



Mount Pleasant Primary School

Curriculum at Mount Pleasant

***"Children want the same things we want. To laugh, to be challenged,
to be entertained, to be delighted."***

Dr. Seuss

At Mount Pleasant Primary School, we understand that the importance of getting our curriculum right; it has been designed to meet the needs of our children so they can flourish – both academically and socially. In order to achieve this, we provide a curriculum that is broad, balanced, relevant and able to provide for varied needs.

Our ultimate school aim is to ensure that children leave Mount Pleasant Primary school as 'good, kind people'; we are determined to ensure that our curriculum enhances our school culture and climate in order to deliver this fundamental ambition. We aim to identify and remove barriers to learning and provide suitable learning challenges that respond to diverse needs, including those of the most able. Our curriculum encompasses a variety of exciting, first-hand experiences to enable children to acquire appropriate skills, knowledge and understanding preparing them for today's world – respecting the nature of individual subjects. Through the provision of a stimulating environment and our school grounds, links within the community and beyond, children will develop their full potential. We are determined to reach our aim that any child should reach their goals and excel in any area of the curriculum - and not just in English and Mathematics. As such, children's Social, Moral, Spiritual and Cultural (SMSC) development, and their Personal, Social, Citizenship and Health Education (PSCHE) is at the heart of our curriculum approach.

Our curriculum is aspirational; we aim to promote children's self belief and a 'can do' attitude. We make links to the 'real world' whenever we can, including occupations and locations which children may not relate to on a daily basis.

We implement a broad and balanced curriculum which is pertinent to life in and around Darlington and knowledge of the wider world. We use deliberate themes which are threaded through our curriculum and deepen the sense of belonging and community. We believe that the sense of belonging is a concept related to quality of life, encompassing a feeling that individuals matter to one another and to a group. We want to ensure that our children become fully inclusive and welcome all that join our school and their wider community. We want them to understand that being different is welcomed and believing in different things is embraced.

The common theme across all topics is belonging, with a key question being 'What was it like to be a.....?' which identifies belonging to a certain period in history. Other golden threads include key people, scientific achievements and rule of law. There is a close link to geography which includes why people settle and how they identify with their surroundings through time. Our sense of identity is founded on our belonging to particular communities through shared beliefs, values, or practices

The choices that we make, from our religious views, to the friends that we make, places us as part of the groups, networks and communities that make up human society. To that end, we want our children to be tolerant, kind and be people who defend/support the vulnerable throughout their lifetime. We feel this especially important to teach these values so our children feel confident as they develop into adulthood. We aspire for our children to be productive, successful and happy adults in tomorrow's society. We embrace the notion that what they are taught and experience today, directly sets the standard for tomorrow.

Our curriculum assessment procedures are designed to facilitate ever deepening learning in all subjects, often with key learning objectives revisited across a year and beyond, in order to ensure that children's knowledge deepens each time a concept or skill is revisited. Our subject overviews highlight how this deepening is explored across the school and in

individual year groups, with clear prior learning identified, key knowledge and skills to be assessed and the vocabulary which children should experience and know by the end of the unit of work.

Parents are kept up to date about curriculum foci by means of a curriculum overview sent out each half term by individual teachers, which includes how the curriculum can be further extended at home; we see the home school relationship as vital in making our curriculum purposeful and 'real' to the children. We have a detailed 'early reading' page on our school website to support parents.

Whilst our school is committed to a 'topic' approach, we value – and plan for – the study of each subject separately – being conscious of the very 'essence' of each subject. This 'essence' is clearly captured in the individual subject 'intent' sections as part of each subject overview, and the subject specific overviews below. We want children to be confident historians, geographers, artists and musicians. Therefore we have clear subject and disciplinary knowledge and vocabulary expectations for each subject, which are purposely linked through the theme of a class topic.

