

ART

<p>INTENT</p> <p>Art is a creative subject which encourages children to become independent thinkers. The imagination of the child is one of the fundamental parts of the art curriculum, and there is a high expectation of the child to experiment with original ideas and thoughts.</p> <p>As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Our schemes of work provide a rich source of balanced activities, which embrace the National Curriculum objectives, allowing the child to build on an already wide range of techniques and ideas, leading to a successful transition to middle school.</p> <p>Cross-curricular links which will encourage the child to revisit previously learnt knowledge and use this to show their understanding of current topics and themes.</p>	<p>IMPLEMENTATION</p> <p>The curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress. Keywords are introduced and revisited throughout topics.</p> <p>Art provides the child with a sound basis for developing logical steps: as our schemes of work show;</p> <ul style="list-style-type: none"> -researching and recording information through observational drawings, as well as using books and the Internet, -investigating and exploring a variety of techniques and materials, -developing ideas and playing about with size and layout, -a final piece, and an evaluation – which is both self-awareness and critical analysis of others -learning about a range of artists, designers and craftspeople, where suitable who are local as well as those more well known <p>SMSC</p> <p>Exploring different artists' interpretations and asking what the artist was trying to convey. Enabling pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. Promoting the process of reviewing and evaluating. Exploring how emotions are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions. Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups such as women. Experiencing a wide range of creative media from around the world.</p>	<p>IMPACT</p> <p>The impact of our art and design curriculum can be seen not only in topic books but also through classroom displays and the school environment.</p> <p>Everything we do is with the child in mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> ● Summative assessment of pupil discussions about their learning. ● Images of the children's practical learning. ● Interviewing the pupils about their learning (pupil voice). ● There is the opportunity for a dialogue between teachers and pupils. ● Annual reporting of standards across the curriculum.
---	---	--

ENGLISH

INTENT	IMPLEMENTATION	IMPACT
<p>We want all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education.</p> <p>Skills are developed through high quality discussions within the classroom and from reading and writing a wide range of fiction, non-fiction and poetry.</p> <p>Children will be encouraged to read widely across a range of genres, time periods and cultures to develop their knowledge of the world in which they live and to establish an appreciation and love of reading and writing.</p> <p>We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas.</p>	<p>English is often taught in a cross-curricular way. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly.</p> <p>We use the Big Write model to encourage pupils to express their ideas, discuss their ideas and to develop more sophisticated vocabulary. Our pupils are encouraged to read for pleasure and to read widely through our reading scheme and school library. We use Twinkl for our phonics programme.</p> <p>Phonemic awareness helps the development of reading by segmenting and blending sounds and the children will be heard reading regularly, both individually and in groups. Our guided reading sessions cover a wide variety of both fiction and non-fiction books and help to advance the children's comprehension skills. Parents are given reading guidance and clear expectations about reading at home. We develop writing skills so that our children have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, IT, modelled, shared and guided writing, peer assessment and discussion. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets.</p> <p>We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. Handwriting sessions are regularly incorporated into the English lessons.</p> <p>We are developing a range of extra activities which are used to promote English within the school including our year long, whole school Writing Challenge, World Book Day, Summer reading challenge and author visits.</p>	<p>IMPACT</p> <p>The impact of the English curriculum is measured through a variety of assessment opportunities. In class, Reading, Writing and Grammar are formatively assessed on a lesson-by-lesson basis through the use of verbal feedback, written feedback, peer and self-review in line with the school's Feedback for Learning Policy. KS1 and 2 are assessed in reading through formal testing and termly EYFS are assessed by teacher judgments. Writing is assessed every other week through the Big Write structure. We also take part in external moderations with other schools to ensure that our assessment measures are consistent and accurate.</p> <p>SMSC</p> <p>Responses to, and recognition of how others' beliefs and experiences have shaped the course of literature. Supporting conceptual and language development through an understanding of and debates about social issues. Acknowledging different cultures through a range of literary works.</p>

