



Cape Primary School Curriculum Statement 2025-26

At Cape Primary school we believe in providing children with an exciting, broad and balanced curriculum which provides them with first hand experiences and builds on their prior knowledge. Through our 'Creative Curriculum' and the statutory subjects (English, Maths, Science, Computing, Physical Education, Modern Foreign Languages and Religious Education) we motivate and enthuse the children through developing their abilities, interests and potential in order to prepare them for the next stage in their lives. The children are at the centre of all we do at Cape and therefore we pride ourselves on personalising their learning through using a broad range of teaching strategies that consider the ways in which children learn in order to foster engagement, motivation and creativity. Our school bases the content of the curriculum on the National Curriculum but also incorporates our very own Cape 8.

Intention

All subject leaders have outlined the curriculum for their subject, how and why it has been devised the way it has and why we do what we do at Cape Primary school (National Curriculum, children's needs and starting points, community of the school etc.). Subject leaders have then broken down the learning for their subjects identifying our aspirations for the children at different focus points throughout their lives beyond school.

Implementation

This section tracks an element of each subject. Subject leaders have chosen an area of their subject to demonstrate how the skills and knowledge that are being taught, build on previous learning and also extend the children on further.

Impact

Using the area of the curriculum that has been tracked (in the implementation section) the data has been collected from the 2024-25 academic year. This again demonstrates how our curriculum supports the children in progressing and also how the summative and formative assessments help to shape the curriculum and how it is constantly assessed and adapted to better suit the needs of the children in order for them to progress.

The Cape 8

It is our aim that by the time our children leave us they will have developed characteristics of mastery. We have identified 8 key characteristics that will ensure that our children have exceptional personal development and are well prepared for life in Modern Britain.

Our key characteristics are:

1. Try new things – success does not come knocking on the door, we must have the skills and confidence to try new things. Everyone needs to go out and find something in which they can experience success. By trying new things we provide children with the opportunity to experience unfound successes.
2. Work hard – If we want to be really good at something there are no short cuts. Accomplishments are all about practise and hard work. By setting high



expectations and expecting all pupils to work hard we are developing lifelong skills.

3. Concentrate – We are bombarded with a million and one different stimuli, multitasking is the norm. However, we must all develop those skills of concentration in order to persevere, question and consolidate learning.
4. Push ourselves – To be really successful children need to learn to push themselves. They need to be able take a risk, take themselves out of their comfort zone and persevere. This may be with things they don't like doing, feeling shy, or stopping because of the fear of failure. We will encourage all children to push themselves.
5. Imagine – Children have fantastic imaginations, as we grow older we risk losing the skill of imagination. Children will be taught to imagine, question, think and keep coming up with ideas.
6. Improve – Successful people always try to make things better. This doesn't mean there is anything wrong with what they have but they know there is always room for improvement. We will encourage children to make good things great!
7. Understand others – Successful people use what they know to try and be useful or helpful to others. Instead of asking 'what's in it for me?' we will instil an attitude of "what can I give?"
8. Not give up – We all have setbacks and failures from time to time but it is how we bounce back from these setbacks that is key. Our children will understand that they are not alone, if they experience setbacks and failures they will be given the tools to become resilient and keep trying.

These eight characteristics are embedded in our curriculum and will ensure that our children have exceptional personal development and are prepared for life in Modern Britain.

The Cape Pledge

Each year group will make a pledge to the children in their care to ensure that by the end of the year every opportunity has been given to ensure all children attain certain key skills, attributes and knowledge related to their year group so that the children are ready to access the next year group with the knowledge they need. Planning should reflect how teachers are addressing their pledges to the children.