The teaching of British Values is integral to our school's mission of ensuring our children are 'good people' and leave our school ready for life in Modern Britain. The 4 key 'British Values' are:

- Individual Liberty
- Respect for the Rule of Law
- Respect and Tolerance of others, regardless of beliefs, faiths or lack of faith
- Democracy

The teaching and promotion of British Values however, goes deeper than individual 'lessons' – it embodies our school attitudes, ethos and the way in which we work and interact with children and families – including our school reward system. We truly do embody our school motto of 'Learning for Life'.

Curriculum Planning Overview

Our school curriculum is based on a simple premise: when a curriculum is carefully and sequentially planned and of good quality, it is the progression model which is set for our children. We understand that when children make progress, they simply know more and remember more – the impact of good quality teaching, tied to a high quality curriculum.

This 'sequence of learning' for each subject begins as soon as children join our school – and whilst 'national curriculum subjects' formally start in Year 1, it is vital that we make links into our Early Years curriculum, in order to prepare children effectively for Key Stage 1. There is no 'cliff edge' at Mount Pleasant Primary School. Our curriculum plans set out what we believe as a school our children need in order to develop the cultural capital that they need to develop in order to be successful in life beyond primary school. For all children, but particularly the most disadvantaged, it is vital that children leave Mount Pleasant Primary School with the knowledge and experiences they need in order to continue to succeed. Knowledge develops confidence, confidence embodies success.

Our view on 'Knowledge'

Information can be rote learned, knowledge is interconnected and applied.

At Mount Pleasant Primary School we understand the way knowledge is stored as a complex, interconnected web or 'schema'. Every time a pupil encounters a word they have previously learned, but applied in a new context, it adds to the complexity of their understanding of that concept. In other words, they develop a deeper understanding of that concept and enhance their capacity to use that concept in their own thinking. Where pupils lack prior knowledge, they may find it difficult to learn new knowledge or skills, because their short-term, working memory is likely to become temporarily overloaded. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress. Research shows that we learn by relating new knowledge to what we already know. Therefore, the more pupils know, the more they have the capacity to learn. Our

sequential curriculum is designed to develop children's schemas – through progressive content and interconnecting themes across subjects.

A successful curriculum should ensure that it alters what children will notice next – by providing firm foundations on which to build new knowledge: a kind of '*mental Velcro*' (Ed Hirsch).

Vocabulary

The correlation between vocabulary size and life chances is as firm as any correlation in educational research. Vocabulary is important, because it embodies and communicates concepts. Simply put, the more words you know – and can use – the cleverer that you are. Our carefully planned curriculum considers the vocabulary which we explicitly teach and use. We understand that ensuring that children have the confidence and opportunity to repeatedly use vocabulary (we expect all children to practice and have the opportunity to use new vocabulary in lessons – built in to the lesson activities). Our curriculum plans detail both subject specific vocabulary – and importantly, transferrable vocabulary. These words can be used out of the taught context in a range of situations, broadening vocabulary understanding and when children are expected to use them, confident articulators.

Our Approach to retaining Key Knowledge

If nothing is altered in the long term memory, nothing is learned.

Children cannot remember all that is taught to them, in every lesson in every subject. However, it is vital that curriculum documentation makes clear exactly which information must be remembered in order to build a firm foundation for future learning, and which aspects of the curriculum are absolutely necessary in order to build an effective 'hinterland' on which to hang and place the 'key learning' in to context. In essence, we teach the hinterland in order to create a basket to contain the new key learning.

Curriculum plans detail what is to be remembered. Our approach to ensuring that this learning is retained is based on a spaced retrieval model.

In Early Years, when children learn through a topic, or experience, a physical item from the topic or experience is placed in to the 'memory bag'. This bag is routinely brought out and the class discuss the items; what they learned, what they remember – and how that learning may link to what children are learning currently. An example would be that when children learn about Diwali, a diya lamp may be placed in the bag. When children move on to learn about Chinese New Year, the Diwali knowledge is revisited through the use of the lamp, and connections made to the new learning in relation to the themes of celebration, culture and light.