MATHS

INTENT	IMPLEMENTATION	IMPACT
<p>At Whitley Chapel CE First School we are MATHEMATICIANS!</p> <p>We want our children to love Maths!</p> <p>We want them to have no limits to what their ambitions are and grow up with secure mathematical understanding which will assist them in whichever career path they take, as well as in their daily lives. We aim to underpin as much of what we teach with real-life examples so that the children know from the beginning that Maths is an essential life-skill.</p> <p>In order to do this, we want our children to:</p> <ul style="list-style-type: none"> -Make mistakes and use them to learn new things -Describe, explain and discuss their work -Show resilience -Have imaginative ideas -Ask questions -Have confidence -Ask for help -Help each other -Challenge themselves -Take risks 	<p>To ensure full topic coverage, we use the whole-school primary maths scheme routed in White Rose Maths that creates continuity and progression in the teaching of mathematics. Lessons are differentiated in many different ways to ensure there is appropriate challenge and support for all learners.</p> <p>Daily maths lessons include fluency, reasoning and problem solving.</p> <p>Within our maths lessons children are taught to build an understanding of the concepts.</p> <p>Interventions are put in place to support children where necessary.</p> <p>Concrete manipulatives and pictorial representations are used to support conceptual understanding and to make links across topics.</p> <p>SMSC</p> <p>Maths supports:</p> <ul style="list-style-type: none"> -Spiritual development by engaging children with the depths of thinking and problems solving -Moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in the world. This can sometimes draw upon other areas of study for example, in Humanities. -Social development by requiring verbal reasoning with others. 	<p>Our teaching of, and curriculum for, mathematics will lead to excellent progress over time across all key stages relative to each individual child's starting point.</p> <p>It is designed to prepare children for their future in and outside of education so they can become successful in whatever they pursue by leaving our school at least at the expected standard for their age. Our rich and broad mathematics curriculum aims to make the children enthusiastic about learning mathematics and gain an understanding of its importance in everyday life.</p> <p>Children are individually assessed regularly using formative and summative assessment is used to inform future teaching, thus ensuring teaching is responsive to the needs of our pupils.</p>

SCIENCE

INTENT	IMPLEMENTATION	IMPACT
<p>Science encourages pupils to become inquisitive and curious learners. We encourage pupils to take an interest in the world around them. Cross curricular links are made to make learning relevant for pupils.</p> <p>Our curriculum is designed to engage pupils through a variety of theory and practical experiences to prepare pupils for their next stage of education. We teach pupils Scientific Enquiry Skills to enable them to develop their investigative problem-solving skills.</p>	<p>Our natural curiosity is encouraged, and we get to explore and experience the world through play. Science is part of the strand 'Understanding the World' and focuses on things we may encounter in our daily lives. We are supported to question what we see and are helped to explain our ideas using what we know.</p> <p>All of the experiences we have in EYFS will help give pupils the knowledge and understanding we'll need for the science we'll do in KS1.</p> <p>In Years 1 and 2, we realise that science is how we come to understand the world around us. We learn about things we experience everyday, such as our bodies, the natural world and materials. We teach the children to observe objects, materials and living things carefully and we describe what we see. We ask simple questions about the things we notice and we recognise that they can be answered in different ways. We make predictions and explore answers.</p> <p>In Years 3 and 4, we become accurate and careful observers and recorders of both our investigations and findings. We know a range of ways our scientific questions can be answered, and we're supported to test out our own ideas. We learn how to create tables and graphs of our data and can write clearly about what we've experienced and noticed during class enquiries.</p>	<p>The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.</p> <p>All children will have:</p> <ul style="list-style-type: none"> -A wider variety of skills linked to both scientific knowledge and understanding, and scientific enquiry/investigative skills. -A richer vocabulary which will enable to articulate their understanding of taught concepts. -High aspirations, which will see them through to further study, work and a successful adult life
<p>SMSC</p> <p>Looking for meaning and purpose in natural and physical phenomena Wonder about what is special about life An awareness of the scale of living things from the small micro-organism to the largest The interdependence of all living things and materials of the Earth. Emotional drive to know more and to wonder about the world Wonder at the vastness of space and the beauty of natural objects</p>		

