

EDUCATIONAL AIMS AND THE CURRICULUM

The Governing Body has discussed and adopted the North Yorkshire LEA Curriculum Statement which is:

Principles

- Every child is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
- At all stages of development learning should be structured and a stimulating, enjoyable and worthwhile experience in its own right.
- Equality of access and equality of opportunity should underpin provision for all.

General Aims

- **The curriculum should be broad:**
So that it provides a wide range of knowledge, skills and experiences.
- **The curriculum should be balanced:**
So that each element is given sufficient time to contribute effectively to learning.
- **The curriculum should be relevant:**
So that it is directly related to the learner's experience.
- **The curriculum should be coherent:**
So that each element is linked, to make the learning experience more meaningful.
- **The curriculum should be progressive:**
So that what is taught builds upon what has gone before, to develop skills, knowledge and concepts in a systematic and appropriate way.
- **The curriculum should be differentiated:**
So that what is taught and how it is taught is matched to the aptitude, ability and learning style of individuals.

Aims for Children

In a rapidly changing world, in partnership with parents and guardians, to help children:

- To enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are capable.
- To develop lively, enquiring, imaginative and creative minds, the confidence to question, and the ability to argue rationally.
- To acquire knowledge, skills and training relevant to their own lives and to adult life and employment.
- To develop and act on a personal set of well founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong; and to understand the society in which they live and recognise their obligations towards it.
- To develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work, and the inter-dependence of individuals, groups and nations.
- To develop an awareness and appreciation of human achievements and aspirations in our own and other societies.
- To gain understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view.

MATHEMATICS

In primary schools, the effective teaching of mathematics should be firmly based in practical experience. New skills and topics will to be introduced through appropriate practical activities using a variety of suitable apparatus and equipment.

It is essential that mathematical links are identified in and developed across the curriculum. The mathematical curriculum needs to be enriched and enlivened by relating it, wherever possible, to real life situations and to children's own experience. The most important elements are understanding, application and enjoyment. The main areas of work developed in mathematics are a good understanding of the language and processes of number, including the four arithmetic rules, place value, fractions, money and decimals; the measure of length, weight, time, capacity and volume; the ability to collect, record and present data pictorially and interpret this information; and an understanding of shape and space.

We aim to develop a positive and confident attitude towards mathematics and, wherever possible, mathematics is related to the whole curriculum and to the child's environment and experience, involving problem solving and practical work. Calculators are also used in relevant situations. All children will work at their own level of challenge and will be encouraged to reach their full potential.

SCIENCE

Science provides a way of seeing, exploring, understanding and explaining the world in which our children live. Through our teaching of Science we aim to:

- Encourage and develop children's curiosity and fascination with the natural and physical world;
- Maintain a good balance between process skills and scientific content, whilst keeping 'hands-on' activities at the heart of all we do;
- Use a variety of teaching and learning styles i.e. investigation, illustration, exploration, basic skills, using models and ICT in order to enhance the children's learning;

Cover the N.C. Areas of study and wherever possible include visits which raise the children's awareness and understanding of how Science plays a key role in the world around us.

ENGLISH

The most important aspect of this subject is the development of the child's language skills. This includes reading, listening, talking and writing and forms an integral part of learning across the whole curriculum. These skills are developed by teachers planning practical and stimulating tasks for the children which involve discussions, drama, listening to and writing stories and poetry, or finding out information for class and personal topics.

Upon entry into school phonological awareness is taught through the 'Jolly Phonics Scheme'. A structured approach to introducing the 44 (approx) phonemes of the English Language. This is followed by the segmenting and blending of sounds (as each child is ready) and this forms the foundation for spelling and de-coding words and then texts. Reading skills continue to be developed throughout the school and each child follows a programme of reading consisting of books written with a structured vocabulary, but also a wide choice of 'real' books grouped at the same interest level or level of reading ability. When the children reach the end of the structured reading scheme a wide range of literature is available.

Children are encouraged to take their first real books home to share with parents, and advice to parents on helping their children to read is available on request.

The school bookshelves contain a wide selection of reading material and the children have access to these at all times, to choose books that may help them with their work, or develop their interests further.

A child's written work takes many forms, it may arise from a piece of research into a topic, or be more creative and descriptive through teachers providing an interesting stimulus, prior to the child writing a piece of prose or poetry.

The children are encouraged to write neatly, following prescribed handwriting schemes and to develop a regard for neat presentation and appearance when producing a piece of work.

The teaching of spelling and punctuation is linked as closely as possible with the child's written work and reading. The child is made aware of the pattern and structure of spelling and of the importance of being able to communicate effectively. Children are also taught the value of communication through the spoken word and information technology to reflect the world in which they live.

THE FOUNDATION SUBJECTS

HISTORY

History chronicles, records, investigates and attempts to explain the past. An understanding of the past also helps and understanding of the present. The work particularly with our younger children is based on their own lives and that of the community around them, thus giving relevant contexts for learning.