From Year 1 onwards, each class build a 'Key of Knowledge'. After each unit of work is completed, the key learning is placed onto a large 'Key of Knowledge' for the class – which is a progressively built up into an aide-memoir of all key learning from the year. The knowledge is colour coded according to subject – and at the end of the year the 'Key' is passed to the next class – as a record of what children should know and remember – and from what the teacher can effectively build upon.

These keys are used frequently to 'quiz' children in low stakes approaches in order to keep key knowledge alive in children's brains. In essence, 'keeping the kettle boiling'. Opportunities include when children are lining up, on entry tasks, team quizzes etc – class teachers determine how and when these are used. When new topics are introduced however, it is expected that the prior learning that the new content is building on will be revisited and revised at the beginning of the unit of work to ensure a firm foundation and progressive journey through the curriculum. Teachers are expected to draw links from prior and future learning throughout their teaching in order to strengthen children's schemas in relation to identified key concepts over time.

In mathematics, from Reception onwards, children will revisit prior learning every day, with a set session where children revisit content from:

- recently taught learning (potentially the day before),

- content from the previous unit of work
- content from earlier in the year
- content from a previous year group

Our Approach to Curriculum Assessment

Successful assessment procedures and approaches as part of a high quality curriculum are at the heart of high quality teaching and learning at Mount Pleasant Primary School. As such, curriculum and assessment are inextricably linked. Our school aims to ensure that all children achieve as well as they possibly can; accurate and appropriate assessment ensures that learning issues, barriers and successes are quickly identified so that teaching is precise and children progress. For details of how this approach is born out in practice, please see the Assessment Policy.

Subject Specific Pedagogy

At Mount Pleasant Primary School, we fully understand that the teaching of different subjects requires a range of pedagogical knowledge – if you can teach mathematics well, does not automatically mean that you can teach art well: they are different disciplines. As such, we detail the specific subject specific considerations below, and use these to develop appropriate CPD for staff in order for them to understand and value the components of each subject. Within our induction approaches, however we ensure that the three key pedagogical themes are discussed as our initial priority:

- Effective explanation and modelling techniques – ‘I do, we do, you do’. Teachers make explanations clear, whilst considering cognitive load
- Effective questioning and pace
- An understanding that any writing floats on a sea of talk

Subject Curriculum Considerations

This section details, by individual subject, the nuances of teaching each subject at Mount Pleasant Primary School. Each subject has clear and detailed long and medium term planning documentation, but these plans have been created by drawing upon the following subject specific considerations.

We want children to feel that they are ‘doing the subject’, not ‘learning the subject’ throughout their time at Mount Pleasant Primary School.

Mathematics

Subject Intent

- ❖ Children to be fluent mathematicians – understanding the relative size of numbers at all levels and able to move fluently between operations and representations with increasing confidence.
- ❖ All children will be secure in the key stage related content (as outlined in our Trust mathematics assessment procedures) – ensuring they are able to build their learning progressively from year to year. All children can succeed.
- ❖ We intend for all children to reach the expected standards at Key Stages 1 and 2, and exceed them where they can.
- ❖ Children to be 'brave mathematicians' – knowing that there is often more than one way to solve a problem and that having a try, playing with numbers and gaining a sense of an 'appropriate answer' are key qualities of a mathematician. We aim for children to enjoy and engage in their maths learning – rather than see mathematics as a 'memory test'.

Essential Elements

- ❖ Place Value, Geometry, Measure, Calculation, Application Statistics, Algebra.

Disciplinary Dimension

- ❖ The pursuit of knowledge through logic and reasoning.

Connecting Themes

- ❖ Problem solving, reasoning and justification.
- ❖ Sequential presentation of substantive elements.

Key Subject Teaching Approaches

- ❖ Concrete, pictorial, abstract approach.
- ❖ A high focus on number-sense and mental and written calculation.
- ❖ Fluency, leading to varied fluency, leading to application to problem solving, reasoning and justification.
- ❖ Daily recall practice of prior learning – spaced retrieval.