LANGUAGES: FRENCH

INTENT	IMPLEMENTATION	IMPACT
<p>We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.</p> <p>Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.</p>	<p>The Kapow French scheme of work is designed with six strands that run throughout.</p> <p>These are: • Speaking and pronunciation • Listening • Reading and writing • Grammar • Intercultural understanding • Language detective skills</p> <p>Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.</p> <p>The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.</p> <p>Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils retain their French learning, we provide information about how to incorporate French into the classroom environment in other ways such as singing numbers when we sing the Happy Birthday song.</p>	<p>Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.</p> <p>children will:</p> <p>Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.</p> <p>Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.</p> <p>Speak and read aloud with confidence and accuracy in pronunciation.</p> <p>Demonstrate understanding of spoken language by listening and responding appropriately.</p> <p>Use a bilingual dictionary to support their language learning. Be able to identify word classes in a sentence and apply grammatical rules they have learnt.</p> <p>Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages. Be able to construct short texts on familiar topics.</p> <p>SMSC</p> <p>Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases.</p> <p>Pupils get excited about learning a new language. Pupils learn to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.</p>

DT

<p>INTENT</p> <p>To inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.</p> <p>We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.</p> <p>We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.</p>	<p>IMPLEMENTATION</p> <p>Design, make and evaluate.</p> <p>Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition; with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.</p> <p>The Design and technology is organised under five subheadings or strands:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technical knowledge • Cooking and nutrition* <p>Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:</p> <ul style="list-style-type: none"> • Mechanisms • Structures • Textiles • Food • Electrical systems (KS2) and • Digital world (KS2) <p>Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum.</p> <p>The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.</p>	<p>IMPACT</p> <p>Each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. Children will:</p> <ul style="list-style-type: none"> → Understand the functional and aesthetic properties of a range of materials and resources. → Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products. → Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios. → Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment. → Have an appreciation for key individuals, inventions, and events in history and of today that impact our world. → Recognise where our decisions can impact the wider world in terms of community, social and environmental issues. → Self-evaluate and reflect on learning at different stages and identify areas to improve. → Meet the end of key stage expectations outlined in the National curriculum for Design and technology. → Meet the end of key stage expectations outlined in the National curriculum for Computing <p>SMSC</p> <p>Developing a sense of fascination as these explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge, combined with their own imagination and creativity to develop and make their own designs. From this, children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.</p>
--	---	--

RE

INTENT	IMPLEMENTATION	IMPACT
<p>To inspire all our pupils to learn from and about religion, so that they can understand the world around them.</p> <p>To help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>We want pupils to understand meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.</p> <p>We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.</p> <p>Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence to prepare our pupils for the modern, pluralist world.</p>	<p>We use the National Curriculum and Understanding Christianity, as a basis for our R.E curriculum.</p> <p>At WCCEFS, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study up to Year 4:</p> <p><i>-Christianity, Islam, Judaism, Hinduism, Sikhism</i></p> <p>From the syllabus it is required that: -</p> <p><i>-Early Years Foundation Stage - Christianity and at least one of the other principal religions aligned to the most recent national EYFS Framework</i></p> <p><i>-KS1 - Christianity is studied and one other principal religion in some depth</i></p> <p><i>-KS2 – Christianity is studied and two other principal religions in some depth</i></p> <p>There are no presumptions made as to the religious backgrounds and beliefs and values of the children and staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.</p> <p>All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We enjoy the support of members of the local church (St Helen's) and regularly hold our collective worship there too.</p> <p>We acknowledge that each religion studied can contribute to the education of all our pupils.</p>	<p>IMPACT</p> <p>The children at Whitley Chapel CE First School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E is invaluable in an ever-changing world.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> -Summative assessment of pupil discussions about their learning -Images of the children's practical learning -Interviewing the pupils about their learning (pupil voice) -Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work -Annual reporting of standards across the curriculum. <p>SMSC Experience fascination, awe and wonder, explore the values and beliefs of others, investigate moral values and ethical issues, recognise right and wrong and apply this in everyday life, understand the consequences of actions, participate, cooperate and resolve conflict, understand how communities and societies function, explore, understand and respect diversity.</p>

