

# Central Primary School



# Curriculum Policy

## **Our Motto: Children are Central**

### **Introduction**

The curriculum is the heartbeat of our school. At Central Primary, we believe that this curriculum should be vibrant, diverse, engaging and challenging. Yet, we also know that a curriculum is only as strong as the values that drive it. This policy introduces the thinking behind our curriculum; it introduces each subject within the overall curriculum and describes how each subject is implemented throughout the school.

### **Overview**

There are five overarching principles that guide the school's overall curriculum:

- Forgiveness;
- Curiosity;
- Kindness;
- Persistence;
- Hope.

These are the qualities that underpin all the work we do and all aspects of the school's curriculum can be linked back to these principles.

Hope is the overriding aim of the school; this manifests as ambition, drive and a lifetime of striving to be successful and improve. As a school community, we want our pupils to be hopeful and strive to achieve in their lives, as such, this principle is promoted above all others and seen as something we wish to work towards.

Where appropriate, direct links will be made in lessons, but largely these intents guide the development work at the curriculum level and through our work in personal development.

### **Characterisations**

For younger pupils there are characters that aid their thinking about the different principles and help them personify and integrate the characteristics into their thinking. These characters are Cleo Curiosity, Piotr Persistence, Fizah Forgiveness, Kam Kindness and Hope their pet dog (visualisations of the characters can be viewed in the school's dining hall). Using these characters' teachers can introduce pupils to the different principles and help them see how they can develop these themselves.

### **Recognition**

The praise and recognition referenced in the schools Behaviour and Relationships Policy underpins the principles further as each of the principles relates to the pro-social behaviours that staff seek to promote, encourage and teach.

These principles underpin all the recognition in school, they are celebrated in Celebration Assembly weekly, rewarded through Affirmation Cards and used as a means for promoting the characteristics the curriculum inspires in pupils throughout our daily work.

### **Teaching and Learning**

The school does not prescribe how teachers should teach their lessons, but training and development has focused on what learning looks like, how it can be enacted and how it could be recorded across the curriculum. The school aims to have a staff that are research aware, developing their practice from research, undertaking their own research and by maintaining clear professional development, that ensures teaching and learning are as effective as possible.

Some attributes of teaching and learning that are present throughout our curriculum are:

- **Oracy** – This is a focus on developing the communication and interaction (speaking and listening) skills of our pupils. We recognise from research into talk (Cambridge University, Alexander, and School/ Voice 21) that pupils are likely to understand more about their world if they have more developed oracy skills. In our curriculum, oracy encourages pupils to talk, listen, share, learn from each and change their minds. It can be paired, group or whole class work. It might be at the start of a lesson, during or as a reflection at the end.
- **Notebooks** – Using a notebook is a way of recording learning so that it is remembered, able to be revisited and revised from and a tool through which thinking can take place. Using notebooks takes practice and pupils need to be taught about how to take notes, use notes and revisit notes as part of their learning within the curriculum. Subjects, pupils and teachers will use notebooks in a variety of ways, but the learning journey will remain central to this recording.
- **Sequences of learning** – Learning should not be seen as something finite that takes places only within one lesson. Learning is more effectively when planned over time. Our curriculum plans progression throughout each year group as well as through each strand of each subject. This progression is turned into a sequence of learning (unit) that is made up of stages of objectives which enable pupils to learn effectively over time.
- **Retrieval** – Educational research (The Learning Scientists) shows that staged retrieval can aid memory and help pupils build on prior learning more effectively. Our curriculum design encourages pupils to build on their prior learning and quizzes and tests are used throughout sequences of learning to help pupils remember what they have learnt.

### **Inclusion**

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Grouping children and setting different tasks/ providing different support for each group;
- Focusing on support and scaffolds that enable every pupil to learn the best they can;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups;
- Pre-teaching or re-teaching learning;

More information on how we provide inclusive practice is available in our Inclusion Policy, English as an Additional Language Policy and our Inclusion pages on the school's website.

### **Challenge for All**

In being hopeful for all children, our curriculum needs to be challenging for all pupils. This means that our teaching and learning needs to provide opportunities for pupils to be stretched in their thinking, time to grapple with concepts and an expectation that they will work with increasing independence.

