different perspectives and capabilities of peers and helps develop children's capacity to communicate, negotiate, persuade and feedback to others.

At Singlewell, Design and Technology is taught through a series of Construction, Mechanisms, Textiles and Cooking and Nutrition units which follow a 'Design/Make/Evaluate' structure. Cross curricular links can be explored within historical and geographical links such as 3D dinosaur sculpture, the Great Fire of London, Tudor houses, designing and making vehicles and pirate ships, exploring textiles and the resilience to make purposeful products including a CAM mechanism.

## Art and Design

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Singlewell Primary **cares** about children enhancing their natural creative ability. As a school, we believe in providing **equal** opportunities for all; we understand that a child's artistic ability should be valued as much as their academic ability. Through exposure to different artists, resources and techniques, Singlewell children become **ambitious** in producing work they feel personally proud of. The intent behind the displayed Art around Singlewell is to provide a **safe** and welcoming environment for our children where their achievements are celebrated. Our children develop a **resilient** attitude through proficiency in drawing, painting, understanding colour, shade and sculpture, with the overall aim of developing an appreciation, understanding and awareness of inspirational art.

The Art curriculum at Singlewell engages pupils and develops a **curious** mind whilst exploring cultural and historical links such as: aboriginal pattern, European Artists, the Stone Age, Ancient Egyptian art work, Greek sculpture and North and Central American themed drawings.

Children develop their understanding of the visual language of Art with effective teaching and carefully thought-out sequences of lessons and experiences. They also use their computing skills to produce art pictures. Understanding of the visual elements of Art and design (line, tone, texture, colour, pattern, shape, 3D form) is developed by providing an accessible and engaging curriculum which enables children to reach their full potential.

## *Pupils who have Special Education Needs*

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At Singlewell Primary School we endeavour to provide all our pupils access to a broad and balanced curriculum and experience the enjoyment of learning. Our adaptive curriculum, which provides a holistic approach, aims to meet the needs of all children whilst encouraging **resilience** and **ambition** both academically and in regards to their developmental, physical and emotional wellbeing. As part of our universal offer, we ensure all children receive High Quality Teaching and Learning from teachers who are responsible for the learning and progress of every child in their class within a **safe** environment, inclusive of those with SEND. Through our graduated response, a differentiated and personalised approach is taken to enable all learners to become **curious** to experience and access a wide curriculum through the use of adaptive teaching, resources and an understanding of learning needs and styles. Through the use of a skill focussed curriculum with clear progression, all children are **equal** and able to achieve the requisition of new knowledge and skills in subjects regardless of ability or SEN.

## *Extra Curricular Activities*

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The children are provided with a wide variety of after school clubs, run by the staff both during the lunch breaks and after school.

The clubs offer a range of activities including: music, art and craft, film, dance, sport, gardening and computing.

Updated October 2025