PE

<p>INTENT</p> <p>PE at Whitley Chapel CE First School aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE is an imperative element of the curriculum, which develops a need for healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that might have at one time have felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</p> <p><i>'Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it'</i> Michael Jordan</p>	<p>IMPLEMENTATION</p> <p>Pupils at Whitley Chapel CE First School participate in twice weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports, invasion games, dance, gymnastics and swimming, to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and areas for improvement. .</p> <p>At Whitley Chapel CE First School we follow the PE Hub, a scheme which is fully aligned to the national curriculum and allows the children at our school to focus on the development of agility, balance and coordination, healthy competition and cooperative learning .</p> <p>We provide opportunities for all children to engage in extra-curricular activities after school, in addition to competitive sporting events, whilst also signposting to clubs outside of school.</p> <p>This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils. To further implement positive attitudes to physical activity and well-being, we as a school take regular movement breaks.</p>	<p>IMPACT</p> <p>Children will develop lifelong skills in turn-taking, fairness, sportspersonship, healthy lifestyles, exercise, mental health and fitness.</p> <p>Children are keen to participate in a range of sports and games, and improve their personal best scores over time.</p> <p>We use a simple assessment tool to assess the children within creative, cognitive, health and fitness, personal, social and applying physical skills.</p> <p>SMSC</p> <p>Being aware of one's own strengths and limitations. Developing positive sporting behaviour. Learning about the history of sport, and where sports originate from. Making links with national and global sporting events such as the World Cup and the Olympics. Exploring rituals surrounding sporting activities. Developing a sense of belonging and self-esteem through teamwork. Developing a sense of community identity through taking part in inter-house and inter school events.</p>
---	--	---

GEOGRAPHY

<p>INTENT</p> <p>Our aims are to create an interest and develop curious minds about the world and its people, extending their cultural capital. We provide a high-quality curriculum. Learners will develop an awareness of diverse places, people and resources as well as learning about natural and human environments. Learners will be equipped with both the skills and the knowledge to learn about physical and human processes. This will include how the two processes interact and how they can have an effect on our world. This learning will develop the children's knowledge about their local environment, and through fieldwork, what they can do to protect these environments. Their Geography learning should inspire them to discover more about the world and become life-long learners.</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • 3 half-termly topics which focus on the age-related knowledge and skills stated in the National Curriculum. Each of these topics will develop knowledge about diverse places and people, resources, natural and human environments and key physical and human processes. • A well-developed knowledge of their local environment through visits and studies so that they know what makes our local area the place that it is and how it fits into the wider world. • The opportunity to engage with a range of geographical resources in lessons such as: maps, globes and photographs. • Opportunities for educational visits to selected sites both local and further afield. This will allow learners to apply geographical skills in a range of environments and deepen their understanding of physical and human processes. • The opportunity to communicate their knowledge in a variety of ways. This may include maps, graphs, fieldwork studies, computing and writing. • A range of biomes are covered in our curriculum to develop children's knowledge of these areas. • Learners will be exposed to key geographical vocabulary. This is taught to the children at the start of each topic. Learners will be expected to use this language when exploring and reasoning with their geographical knowledge and recording work. • Learners will engage in debates and discussions about environments and use these to challenge and shape their own views. <p>SMSC</p> <p>Using maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. Comparing their lives with people living in other countries or other parts of the UK. Considering how people treat the environment. Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism. Exploring cultures that have had, and still have an impact on the local area.</p>	<p>IMPACT</p> <ul style="list-style-type: none"> • Learners will have respect and knowledge of local, national and the global environments in which they live. They will have developed an understanding of how these environments interact and depend on each other and consequently the impact of their actions on these environments. • Learners will have a strong knowledge of the physical and human processes in the world. They will have developed knowledge of how these processes interact and the effects of human intervention in physical processes. • Learners are able to competently use a range of geographical sources. • Learners will have developed a geographical vocabulary to allow them to speak and write geographically. • Learners are able to record their geographical learning in a variety of ways and select the most appropriate in a given circumstance. We monitor the impact of our geography provision, through lesson observations, pupil voice and monitoring of geography work in the learner's topic books, which may include photos and videos.
---	---	---