The use of Oracy, Notebooks and retrieval teaching supports this aim and professional development for staff talks about challenge and support as we develop and refine our curriculum work in all subjects.

### **Assessment**

The curriculum is assessed, both during and after pupils have engaged in specific lessons and pieces of work. Work may be assessed and feedback given to pupils while they are creating, designing, making, reflecting on and evaluating their work, as well as more summative assessments at the end of sequences of work.

We assess all subjects through our own assessment system. Assessments are undertaken throughout the year but summative assessments are reviewed in January and July each year. Each key objective linked to the progression of the subject is assessed and recorded on an assessment sheet that moves with the class through the school. This allows teachers to identify strengths in prior knowledge and areas they can provide further support.

Pupils are encouraged to assess and evaluate both their own work as they learn. This helps them appreciate how they can improve their own performance, and what their next steps should be in their future work.

### **Equality**

In accordance with the Equality Act 2010, we seek to:

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our curriculum seeks to be inclusive and aligns with our Equalities focus. We seek that all members of our community and those with protected characteristics are visible, valued and respected by all of our curriculum work.

### **Review**

This policy will be reviewed annually.

Individual subjects are monitored and reviewed by subject leaders, senior leaders and the school's Curriculum architect. This monitoring ensures coverage, checks how effectively pupils are learning and provides support to staff to further refine and improve practice.

Reviews are the school's chosen method of monitoring. These reviews involve the subject leader and a member from the Senior Leadership Team. They are designed to sample and explore teaching and learning. They are non-judgemental, instead focusing on identifying systemic issues that can be drawn into training so practice improves.

### **Individual Subjects**

The rest of the policy contains details about the individual subjects that make up the school's curriculum. Personal, Social, Health, and Citizenship Education (PSHCE) can be found in a separate policy to this curriculum policy.

## Contents

|   |    |
|---|----|
| Introduction                                | 2  |
| Art and Design                              | 6  |
| Computing                                   | 8  |
| Design and Technology                       | 10 |
| English                                     | 12 |
| Geography                                   | 14 |
| History                                     | 16 |
| Mathematics                                 | 18 |
| Modern Foreign Languages (French & Spanish) | 20 |
| Music                                       | 23 |
| Physical Education (PE)                     | 25 |
| Religious Education (R.E.)                  | 27 |
| Science                                     | 30 |

## Art and Design

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern, as well as through different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

### **The objectives of art and design are:**

- To enable children to record from both observation and imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of increasingly complex activities.
- To improve the children’s ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

### **Curriculum**

Art and Design is a foundation subject in the National Curriculum. At Central Primary School, we teach Art and Design as part of our curriculum through weekly discrete Art and Design lessons.

| Subject Overview |  |  |   |  |                                   |
|------------------|--|--|---|--|-----------------------------------|
| Year             | Autumn 1                               | Autumn 2   | Spring                                      | Summer 1                                   | Summer 2                          |
| <b>EYFS</b>      | Mark making and Andy Goldsworthy       | Pollock and printing   | Collage                                     | Plant drawing                              | Clay                              |
| <b>Year 1</b>    | Roy Lichtenstein                       | Andy Goldsworthy   | Jean Miro                                   | Matisse                                    | Picasso                           |
| <b>Year 2</b>    | Great Fire of London (Odilon Redon)    | Fauvism and Cubism Picasso   | Gaudi Mosaic                                | Shell observation (Amiria Gale)            | Weaving (Caroline Lathan-Stiefel) |
| <b>Year 3</b>    | Mosaic Roman Shields (Hildreth Meiere) | Observational drawing Rocks and Crystals (Karina Eibatova and Ester Roi) | One point perspective (Gustave Caillebotte) | Shadow puppets (Martin Powell/Puran Bhatt) | Clay tiles                        |

|               |   |  |  |  |                                  |
|---------------|---|--|--|--|----------------------------------|
| <b>Year 4</b> | Henry Moore<br>Clay                     | Rainforest<br>observation<br>(Marianne<br>North) | Rainforest<br>collage<br>(Eileen Agar) | Marimekko<br>printing  | Lowry                            |
| <b>Year 5</b> | Mixed media<br>collage<br>(Hannah Hoch) | Keith Haring                                     | Manga<br>(Hayao Miyazaki)              | Observational<br>drawing and clay<br>(Vanessa Hogge<br>and Hitomi<br>Hosono) | Printing<br>(William Morris)     |
| <b>Year 6</b> | Portraits<br>Yiadam-Boaky<br>e          | Landscapes<br>Constable                          | Leonid Afremov and Van Gogh            |  | Clay<br>Anglo Saxon<br>Jewellery |

