



The March Church of England Primary School Curriculum

Our curriculum is designed to inspire pupils and develop their confidence as they progress throughout the school it will give pupils every opportunity to develop their abilities nurture their talents and interest, express their ideas and thoughts. The curriculum will support the pupils to meet the national curriculum end of key stage attainment targets. We worked as a staff to decide how our curriculum could be matched to suit the needs of our children whilst being underpinned with real life experiences.

The implementation of our curriculum relates to how the learning is going to be delivered across our school taking the intent of the learning and translating it into the progressive and effective curriculum. The lessons throughout the curriculum are sequential allowing children to build their knowledge and skills and apply them to a range of outcomes. The key skills and knowledge are revisited repeatedly with increasing complexity in a spiral curriculum model, this will allow pupils to revise and build on their previous learning.

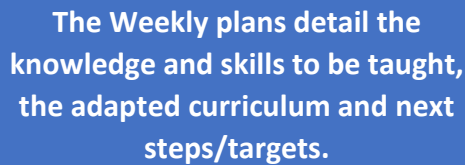
Lessons combine both practical and theoretical activities and encourage pupils to be creative in choices and decisions so that their outcomes are knowledge rich and unique. The adapted curriculum ensures that lessons can be accessed and enjoyed all pupils with opportunities to support and stretch pupils learning when required. Each subject is underpinned by a Topic overview to support pupils by providing a visual record of the key knowledge and language being learned.

The impact of our curriculum relates to how staff identify that the curriculum is having a positive impact on pupils learning and how we identify gaps to move forward with these. The curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. Children should be able to talk confidently about their own learning journey and have a growing understanding of how to improve their work.

The impact of our school curriculum is monitored by staff through both formative and summative assessment opportunities. The children are given opportunities at the end of each Topic unit to assess their knowledge and skills through substantive and disciplinary knowledge assessment tasks.

The March curriculum is designed to ensure that pupils leave our primary school equipped with a secure understanding of key components and composites, together with the confidence and creativity to build a strong foundation for learning at Key Stage 3 and beyond.

We used the National Curriculum to ensure that there is clarity of progression in Knowledge and skills for each Year group.



The Long term plan for each Year Group shows the breadth and balance of learning for every subject for each of the half terms.

The Medium term plans show the progression of lessons across the half term and expectation for the children

Class 4 LTP Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Topics	I am Warrior History	Misty Sierra Mountain Science/Geography	Traders and Raiders History	Potions Science	1066 History	Road to 1584 Geography
Memorable experience/Stunning Start/Trips/Visitors	Roman invasion! Battle between the Celts and Romans	Trip to Out of Bounds	Interview a Saxon morning	Alice in Wonderland scavenger hunt and tea party	Normal themed walk around Chichester	Visit from an 'American Cowboy'
Fantastic Finds	Display of Roman inspired art work	Mountain presentation of 30 mountains and power points	Saxon Museum	Potion making day for children	Norman castle presentation	Presentation of a dream trip to America for your family
Science	Sound	States of matter	Animals including humans	States of matter	All living things	Electricity
Working Scientifically:	Identify how sounds are made, associating some of them with something vibrating	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Describe the simple functions of the basic parts of the digestive system in humans	Compare and group materials together, according to whether they are solids, liquids or gases	Recognise that living things can be grouped in a variety of ways	Identify common appliances that run on electricity
During years 3 and 4, pupils will be taught practical scientific methods, processes and skills through the teaching of the programme of study content:	Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds	Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things	Identify a simple series circuit, including a live circuit, constructing and naming its basic parts (cells, wires, switches, buzzers) Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with a simple circuit	



Statement of Intent

The March CE Primary is built on strong relationships. We are at the heart of our community and provide an excellent education for all the children from EYFS to Year 6. Everything we teach is driven by our Curriculum Intent of 'Be Aspirational; Be Determined; Be Brave; Be supportive; Be proud' is underpinned by our school Christian values of Love, Faith, Forgiveness, Peace and Compassion. We believe the potential our pupils hold in terms of their personal achievement is limitless.

We will empower them to go forward to High school prepared for the challenges they face with confidence; have the knowledge, skills and qualities they need to be world ready.

Be Aspirational

- Through delivery of our curriculum that is meaningful and appropriate our pupils will be prepared for the next step in their learning.
- They will be aspirational learners with firm foundations.
- They will foster a deep appreciation that reading is the key to learning.
- Develop a love for reading, showing an understanding of key vocabulary to enhance their knowledge.
- They will be equipped to understand and learn new information and skills.

Be Determined

- Our curriculum will inspire our pupils and create opportunities to succeed regardless of their starting points.
- We will ensure that every lesson counts and maximise opportunities to learn.
- Teachers will strive for improvements in their own practice. They will employ strategies to support all learners to embed knowledge and skills being taught

Be Brave

- Our curriculum will be bold and inspiring with high quality information and cohesively planned topics.
- We will teach our pupils resilience and to embrace mistakes as a way to learn.
- We will equip our pupils with the power of choice enabling them to take measured risks in their decision making and learning.
- We will protect the wellbeing of all pupils staff and leaders in the school community ensuring they have time for reflection and decision making

Be Supportive

- Our curriculum will expect every pupil to show exemplary learning behaviours.
- We will recognise everyone's role in supporting the pupils within our community to achieve their aspirations.
- We will work together with parents and carers in a climate of high challenge and respect to maximise every opportunity within their child's education.
- We will empower every member of our learning to equip themselves with the knowledge to understand what positive mental health looks like and provide them with the tools to achieve this

Be Proud

- Our curriculum will encourage children to be proud to share their achievements no matter how small.
- We will actively seek every opportunity as a community to celebrate and reward the achievements of our pupils.
- Our curriculum will provide opportunities beyond the classroom for children to show their accomplishments in all areas.



Year Group Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Me and my community	Starry Night	Once upon a time!	Marvellous Machines	Animal safari	Sunshine and Sunflowers
1	Dinosaur Planet	Enchanted Woodland	Moon Zoom	Bright Lights, Big City	Superheroes	Memory Box
2	Victorians	Land Ahoy	Beat, Band, Boogie	Creep Wriggle Crawl	Towers Tunnels and Turrets	Scented Garden
3	Predator	I am Warrior <i>(Change for 2026 2027)</i>	Scrumdiddlyumptious ?	Tribal Tales	Flow	Ancient Egypt
4	I am Warrior <i>(2027 2028 Change to heroes and villains)</i>	Misty Sierra Mountain	Traders and Raiders	Potions	1066	Road Trip USA
5	Dessert Discoveries	Off with Her Head	Stargazers	Peasants, Princes and Pestilence	Allotment	Beast Creator
6	A Child's War	Blood Heart	Gods and Mortals	Frozen Kingdom	ID	Gallery Rebels

Progression Grid Key

<u>Subject</u>	<u>Colour code</u>
English	Yellow
Maths	Blue
Science	Light Green
History	Magenta
Geography	Green
Art and Design	Cyan
Design Technology	Brown
Music	Light Purple
French	Red
RHSE	Dark Purple
Computing	Orange
PE	Light Blue