English

Subject Intent

- ❖ Children to enjoy reading and writing a range of text types.
- ❖ Credible and rich texts will be the central driver to the English curriculum – promoting a love of reading, excellent models of language, cultural broadening and confidence.
- ❖ Children become fluent and age appropriate readers – so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- ❖ Children learn to spell through a rigorous phonics and spelling approach – which centres around children learning a sound or spelling pattern, and applying it – not simply memorising lists of words.
- ❖ Children reach the expected standard in year 1 phonics, with word reading fluency being the primary driver of the year 1 reading curriculum – so they are ready to gain greater comprehension skills across year 2.
- ❖ Children's writing makes sense – because they have learned the basics of simple sentence structure and punctuation well, but they also know how to check and edit their writing as part of the writing process.
- ❖ Children to develop a joined style as they exit the key stage – so that they are both proud of their writing visually, but also have the stamina to write at an increasing length. Letter formation is high priority from day one in order to realise this ambition.
- ❖ Children reach and exceed the expected standards for Year 2 and 6 wherever possible.
- ❖ Children are confident and articulate in their speaking using a growing range of vocabulary. They are able to listen, debate and discuss, age appropriately, and are able to speak with a range of people with growing confidence

Essential Elements

- ❖ Phonic decoding, reading comprehension, spelling, grammar and composition knowledge and skills.

Disciplinary Dimension

- ❖ The pursuit of understanding others' communication, by developing our own.

Connecting Themes

- ❖ Our English curriculum is centred on high quality texts, of which children learn to increasingly draw parallels and comparisons across terms and years.
- ❖ Sequential presentation of substantive elements.

Key Subject Teaching Approaches

- ❖ Quality talk is at the heart of our English curriculum – it is a precursor to both reading and writing – and future life success.
- ❖ Rigorous and sequential phonics teaching – from as early as possible in reception.
- ❖ A minimum of fortnightly extended writing following 'the mastery approach' – with a deep understanding of genre, grammatical awareness and a clearly identified audience and purpose.
- ❖ There are daily reading (including phonics) and English lessons – it is a key priority of the curriculum design.
- ❖ Key Stage 2 reading is based around a daily content domain and skills based approach to ensure children develop a full understanding of the reading curriculum and are well rounded and confident readers.
- ❖ Comprehension skills are explicitly taught, based on the Trust Comprehension Progression document which ensures a three week rolling programme ensuring the teaching of fiction, non-fiction and poetry.
- ❖ Grammar knowledge is taught explicitly, then applied within children's growing writing confidence.

Science

Subject Intent

- ❖ Children to know that science is a subject – focusing on learning about how things work – including living things.
- ❖ Understand that 'working scientifically' is at the heart of science– and what kinds of simple investigations we can use. Using and understanding the school 'working scientifically' expectations.
- ❖ Understand that scientific knowledge is usually factual, not an opinion.
- ❖ The curriculum covers most concepts twice – either within a year or across the key stage to assure depth of knowledge.
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study individual science disciplines from Key Stage 3.

Essential Elements

- ❖ Physics, Biology, Chemistry, Earth Sciences.

Disciplinary Dimension

- ❖ The pursuit of knowledge through empirical testing.
- ❖ Ask questions and research answers through factual documentation.

Connecting Themes

- ❖ Sequential presentation of substantive elements.
- ❖ Scientific enquiry within all substantive dimensions.

Key Subject Teaching Approaches

- ❖ Science is a fine balance between direct instruction and scientific enquiry.
- ❖ Lessons will begin with a spaced retrieval session of vital knowledge and vocabulary which children need to know in order to build their learning; vocabulary is high value and high priority.
- ❖ All units of work with encompass a range of scientific enquiry approaches; including empirical testing.