The planning of Art and Design allows pupils:

- To explore and develop their understanding of a range of artists and designers from around the World (curiosity);
- To develop their artistic skills and knowledge through deliberate practice (persistence);
- To recognise that work can be refined and improved, as well as developed through a theme to a final outcome (forgiveness);
- That artistic work takes many forms and acceptance and respect underpin artistic work (kindness).

The implementation of the Art and Design curriculum is through the sequencing of medium-term planning (interactive whiteboard slides and yellow teacher slides) which enable teachers to order the work and break the learning down into lessons. These sequences can be reviewed by the Art and Design leader and by colleagues looking to build on previous learning. They also use specific slides to explain the processes, thinking and skills so that the resources form part of the school knowledge management structure which in turn allows new teachers to learn and build on the practice of existing staff.

The impact of the Art and Design curriculum is explored through the school's system of assessment for Art and Design. This tracks pupils through their skill development of the eight areas of Art and Design (line, colour, tone, shape, space, texture, pattern and form); the study of other artists; how to creatively explore a theme and how to produce their own outcomes.

We plan the activities in Art and Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The curriculum is diverse and draws on artists and craftspeople from around the world, of different genders, sexualities, race and religions. The breadth of the curriculum is also through media with printing, drawing, painting, modelling and textiles featured throughout the school's curriculum. This ensures a broad and balanced curriculum experience for the pupils as they progress through the school.

### **Early Years Foundation Stage**

In EYFS, pupils will access their Art and Design learning through the area of Expressive arts and design as specified in Development Matters EYFS curriculum. Art and Design is taught through a combination of child initiated and adult-led activities where children are encouraged to develop their understanding of arts concepts and ideas by exploring and asking questions about the world around them.

### **Resources**

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of resources, but we keep the more specialised equipment in the Design and Technology cupboard. This cupboard is only accessible to children under adult supervision.

### **Enrichment**

During the Spring term children take part in Art week, where they explore new techniques and learn a variety of different art skills that would not usually be taught in their year group or as part of the curriculum. This work is then showcased at an arts event.

### **Health and Safety**

Adults should always ensure that all equipment and materials used in Art and Design are used in a safe and responsible manner. All plans should contain health and safety information if it is necessary.

# Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Our Computing curriculum aims to ensure that all children:

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

## Curriculum

The Computing curriculum at Central is made up of four key areas of learning:

- Digital literacy (Using technology to communicate),
- Computer Science (The study of computers),
- Information Technology (The study of systems-within computers including programming)
- E-safety (Keeping children safe)

Our computing curriculum is progressive and inclusive. Pupils are taught skills from each of the four areas in every year group, building upon and developing both skills and knowledge across year groups and key stages. These units cover a mix of the four areas, with two units per year focussing on E-safety. It is not a national requirement to teach E-safety discreetly however through conversations with child protection officers within the school, we have decided this is a need for us specifically in order to keep our students safe. The Computing curriculum develops pupils' computational skills and knowledge as they move through the school. It is intended children will revisit each topic every year in order to build on the previous knowledge and develop the skill preparing for secondary school. Some of the methodologies used are direct instruction, Oracy tasks (discussions, sentence stems, pair, trios or small groups), Visuals, Videos, Audio/visual recording.

Computing lessons run throughout the school. Computing is a foundation subject in the National Curriculum. At Central Primary School, we teach computing as part of our curriculum through weekly discrete computing lessons in addition to cross-curricular links and the use of technology within other subjects such as Science, English and Maths.