Its central concept is change and its effect upon the lives of people throughout the ages. The curriculum should offer appropriate experiences for children to:

- Think historically with the growing awareness of the continuous evolution of the present shaped from the past.
- Use evidence and first-hand experience, primary and secondary sources in historical investigation and role play to develop historical imagination.
- Develop a feeling and understanding for individuals in the period and state of society in which they lived.
- Appreciate how existing human outlooks affect the choice of action.

Pupils at Keystage I study changes in Everyday Life in Britain during and beyond living memory, the lives of famous men and women from British History and Events in the Past e.g. The Gunpowder Plot and the Olympic Games.

Pupils at Key Stage 2 study the following units:

- Romans, Anglo-Saxons and Vikings in Britain
- Life in Tudor Times
- Victorian Britain / Second World War
- Ancient Greece
- Local History

Children will be taken on appropriate visits to support many aspects of the History curriculum.

GEOGRAPHY

Geography is the study of the form, feature and climate of the world and of the dynamic relationship that exists between the location of places and people, the environment in which they live and the lifestyle they have. The curriculum should provide appropriate experiences for the children to:

- Think geographically through practical investigations and acquire appropriate geographical knowledge of the immediate locality and of people and places further afield in the world.
- Think critically about their own geographical situation and the reasons for the location of people and places.
- Collect and process information about the elements of the landscape; develop a range of geographical skills including the use of maps, through outdoor studies, visits and other relevant experiences.

DESIGN AND TECHNOLOGY

Technology aims to raise children's awareness and ability to identify the need and opportunities for design and technology in their environment.

Opportunities are provided for children to design and make artefacts and systems, working to a plan, using appropriate materials and resources. They are encouraged to evaluate their own designs, plus those from other times and cultures.

The children will be given opportunities to design and make using a wide range of materials.

INFORMATION COMMUNICATION TECHNOLOGY

The children are made aware of the important contribution made by Information Communication Technology to the study of all areas of the curriculum. They are given practical experience of working with a computer and other equipment which responds to commands or signals. ICT equipment will be used to communicate ideas and information in a variety of forms e.g. graphs and pictures. It will also be used to understand how to control equipment to achieve specific outcomes by giving instructions. This involves working not only with computers, but also with programmable robots, tape recorders, calculators and digital and video cameras.

Our aims are:

- That children enjoy using ICT and tackle all applications with confidence and a sense of achievement.
- That children will develop practical skills in the use of ICT and the ability to apply their skills to the solving of relevant and worthwhile problems.
- That children understand the capabilities and limitations of ICT and the implications and consequences of its use.

ART

Pupils understanding and enjoyment of Art, Craft and Design is developed through activities that require them to both Investigate and make Artefacts and also acquire a knowledge and understanding of their own and other people's work. The children will have access to and experience of a wide range of media throughout their school life e.g. paint, clay, textiles etc.

MUSIC

Pupils understanding and enjoyment of music is developed through a wide range of Activities including Performing and Composing and Listening and Appraising. There are many opportunities to take part in school performances and productions. We are able to offer through the County Music Service peripatetic tuition in violin and guitar, and we are fortunate to have a number of both of these instruments in school to support these extra - curricular activities.

All children in Base II also receive some instruction in the playing of recorder and percussion, as well as singing. We are fortunate in having Mrs Haynes who is a specialist in Music.

P.E.

We aim to:

- Provide all pupils with opportunities for the development of physical skills and understanding, within a structured, safe and supportive environment;
- foster a positive attitude towards fitness, health and personal hygiene;
- ensure each child receives a balanced programme of physical activities as set out in the National Curriculum i.e. Games Skills, Gymnastics, Dance, Athletics, Outdoor Activities and Swimming.

We participate in Inter School sporting events and festivals. We believe that all children should have equal opportunities for active involvement, experiencing success regardless of ability while at the same time being enabled to fulfil their individual potential.

At Goathland we bring external coaches in to enhance the delivery Physical Education (e.g. Football, Cricket, Tri-golf). We run an extra-curricular sports club and also encourage our children to become involved in clubs in the local community.

We are fortunate to have Mrs Bennion, a P.E. Specialist, to teach most P.E. in school.

RELIGIOUS EDUCATION

Religious Education meets requirements of North Yorkshire LEA agreed syllabus. It is provided as part of the school curriculum and its aim is to contribute educationally to the development of children as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind.

Christianity, as the main religion of our society, forms the major part of our teaching, however in addition all pupils learn about Judaism and at K.S. II pupils also are taught about other religions including Islam. The children take part in the Harvest and Christmas celebrations at Goathland Church.

Parents have the right to withdraw children from religious education and collective worship in school after discussion with the Headteacher.

All members of staff teach R.E. and share in the collective acts of worship.

ACCESS TO DOCUMENTS

All statutory documents from the Department for Education and Employment, the local Education Authority and certain school documentation may be seen by parents at any time by prior arrangement with the Headteacher.