History

Subject Intent

- ❖ Children know that history is a subject - focussing on learning about significant events and people which shaped the world as it is today.
- ❖ History starts within the children's homes, then links to the local area and then branches out globally.
- ❖ To be able to identify with the area we live in and how it has changed over time.
- ❖ To be able to order events in time, find similarities and differences.
- ❖ Be able to use different sources of information to answer questions.

Essential Elements

- ❖ Awareness of the past-chronology & vocabulary.
- ❖ Learn events within and beyond living memory.
- ❖ Significant events, people, inventions and places.
- ❖ Use a range of historical sources.

Disciplinary Dimension

- ❖ The pursuit of knowledge through argumentation and perception of evidence.

Connecting Themes

- ❖ Topics focus on settlement and belonging.
- ❖ How people identify with places and cultures through time.
- ❖ Key people, inventions and rule of law.

Key Subject Teaching Approaches

- ❖ Topics should begin with a key question determined by the topic or range of resources.
- ❖ Trips and physical resources should be used to support teaching and learning to give first hand experiences.
- ❖ Children are encouraged to debate and question using evidence from the past.
- ❖ History and English are linked through presentations of work and reporting.
- ❖ Know key knowledge and make links to previous learning.
- ❖ Use range of tangible resources as well as drama and role play to deepen learning experience.

Geography

Subject Intent

- ❖ Children to know that geography is a subject – focussing on learning about the world's locations and the reasons they are as they are (including the impact of humans).
- ❖ Understand that 'field work' is at the heart of geography – observing and learning first hand.
- ❖ Understand that geography and science are closely linked – with evidence generally leading to facts being established.
- ❖ Know their place in the world – where they live and how that fits in to the wider world.
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3.

Essential Elements

- ❖ Locational knowledge.
- ❖ Place knowledge.
- ❖ Human and physical geography.
- ❖ Geographical skills and fieldwork.

Disciplinary Dimension

- ❖ The pursuit of understanding our physical world to resolve real-world social, economic and environmental problems through asking questions & using evidence.

Connecting Themes

- ❖ Progressive map skills knowledge is applied to all units.
- ❖ Sequential presentation of substantive elements.

Key Subject Teaching Approaches

- ❖ The teaching of geography should centre around the use of maps, with increasing confidence and skill. Children must always be able to position the places being learned about. This knowledge should be readily applied to other areas of the curriculum, such as RE and History, when places are being discussed. Classrooms will have a map of the world and the UK.
- ❖ Where possible, field work should be incorporated to as many units of geography as possible – to see the human and physical features of the world around them.
- ❖ Children are taught about the impact of humans wherever it is able to be linked; so that children are aware of the work or 'real life' geographers and the impact that they are having on improving our world.

Religious Education

Subject Intent

- ❖ Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- ❖ Children learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to increasingly weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- ❖ Teaching therefore equips pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities.
- ❖ We develop our pupils' aptitude for dialogue so that they can participate positively in our society with its diverse religions and world views. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Essential Elements

- ❖ Children learn about key aspects of the major religions: Christianity, Sikhism, Judaism, Islam.
- ❖ Other religions are discussed through themed units.

Disciplinary Dimension

- ❖ The pursuit of knowledge through debate of religious texts.

Connecting Themes

- ❖ Holy texts and stories.
- ❖ Religious works of art.
- ❖ Signs and symbols (including light).
- ❖ Belonging – demonstration of faith.
- ❖ Difference and commonality.

Key Subject Teaching Approaches

- ❖ Wherever possible, children should visit linked places or worship, or meet those of the faith which they are discussing. Where comfortable, we invite children and families of faith to share their faith and family life to root children's understanding within their own community.
- ❖ The RE curriculum is extended and supplemented by a range of assembly activities.
- ❖ RE substantive knowledge is taught explicitly through direct teaching of key knowledge.
- ❖ Children will interrogate and investigate key religious texts and stories and works of art in order to develop their own response to religious works.
- ❖ Children will discuss, question and make links to themselves, others and between faiths with respect and confidence.