### Computing Curriculum Overview Y1 – Y6

| Year   | <u>Autumn 1</u>  | <u>Autumn 2</u> | <u>Spring</u>  | <u>Summer 1</u>  | <u>Summer 2</u>  |
|--------|------------------|-----------------|--|------------------|------------------|
| Year 1 | Computer Science | e-Safety        | Communication Digital Story telling.<br>Let's create | Programming IT   |                  |
| Year 2 | Computer Science |                 | Programming IT                                       | e-Safety         | Communication DL |
| Year 3 | Computer Science | e-Safety        |  | Programming IT   | Communication DL |
| Year 4 | Computer Science | Programming IT  |  | e-Safety         | Communication DL |
| Year 5 | Communication DL | e-Safety        |  | Computer Science | Programming IT   |
| Year 6 | e-Safety         |                 | Computer Science                                     | Programming IT   | Communication DL |

Children will have access to differentiated work in line with our Inclusion Policy. Computing work is recorded in online scrapbook that is kept in every year group folder. The document is created for every unit. The information found in them are the learning objective of the lesson, explanation about what the learning was and how was delivered, some pupil's voice if needed, pictures of children's work and teacher's feeling about the lesson.

#### **Early Years Foundation Stage**

In the EYFS foundation stage, it is important to give children a play-based and child initiated experience of ICT and computing in a range of contexts, including unplugged activities and outdoor play. Computing is not just about computers. Early years learning environments feature ICT scenarios based on experience in the real world, such as in role-play. Children then gain confidence and acquire language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills.

A specific curriculum for EYFS was created where teachers can have clear information about what to teach, different units, possible activities and resources. Not only does this curriculum facilitate the teaching aspect, but also it prepares children for transition to Year 1 and beyond.

#### **Reading**

Research and stories are essential in computing. EYFS and Year 1 enjoy stories about e-Safety. These stories are full of activities and discussion tasks. For KS2, there are a set of 30 adventure books with an e-safety theme, using enriching vocabulary and ideas. Inclusion is another of our aims in Computing and we give the opportunity to read stories that can be watched in video for those children who need to work individually or with a one-to-one support.

### **Resources**

We have a wide range of resources to support the teaching of Computing across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in specific rooms. These resources should be returned to the specific rooms after they are used.

### **Health and Safety**

As we believe a child's safety is essential in the school, e-safety is a unit that is taught across the school and a unit constantly mentioned in other subjects as well. Furthermore, adults in the school ensure to keep charger and sockets away from any child's reach.

## Design and Technology

Design and Technology (DT) is an inspiring, creative and practical subject. It focuses on the design and making of products that require distinctive technical skills. Pupils studying DT explore a wide range of contexts, consider their own and other's needs and draw on their learning across the curriculum (particularly Art, Maths, Science, Computing and English).

Through their evaluation of existing designs and their development of their own, pupils learn more about criticality and the impact products can have on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation (National Curriculum 2014)

Our curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### Curriculum

DT is made up of the key technology genres:

- Cooking and Nutrition.
- Textiles.
- Graphic Design.
- Resistant Materials
- Design Processes.

Therefore, our curriculum focuses on each of these genres, in each year group, as pupils move through the school's curriculum.

| Subject Overview |  |                                   |                           |   |                                    |
|------------------|--|-----------------------------------|---------------------------|---|------------------------------------|
| Year             | Autumn 1                                       | Autumn 2                          | Spring                    | Summer 1                                | Summer 2                           |
| <b>EYFS</b>      | Props to support role play                     | Stick puppets                     | Model Animals             | Model animals                           | Clay                               |
| <b>Year 1</b>    | Rangoli Patterns in clay (Resistant materials) | Fruit kebabs (Food technology)    | Cushion (Design)          | Cushion (Textiles)                      | Model making (Resistant materials) |
| <b>Year 2</b>    | Bread making (Food technology)                 | Teacups (Clay- Design)            | Teacups (Clay- making)    | Construction kits (Resistant materials) | Purse making (Textiles)            |
| <b>Year 3</b>    | Indian savoury dishes (Food technology)        | Pyramids (Resistant materials)    | Hot air balloons (Design) | Hot air balloons (Making)               | Vest making (Textiles)             |
| <b>Year 4</b>    | Greek buildings (Design)                       | Carrot cupcakes (Food Technology) | Musical instruments       | Waistcoat (Textiles)                    | Waistcoat fashion show             |

|               |                           |                        |                         |                                      |                                      |
|---------------|---------------------------|------------------------|-------------------------|--------------------------------------|--------------------------------------|
|               |                           |                        | (Resistant materials)   |                                      | (Evaluation)                         |
| <b>Year 5</b> | Kimono obi (Design)       | Kimono obi (Textiles)  | Victorian toys (Design) | Victorian toys (Resistant materials) | American hand pies (Food technology) |
| <b>Year 6</b> | Freedom quilts (Textiles) | Soup (Food technology) | Puppets (Design)        | Puppets (Assembly)                   | Puppets (Evaluation)                 |

The intent of the DT curriculum is to encourage and develop pupils' curiosity, persistence, kindness and forgiveness. These elements combined together enable hopeful and ambitious people. DT is a key curriculum element in developing all strands of the school's intended curriculum. The planning of DT allows pupils to explore and develop their understanding of a range of designers, products and production processes.