HISTORY

INTENT	IMPLEMENTATION	IMPACT
<p>Our History lessons aim to inspire children to desire to learn more about the past. Our curriculum intends to create cross curricular links between history and other topics and English. We aim to increase our knowledge of our own local history, our knowledge of the wider local history of Britain; as well as our knowledge of the wider world.</p> <p>Our curriculum creates opportunities to learn about changes within history within our own living memory, as well as exploring events beyond our memory. These changes in our own living memory allow us to work through key ideas and how we can compare these to events beyond our living memory. We aim to explore ideas of diversity and belief through learning about significant individuals and places within history.</p> <p>We encourage ideas of debate and reflection to ensure children are equipped with the ability to understand what it means to be historians.</p>	<p>We take an enquiry-based approach to teaching History whereby each topic is framed upon a key question that guides the teaching. Across the whole school curriculum, children study the key historical concepts of chronology; significance; change and continuity; cause/consequence and interpretation. These are taught within the historical contexts outlined within the National Curriculum. Our literacy lessons are linked to the topics as much as possible and enrichment activities are planned in order to help immerse the children in the topic helping to make the learning more memorable. There are selected substantive concepts (outlined in the curriculum map) that reoccur in topics across the key stages, which enable children to gain a good understanding of chronology and make links between different periods of history. These links are outlined in each topic overview to ensure teachers understand the children's prior learning and use timelines to help support their chronological understanding. Brainstorms are carried out at the end of each topic which address children's understanding of the enquiry question. Children within KS2 also undertake a pre-assessment and post-assessment quiz which assesses their prior learning on factual and chronological knowledge. Books are monitored throughout the year and pupil voices are conducted to ensure the content/skills are covered as planned and that children are retaining their knowledge and understanding.</p> <p>SMSC Considering how different things would be different if the course of events had been different. Looking at local history and investigating the reasons why there is a landmark, building or museum. Exploring how we mark important events from history and the people who shaped them. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice. Exploring local history, under researched history and history around us. Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day.</p>	<p>Our children develop a sound overview of the past and the ability to analyse it with a critical mind. Our class work shows how our enquiry-based approach gives real purpose and focus to each topic; each lesson planned carefully to address our overall question. The content has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make links to previously studied topics and make comparisons. Children will be enthused by their History topics, through our cross-curricular approach and enrichment activities which immerses them in the period; creating intrigue and enjoyment. Our assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching are high.</p>

MUSIC

INTENT	IMPLEMENTATION	IMPACT
<p>To help children feel that they are musical and to develop a life-long love of music. Develop the skills, knowledge and understanding, in order to become composers, performers and listeners.</p> <p>Music is wide and varied from around the world, across generations, traditions and communities.</p> <p>Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, listening and responding to it.</p> <p>They will develop an understanding of the history and culture context of the music they listen to and learn how it can be written down.</p> <p>Develop transferable skills such as team working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills.</p>	<p>The individual strands of performing, listening, composing, the history of music and the inter-dimensions of music are woven together to create engaging and enriching learning activities.</p> <p>Each 5 lesson unit combines the above strands with cross-curricular topic designed to capture children's imagination and encourage them to explore music more enthusiastically.</p> <p>Children will be taught how to sing fluently and expressively, playing tuned and untuned accurately and with control.</p> <p>They will learn to recognise and name the interrelated dimensions of music such as pitch, duration, tempo, timbre, structure, texture and dynamics, and use these expressively in their own improvisation and compositions.</p> <p>We will use Kapow schemes, which follows a spiral model where previous skills and knowledge are returned to and built upon.</p>	<p>IMPACT</p> <p>Monitored through formative and summative assessment opportunities. Assessment against learning objectives occur each lesson while at the end of a unit is often a performance element. Be confident performers, composers and listeners and will be able to express themselves confidently.</p> <p>Show an appreciation and respect for a wide range of musical styles from around the world. Understand the ways in which music can be written down to support performing and composing. Demonstrate an enthusiasm for music.</p> <p>SMSC</p> <p>To show their delight and curiosity in creating their own sounds. Considering how music makes one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for occasion. The self-discipline required to learn a musical instrument. Exploring how an orchestra works together. Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax engaging with our local community through music projects. To take part regularly in singing. Encouraging children to listen and respond to traditions from around the world. Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology.</p>

COMPUTING

INTENT	IMPLEMENTATION	IMPACT
<p>We offer a structured sequence of lessons, helping teachers to ensure that they have covered the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of computing and how it links to children's lives.</p> <p>It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. They develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology.</p>	<p>We offer a structured sequence of lessons, helping teachers to ensure that they have covered the skills required to meet the aims of the national curriculum.</p> <p>The content allows for a broad, deep understanding of computing and how it links to children's lives. It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science.</p> <p>They develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology.</p>	<p>Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.</p> <p>SMSC</p> <p>Wondering at the power of the digital age e.g. use of the internet. Understanding the advantages and limitations of IT. Using the internet as a gateway. Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web. Discussing the impact of IT on the ways people communicate. Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity.</p>