Art and Design

Subject Intent

- ❖ Children enjoy and appreciate art and design as more than 'background wallpaper' – and from a range of artists and media.
- ❖ Children know that art is a way for themselves and others to express themselves creatively.
- ❖ Children know that they do not have to be a fantastic drawer or painter to be good at art and appreciate other's artwork.
- ❖ Children will willingly create drawings, sculptures and paintings with enjoyment.
- ❖ Children will be able to select from a range of media in order to create the artwork which they have planned.
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3.
- ❖ We have ensured that all year groups have a different artist to study so they gain knowledge from a wide range of knowledge and ideas to replicate through their art work.
- ❖ We make sure that Art develops the whole child and ensures that emotional, social and physical developments are met in the lessons that are taught.
- ❖ We ensure that children have the opportunity to express their views using imagination and opinion.
- ❖ We have prioritised having an artist as an inspiration to hook the children into the new art theme for the half term. This has ensured that children can express opinion and see a range of techniques used. It is also important that progression over the years are fully embedded throughout the school.
- ❖ Using artists to enrich the art curriculum and show it is a viable career.

Essential elements

- ❖ Children learn about different artists linked to their topic.
- ❖ Use of a range of media and resources
- ❖ Demonstration of progressive skills in art sketchbook
- ❖ Teach art weeks and art topic days to help 'hook' in learning at the start of the topics.
- ❖ Painting is the thread throughout school when painting is celebrated and demonstrates clear progression.

Disciplinary Dimension

- ❖ The pursuit of knowledge through an understanding of beauty and emotion.

Connecting Themes

- ❖ Famous artists.
- ❖ The use of the sketch book.
- ❖ Sequential presentation of essential elements.

Key Subject Teaching Approaches

- ❖ Art units of work will always be connected to at least one artist – with children gaining a growing repertory of arts with which to compare and contrast works. In some years they revisit the works to see how they can develop their own artistic skills. (For example Kandinsky in Year 1 and Year 5).
- ❖ The teaching of specific art skills follows our school progression, linked to the key substantive knowledge and skills which children need in order to be artists – these are explicitly taught and practiced
- ❖ Children in KS2 will use sketch books as a tool to glean research, try out techniques and plan their artistic responses
- ❖ Children in KS1 show their art work in their sketchbooks to gain confidence when working in sketchbook.

Design Technology

Subject Intent

- ❖ Children know that DT is a creative subject that requires a combination of skills in order to design and make functional products for particular purposes and users.
- ❖ Understand DT involves learning about the designed and man-made world, and finding out about how things work.
- ❖ Understand that learning can be a collaborative process.
- ❖ Know that DT is a process that begins with a problem for an intended user.
- ❖ Know about the work of specific innovators or designers who have improved the lives of others through their work.
- ❖ Children will develop key skills that they are able to improve in subsequent units of study.

Essential Elements

- ❖ Structures.
- ❖ Mechanisms.
- ❖ Electrical Control.
- ❖ Range of materials including food.

Disciplinary Dimension

- ❖ The pursuit of ever improving design to improve the lives of others.

Connecting Themes

- ❖ Famous designers and innovators
- ❖ Evolution of design.
- ❖ Sequential presentation of design ideas.

Key Subject Teaching Approaches

- ❖ Teaching will begin with a problem.
- ❖ Children will look at existing products and discuss positive and negative aspects of functionality.
- ❖ Children will identify end user and plan functional product to meet a specific need.
- ❖ Specific focused tasks will be undertaken in order to develop key skills.
- ❖ Children will make and evaluate completed product, presenting their completed work in a variety of ways.

Music

Subject Intent

- ❖ Children know that Music is a creative subject that requires a combination of skills in order to understand and create a wide range of genre of music.
- ❖ Children are given experience to explore and learn to play an instrument.
- ❖ Children are submerged in high quality live and recorded music that reflects the culture and society we live in.
- ❖ Children will develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- ❖ Children will build upon what they have learnt about working as a team and being a part of a community.