English EYFS and KS1

At Cape we use 'Talk for Writing' in EYFS and as developed by Pie Corbett, moving towards a text based approach in readiness for KS1 and KS2. This approach provides the children with the tools they need to become good writers. This approach enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through a range of activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. The 'Talk for Writing' is supported by our work with Alan Peat whereby we have a progression of sentence types taught to the children across the school. Children are given the opportunity to



extend their writing and apply their knowledge and skills throughout the whole curriculum. During the academic year 2025-26 we will be implementing 'drawing club' as a strategy for developing speaking and listening, reading and writing in EYFS and Year 1.

KS2

In Key Stage 2, we have developed a text based approach to the teaching of English. Over the course of a year, the children read six quality texts from significant authors which are often linked to the Creative Curriculum. This approach encourages the children to draw upon the skills that they have learnt through talk for writing in EYFS and KS1 and really take ownership and develop creativity in their writing. The text based approach incorporates grammar, punctuation and spelling into the English curriculum rather than it being taught discretely which we feel really benefits the children as they apply the skills they have learnt in a holistic way. The Alan Peat sentence types are continued to be woven into the English work in KS2 following a very clear progression.

During 2025-26 there will be an increased focus on opportunities for speaking and listening across the curriculum including how they can enhance 'outcomes for writing'.

Phonics

At Cape we deliver Phonics in Reception to Year 2, through the Little Wandle Synthetic Phonics Programme. This highly effective approach teaches the children the phonemes and graphemes that they need to know and quickly progresses them on to segmenting and blending words. They then apply their skills in phonically decodable books matched to the sounds they have learnt. In addition they also share a 'real book' at home to promote the love for reading and the e-book they have learnt each week.

Reading

We are very passionate about reading and strive for our children to become great and confident readers. Reading is embedded through all areas of our curriculum and as part of our wider school life. For example, we have an on-site library that the children can access throughout their lunch times, we have a weekly DEaR session, we have reading competitions throughout the year for the whole school, we host the Scholastic Book Fayre and one of our family support workers holds a regular book club for the parents to attend. In EYFS and KS1 all children have a guided reading session 3 times a week, the first session looks at decoding the text, the second session develops prosody and the third comprehension. In Key Stage 2 class reading takes the form of one week whole class teach of reading. This is normally based on the class novel. This provides all of the children with the opportunity to read, understand and analyse a text that is appropriate for their age. The following week the children take part in the more traditional carousel approach to guided reading where they read in groups with the class teacher and complete tasks based on improving their reading and comprehension skills. During the carousel week the children in KS2 also carry out a Reciprocal Reading session with the class LSP. This encourages the children to take ownership of their learning and lead quality discussions about the books they are reading.



Mathematics

We use a "Mastery for All" approach in Maths. This approach exposes all of the children to an age-appropriate curriculum, does not put a ceiling on the children's learning and provides all of the children with the opportunity to master a skill at their level. Differentiation will be apparent through support during the lesson and through variation of the task (cold and warm task)

You will see a wide range of teaching strategies to ensure that all children understand the same skills through a means that is appropriate to them, as well as a focus on the use of correct mathematical language. We are using a DfE recommended Maths scheme 'Power Maths' to support the mastery approach. As part of our journey in Maths we have been part of the NCETM Maths hub. The learning and support from this project has been developed further each year and we have just completed the sustaining element of the project, which we will now continue on. We use a Maths intervention called Maths Flex to support children in closing gaps in learning and same day intervention. This works alongside Power Maths. In the Early Years there is a big focus on depth of number and so you will see children spending weeks around one number, ensuring they can subitise, recognise, represent it in different contexts and understand the composition of each number. This leads to concrete number sense, preparing them for KS1.

Science

At Cape children are shown that science is part of life that is happening all around us. It is taught regularly from EYFS, where it is taught through topics across the year; in Key Stage 1 where we teach a minimum of 1 hour per week and in Key Stage 2 where we teach 2 hours per week. We follow the National Curriculum for Science with a new topic covered each half term. Each year group focusses on specific strands of science so that progression of knowledge and skills are built on throughout the school. Our curriculum has been designed to provide the children with first hand, practical experiences that develop their scientific knowledge and skills. In Science pupils observe, explore and ask questions about living things, materials and physical processes. Children perform a range of scientific enquiries throughout lessons, then present their findings using scientific language, drawings, charts and tables. They evaluate evidence and consider whether tests or comparisons are fair. Our children really like science and enjoy learning new information.