EYFS

<p>INTENT</p> <p>As an EYFS team, we work to create a well-planned, cohesive, purposeful, fun and engaging learning environment in order to facilitate an effective and memorable learning journey for all our children.</p> <p>Our Early Years is a place where children can explore and extend their ideas, knowledge, understanding, skills and personal development.</p> <p>We combine whole class, adult-led teaching for phonics/literacy, mathematics and topic work, along with small group activities and also child-initiated exploration through our continuous and enhanced provision.</p> <p>We deliver weekly P.E, R.E, computing and music sessions, designed to support a clear progression of skills.</p> <p>In Early Years we also deliver Forest School sessions throughout the year to support the children's appreciation and respect for the environment and nature. We also maximise cross-curricular links in our Forest School area, utilising the positive influence of outdoor learning across all subjects.</p>	<p>IMPLEMENTATION</p> <p>We have a range of resources and activities that provide opportunities to scaffold children's independent explorations and imaginative play. Children are supported in making connections that will support all areas of development.</p> <p>Our environment is warm, welcoming and supportive and we celebrate similarities and differences. The smaller group size ensures that the group becomes a supportive and cohesive unit, with any disputes quickly detected and addressed, with adults providing children with the strategies to resolve difficulties and self-regulate where possible, working together to solve problems, think about feelings and talk through issues to find solutions.</p> <p>Children enjoy shared ownership of the space and children and adults and are involved in its development and evolution. Children provide inspiration and preferences for role-play areas, placement of resources, layout of displays and preferences for activities and equipment, as well as the location of play and exploration.</p> <p>A wide range of meaningful, collaborative, context-based learning opportunities for all areas of learning are provided, ensuring our learning journey is a memorable adventure for all.</p> <p>SMSC</p> <p>Encouraging awe and wonder for environments and objects, by taking the time to explore and appreciate them using all of our senses. Promoting appreciation of nature, for example the wildlife around our school, which we talk about enthusiastically on a daily basis. Guiding children to reflect on their experiences, both during adult-guided and child-initiated time. Supporting development of imagination and creativity through stories and open-ended creative provision. Planning for and offering magical moments and memorable experiences. Promoting the importance of fun, spontaneity, and humour to generate well-being, for example jumping in puddles. Nurturing positive and trusting relationships. Learning about Christianity through Bible stories using 'Jack in the Box' resources. Learning that there are other religions in the world and understanding that religious beliefs may differ, but all should be valued and respected, celebrating diversity. Promoting moral development through stories, class discussions and role-play. Praising positive attitudes, such as being kind. Modelling positive values consistently. Supporting children's ability to follow school and class rules. Supporting and equipping children to resolve disputes by encouraging children's understanding of feelings of others. Use of focus groups to encourage children to form friendships. Staff support social skills and development throughout play and learning experiences. Snack and lunch times are used to support table manners, such as saying 'please' and 'thank you'. Teaching self-care habits, such as blowing our nose and covering our mouth when coughing. Promote inclusion of children within play and challenge any stereotyping. Support transition process when starting school and changing classes. Encourage development of respectful behaviour, for example listening to others and not invading other children's space. Share a wide range of quality inclusive texts/stories and social stories with children, celebrating diversity. Learn appreciation of a wide range of cultures, through experiences and stories, promoting respect and sensitivity to the fact that cultures vary and that all should be valued, celebrated and treated equally. Experience focused story times with the whole school exploring diversity via a weekly story which we reflect on together. Staff encourage families to tell us about their own cultural celebrations and customs via Tapestry, coming in to school and sharing items for 'Show and Tell'. Staff challenge insensitive reactions, attitudes, and language, asking children to imagine how they would feel if the situation was reversed. Quality inclusive resources provided in the environment.</p>	<p>IMPACT</p> <p>We observe and assess children in Nursery and Reception within the first six weeks to provide a starting point and to inform planning.</p> <p>We also complete the Reception Baseline Assessment.</p> <p>We continually track understanding and development through observations, informal assessments and practical/verbal interactions with children as they engage, explore and learn.</p> <p>Staff are highly skilled and experienced and collaborate regularly to decide on how to best meet each child's needs by establishing where they are and how to support them in their 'next steps' of learning as they continue to progress and develop.</p> <p>Each child has an online 'Tapestry Learning Journal', where we share experiences and achievements of the child as they engage in their learning.</p> <p>Parents/carers also share news and achievements from home which the children share in school during 'Show and Tell'.</p> <p>Successes are continually celebrated, with examples shared with the whole class and displayed on the 'Wow Wall' to boost confidence and model positive attitudes to learning.</p>
--	--	--