Essential Elements

- ❖ Listening and appraising
- ❖ Composition and improvisation
- ❖ Performance

Disciplinary Dimension

- ❖ The pursuit of knowledge and understanding through self-expression and interpretation.

Connecting Themes

- ❖ Each unit is based around one song which helps them focus on the skills and knowledge.
- ❖ Each unit gives them opportunities to work on listening and appraising, performance and composition and improvisation.

Key Subject Teaching Approaches

- ❖ Children will be exposed to high quality recorded music through Charanga. This will allow them to experience music from a wide range of genres and cultures.
- ❖ Whenever possible, children will experience live music through performers and specialised teachers coming into school to teach them how to play instruments.
- ❖ Children will break down their song of their units to understand the style indicators for different genres and artist's style. This understanding can then be applied or used to help them with their own compositions, improvisations and performances.

Modern Language – French

Subject Intent

- ❖ Children are taught to develop an interest in learning French in a way that is enjoyable and stimulating.
- ❖ We encourage children's confidence and creative skills.
- ❖ We strive to stimulate and encourage children's curiosity about language.
- ❖ We help children develop their awareness of cultural differences in other countries.
- ❖ We embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning with aspirations to travel.

Essential Elements

- ❖ Speaking & listening
- ❖ Pronunciation
- ❖ Reading and phonics

Disciplinary Dimension

- ❖ The pursuit of communication and interest in the wider world.

Connecting Themes

- ❖ Maps and the world.
- ❖ Communities and people

Key Subject Teaching Approaches

- ❖ Listen attentively to spoken language and show understanding by joining in and responding.
- ❖ Explore the patterns and sounds of language through songs, and rhymes and link the spelling, sound and meaning of words.
- ❖ Engage in conversations; ask and answer questions, express opinions and respond to others.
- ❖ Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- ❖ Develop accurate pronunciation and intonation.
- ❖ Present ideas and information orally to a range of audiences.
- ❖ Read carefully and show understanding of words, phrases and simple writing.
- ❖ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Subject Intent

- ❖ The intent of our PSHCE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.
- ❖ Through a spiraling curriculum, PSCE will support personal development by helping our children to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It will enable them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- ❖ Through developing an understanding of themselves, empathy and the ability to work with others will help children to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.
- ❖ Children will develop emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understanding the importance of their physical health and being healthy.
- ❖ We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- ❖ Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Essential Elements

- ❖ Keeping safe and looking after ourselves.
- ❖ Mental wellbeing.
- ❖ My body and my health.
- ❖ Feelings and attitudes.
- ❖ Life Cycles.
- ❖ Relationships.
- ❖ Living in the wider world.
- ❖ People who help us.

Disciplinary Dimension

- ❖ The pursuit of understanding ourselves and others, in order to improve the world.
- ❖ A 'spiral programme' which introduces new and more challenging learning, that builds on what has been previously taught.

Connecting Themes

- ❖ Linked to all areas of the curriculum.
- ❖ SMSC.
- ❖ Science.
- ❖ British Values.
- ❖ R.E.

Key Subject Teaching Approaches

- ❖ Key questions are used within the spiralling curriculum to cover each foci.
- ❖ Key knowledge is taught explicitly through direct teaching (age appropriate).
- ❖ Stories, drama, visitors to school and visit to the wider community.
- ❖ Children will discuss, question and make links to themselves and others with respect and confidence.
- ❖ The PSCE curriculum is extended and supplemented by a range of assembly activities.