Computing

Children at Cape access a broad range of ICT resources and learning opportunities. They have access to our two ICT suites, banks of iPads across the school, recording equipment, control technology and laptops. We therefore see ICT as embedded into teaching across the school as well as being discretely taught in computing lessons. ICT skills are taught through all subject areas and children are given the opportunity to apply their skills in a broad range of contexts. Children have access to a range of subscription, for example, Purple Mash, Big Cat E-books, Timestable Rock Stars, Reading Eggs and Reading Plus.



Our computing sessions also have a high focus on computer and internet safety. The children learn about the importance of this during their weekly computer sessions and awareness is also raised throughout the year through school competitions, online safety week, assemblies and workshops specifically designed for the parents so that they are aware of how to keep the children safe at home. In 2024-25 we are developing the curriculum to use ongoing assessment of online safety across lessons through Project Evolve and further develop the use of the National Centre for Computing Education resources to fully support the curriculum.

Physical Education

Our Cape core values for PE are as follows:

- C**onfidence, competency and competition
- A**ctive, healthy lifestyles
- P**hysically active
- E**ngagement in competitive activities

The children at Cape receive a minimum of two hours physical activity throughout the week. During our taught sessions of P.E, we use a variety of teaching and learning styles. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. We utilize the expertise of external providers to support staff with CPD in particular aspects of PE.

In Years 2 and Year 4 the children all have a block swimming placement throughout the year, during the autumn term there will also be 'top up' swimming sessions for some Year 6 children. This provides the children with the knowledge on how to stay safe by water and they also learn basic swimming strokes. At Cape we offer a range of extracurricular activities to the children at lunch time run by Sports Plus. This encourages cooperative play during lunch times and the children are also able to develop their skills in dance, basketball, and many other team games.

Alongside our lunchtime extracurricular activities, we also have a football team who compete against other local schools and we have participated in inter school competition throughout the year.

Religious Education

We follow the Sandwell agreed syllabus for R.E teaching across the school. In July 2024 the new redeveloped Sandwell SACRE was launched. This syllabus is being delivered in school. The Local Authority worked through its Standing Advisory Council on Religious Education (SACRE). SACRE is a body made up of people who represent all the major faiths and educational stakeholders in Sandwell. The syllabus reflects the central concern of the SACRE and Agreed Syllabus Conference: to provide practical, professional guidance and support to teachers in setting high standards for learning in RE for all Sandwell pupils.

All pupils will study Christianity, Sikhism, Islam, Hinduism and Judaism throughout their school life at Cape. These religions are tools for exploring the children's own



belief and promoting acceptance of others views and ideas. As with all of our learning we pride ourselves on first hand experiences and provide trips to different places of worship and also invite speakers into school to enrich our curriculum.

Creative Curriculum

Our 'Creative Curriculum' encompasses a skills based approach to learning through Geography, History, Art & Design and Design Technology. Each topic is carefully planned to ensure the progression of key skills & knowledge across the school from Year 1 to Year 6. EYFS access the skills from the Early Years Foundation Stage statutory framework. We ensure that children receive a range of first hand experience through educational visits or visitors into school. Curriculum experiences may provide the children with a 'hook' to initiate a topic or theme or visitors that further enhance the children's knowledge and awareness of the topic. By seeing and doing the children are able to articulate and absorb the knowledge and skills that are imparted to them.

We celebrate achievements in many other ways too. Every week the children participate in a praise assembly whereby good work and achievements are shared and celebrated by the whole school.

We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks. We develop their ability to think independently, enabling them to transfer their learning to all aspects of their life; preparing them for the future. We actively teach the skills needed to be successful learners and are constantly encouraging cross curricular links where possible to encourage the children to apply these skills.