PHONICS

INTENT	IMPLEMENTATION	IMPACT
<p>Twinkl - coherently planned sequence of lessons. Level 1 Twinkl Phonics provides themed teaching packs for <u>nurseries</u> to deliver each of the DfE's Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. <u>In reception</u>, children work within Levels 2-4. This has been planned to allow for additional consolidation if required, assessment time and it also takes into account the events that take place throughout the year such as Christmas productions, school trips etc. In Levels 2-4, learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.</p> <p>In <u>KS1</u>, children work within Levels 5 and 6. Children will develop their ability to attempt to read and spell increasingly complex words. During Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words. The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. For those children who are working below age related expectations, phonics learning shouldn't end in KS1. If, through assessment and observation, teachers decide that a child needs further phonics intervention, Twinkl Codebreakers, a comprehensive and scripted intervention programme, can be used. It is specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.</p>	<p>The Progression Map sets clear expectations for pupils' progress within the Twinkl Phonics Programme. The tracking document allows practitioners to track pupils' progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils. The dynamic and engaging materials delivered in the daily lesson packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics.</p> <p>The direct teacher-led lessons enable all learners to develop and apply new skills, while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.</p> <p>Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.</p>	<p>Children will develop their phonics skills and knowledge through a systematic, synthetic approach.</p> <p>For children to become fluent readers and be well prepared for the statutory year 1 Phonics Screening Check.</p> <p>Following the programme gives a consistent approach to phonics, which is clear to teaching staff and learners throughout the school.</p>

PSHE/RSE

<p>INTENT</p> <p>Our intention is that when children leave, 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 have high aspirations, a belief in themselves and realise 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 deal with these so that they have good mental health and well-being.</p> <p>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 now and in their future roles within a global community.</p>	<p>IMPLEMENTATION</p> <p>The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.</p> <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Self-regulation • Building relationships • Managing self <p><u>Key stage 1 and 2:</u></p> <ul style="list-style-type: none"> • Families and relationships • Health and wellbeing • Safety and the changing body • Citizenship • Economic well being <p>Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic well being areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.</p> <p>SMSC</p> <p>Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience. Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. Helping children to engage in a democratic process for electing School Council members and taking part in the process of contributing to school decision making. Creating opportunities for children to exercise leadership. Exploring how different cultures can offer great insights into how we lead our lives.</p>	<p>IMPACT</p> <p>By the time our children leave our school they will:</p> <ul style="list-style-type: none"> -be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life -be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society -appreciate difference and diversity -recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty -be able to understand and manage their emotions -be able to look after their mental health and well-being -be able to develop positive, healthy relationships with their peers both now and in the future. -understand the physical aspects involved in RSE at an age-appropriate level - have respect for themselves and others.
---	--	---

FOREST SCHOOLS

<p>INTENT</p> <p>Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School to support the development of a relationship between the learner and the natural world. It aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners, offering learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>Our children to develop skills for life-long learning through progressive tasks including:</p> <ul style="list-style-type: none"> ● Forest safety ● Fire ● Cooking ● Rope work ● Tools ● Knife skills ● Climbing ● Dens ● Environment awareness 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Forest School takes place regularly, ideally at least 6 weeks (half termly), with the same group of learners, over an extended period of time, if practicable encompassing the seasons. • We are lucky to have a well-established woodland area on site, but also make use of the locality such as the Burn and adjacent fields. • Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community. • Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation. • Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. • Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner. • A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners. • Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School. • Practitioner observation is an important element of Forest School pedagogy. Observations feed into ‘scaffolding’ and tailoring experiences to learning and development at Forest School. 	<p>IMPACT</p> <p>Forest School promotes all aspects of children’s development. It endorses children’s physical well-being by getting them more active and enjoying the fresh air, as well as giving children a greater wealth of experiences the outdoors can offer, thus instilling a healthier lifestyle. Encouraging children to work with others in more challenging outdoor activities improves their social relationships. Secondly, this way of learning appears to provide children with hands-on skills and an appreciation for the outdoors.</p> <p>SMSC</p> <p>Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.</p>
--	---	--