Physical Education

Subject Intent

- ❖ PE, school sport and physical activity is inclusive and engages all children.
- ❖ Promotion of the personal development of children and the importance of health and wellbeing, including social, emotional and mental health within PE, school sport and physical activity.
- ❖ Children are encouraged to always try to achieve their personal best by participating in personal challenges and striving to achieve their own goals.
- ❖ Opportunities are provided for all children to achieve their full potential through curricular and extra-curricular activities.
- ❖ Opportunities to participate in intra and inter-school competitions and represent their school.
- ❖ Promotion of physical activity, physical development and a healthy lifestyle.

Essential Elements

- ❖ Children learn about movement skills, e.g. running, jumping, throwing and catching.
- ❖ Principles for attacking and defending in team games.
- ❖ How to improve their personal best.

Disciplinary Dimension

- ❖ The pursuit of understanding our bodies and their physical abilities and capabilities.

Connecting Themes

- ❖ Movement.
- ❖ Spatial Awareness.
- ❖ Effort.
- ❖ Thinking, social and healthy skills.

Key Subject Teaching Approaches

- ❖ Physical activity is embedded within school life ensuring all children have the opportunity to be active for at least 30 minutes each day at school – through Jump Start Jonny, daily mile, Fit for life or active playtimes.
- ❖ PE is taught weekly through the Complete PE scheme which develops progressive skills in games, gymnastics, dance and outdoor adventurous activities. It also focuses on My Personal Best which encourages thinking, social and healthy skills.
- ❖ After school clubs to promote physical activity e.g. football, dance, sports skills.
- ❖ Swimming curriculum focused on one year group to improve number of children meeting year 6 requirements.
- ❖ Opportunities to take part in school sport competitions e.g. Tag rugby, Cross Country, Athletics, Football, Community Games, Quad kids.
- ❖ Inter MAT Girls and Boys football league to encourage intra-school competition.

Computing

Subject Intent

- ❖ Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- ❖ Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- ❖ Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- ❖ Children are responsible, competent, confident and creative users of information and communication technology.
- ❖ Children to have a clear understanding of how to be safe online.

Essential Elements

- ❖ Keeping safe and looking after ourselves.
- ❖ Programming
- ❖ Digital literacy

Disciplinary Dimension

- ❖ The pursuit of understanding and advancement of the ideas and principles that underpin how digital technology works

Connecting Themes

- ❖ PSHCE – keeping safe online

Key Subject Teaching Approaches

- ❖ These three underlined aspects correlate to the three areas of Computer Science (CS), Information technology (IT) and Digital Literacy (DL) and how they are connected. The three aspects of the subject computing can be taught throughout the primary age range.
- ❖ Each term Computer Science is to be taught using Espresso coding scheme of work.
- ❖ IT is taught through other subjects, ensuring key progression of skills it taught and sustained.
- ❖ Teachers to follow the e-safety scheme of work as well as e-safety lead delivering whole school assemblies.

Outdoor Education

Subject Intent

- ❖ Children know that outdoor education is any activity that takes place outside utilising the space and environmental elements.
- ❖ It includes discovery, experimentation, learning about and connecting to the natural world.
- ❖ It involves engaging in environmental and adventure activities.
- ❖ It is a collaborative learning experience with a shared common goal.
- ❖ It is harnessing a sense of wonder and awe.
- ❖ It is learning specific skills which will equip them for life and enable them to feel confident and competent in the outdoors.

Essential Elements

- ❖ Woodcraft.
- ❖ Shelter.
- ❖ Fire.
- ❖ Nature.
- ❖ Rope.

Disciplinary Dimension

- ❖ The pursuit of an understanding of the outdoors and our role within it.

Connecting Themes

- ❖ Knowledge of places and seasons.
- ❖ Knowledge of ecology and environment.
- ❖ Bush craft skills.

Key Subject Teaching Approaches

- ❖ Whenever relevant and possible lessons take place outside.
- ❖ Each class will plan for and carry out at least one lesson a week outside.
- ❖ A kinaesthetic approach to all areas of the curriculum are tackled in the outdoor environment.
- ❖ Specific outdoor themes will be taught: woodcraft, shelter, fire, nature and rope skills.