Music

Music is taught across the school in weekly music sessions complimented with weekly singing assemblies and periodic workshops and visitors to the school linked to theme days and topics. The skills needed to meet the National Curriculum are mapped out across the year groups to ensure that there is a progression of skills. Whole class instrumental tuition is provided to the children in Year 3 by Sandwell Music support service. We mainly use the Charanga scheme to support teachers in the delivery of the Music curriculum however, some units of Music that are taught fall outside the Charanga scheme but remain progressive in structure and adhere to the National Curriculum.

Modern Foreign Languages (KS2)

Modern Foreign Languages (MFL) are taught across Key Stage 2. We speak over 60 different languages at Cape. For many of our children English is their additional language so finding a 'common' new language that all children can access has been a challenge. We have chosen to deliver Italian. At Cape we use Language Angels to support our teaching of MFL. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). The



key skills are mapped out so that there is a clear progression for the children and they are able to build on their prior learning. We have a number of children who are Italian speaking who become 'Language Experts' for their class. We have recently made links with a school in Italy and will be starting to build pen pals with the children there. We are very excited at this prospect and it will be extremely beneficial for our children to practice their skills and find out how life is different in Italy.

Early Years Foundation Stage

At Cape Primary School, we believe that children in the EYFS need to experience a wide variety of first hand, practical learning opportunities to enable them to develop to their full potential. We aim to provide a secure, enjoyable and caring educational environment where each and every child feels valued. We ensure continuity between Nursery and Reception so that children can build on skills already developed and follow routines that flow with their needs and with which they feel safe and confident throughout their Early Years, in preparation for their future years in school.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

We will:

- ✓ Provide a happy, caring, secure environment where children feel valued;
- ✓ Build on what our children already know and can do and provide new and exciting experiences that challenge, develop and stimulate their thinking;
- ✓ Provide a rich and stimulating and aesthetically pleasing learning environment that is committed to raising standards;
- ✓ Develop parents as partners, parents are a child's first educator we aim to ensure parents are involved in their child's learning;
- ✓ Promote self-esteem and independence through praise and celebration of achievements;
- ✓ Ensure that no child is excluded or disadvantaged;
- ✓ Offer a structure for learning that has a range of starting points, matches the needs of all children and provides opportunity for learning both indoors and outdoors;
- ✓ Deliver a curriculum that supports, fosters and promotes children's:
 - social skills;
 - attention skills, persistence and a positive attitude to learning;
 - language and communication;
 - mathematical skills;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

Which encompass the Early Learning Goals set out by the DFE.



Relationships and Health Education

From September 2020 there will be a new framework in place for the delivery of Relationships and Health Education. Time has been spent ensuring the curriculum meets the needs of our school and the local community. For a full overview of this curriculum please visit our website <https://www.capeprimary.com/relationships-and-health-education-consultation/>

British Values/SMSC

The British Values of democracy, responsibility, liberty, law, tolerance and respect are interwoven throughout our curriculum and are at the heart of our values. Assemblies and discussions develop the key British Values and our British Value ambassadors meet regularly to discuss how we address the values in our daily lives. Social, moral, spiritual and cultural awareness permeates through the whole curriculum and is embedded in the work that we do. Our impact of pupil premium spend for first hand experiences tracks the impact that curriculum activities have on SMSC.

Equal Opportunities

Celebrating Cape's diversity

Our school ethos recognises that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special educational needs. Children are all treated fairly and are given equal opportunity to take part in activities across the whole school curriculum. Equality is an important part of the planning and teaching of all lessons. When planning work for children with Special Educational Needs we give due regard to information and targets contained in the children's Passport/ EHC plans and their personalised/ group education plans. We also encourage all children to become independent (appropriately) as we feel this prepares them for future life. We have high expectations of all children and we believe that the principles of equality underpins work and life through the school.