DT sets challenging questions and briefs which promote thinking (curiosity); pupils develop their work through practical work (persistence); recognise that this work can be refined, evaluated and improved to reach a suitable outcome (forgiveness) and that many different pathways are possible to reach a set goal, and each one might be equally valid (kindness).

The implementation of DT is through the sequencing of medium term planning (Yellow interactive whiteboard 'teacher' slides) which enable teachers to order the work, learning progression and break both down into lessons. The sequences of DT are set around a focused practical/ design task that explores and evaluates, designs, plans, makes, evaluates and packages different products. We ensure that investigating and making something includes exploring and developing ideas. Throughout all of the work in DT, pupils are encouraged to reflect, consider and develop their ideas and thinking. These sequences can be reviewed by the DT leader and by colleagues looking to build on previous learning.

The impact of DT is explored through the school's system for DT and analysis of the pupil's notebooks. The assessment system for DT tracks pupils in the genres of DT alongside their design process skills. This information aids teachers in planning for the further progression of pupils' DT learning.

### **Early Years Foundation Stage**

In EYFS, pupils will access their Design and Technology learning through the area of Expressive arts and design as specified in Development Matters EYFS curriculum. Design and Technology is taught through a combination of child initiated and adult-led activities where children are encouraged to develop their understanding of design concepts and ideas by exploring and asking questions about the world around them.

### **Health and safety**

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for food safety and hygiene and how to complete practical tasks safely. Health and Safety is a focus of learning when relevant and equipment is used with appropriate supervision.

## **Resources**

We have a wide range of resources to support the teaching of Design and Technology across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the DT resources cupboard. This cupboard is only accessible to adults.

## English

English is a core part of our curriculum as it is taught in dedicated English lessons, Guided Reading lessons and throughout the entire curriculum. As a school, we believe that it is important to provide all pupils with sound basis of Speaking, Listening, Reading and Writing skills by the end of their primary education.

The aims and objectives of the English curriculum are:

- To enable children to speak clearly and audibly, and to take account of their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To show children how to adapt their speech to a wide range of circumstances and demands
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- To help them become confident, independent, fluent readers, through an appropriate focus on word, sentence and text-level knowledge
- To develop enthusiastic and reflective readers, with an awareness of a wide range of text types, through contact with challenging and substantial texts
- To provide links between reading and writing to develop effective writers
- To foster the enjoyment of writing, and a recognition of its value
- To encourage accurate and meaningful writing, narrative or non-fiction, that considers its purpose and audience
- To improve the planning, drafting and editing of their written work.

### Curriculum

|           | Text Types             |                      |                          |              |                        |                       |                   |                      |                      |
|-----------|------------------------|----------------------|--------------------------|--------------|------------------------|-----------------------|-------------------|----------------------|----------------------|
| <b>Y1</b> | Narrative              | Poetry               | Recount:<br>Non-Chron    | Instructions | Report:<br>Explanation | Persuasive:<br>Letter | Recount:<br>Diary | Recount:             |                      |
| <b>Y2</b> | Instruction            | Report:<br>Non-Chron | Recount                  | Narrative    | Poetry                 | Persuasion            | Discussion        |                      |                      |
| <b>Y3</b> | Report:<br>Explanation | Report:<br>Non-Chron | Poetry                   | Persuasion   | Recount                | Discussion            | Instruction       | Narrative            |                      |
| <b>Y4</b> | Narrative              | Instruction          | Persuasive               | Discursive   | Description            | Poetry                | Explanation       | Report:<br>Non-Chron | Playscript           |
| <b>Y5</b> | Recount:<br>Biography  | Narrative            | Recount                  | Persuasion   | Explanation            | Discussion            | Poetry            | Instruction          | Report:<br>Non-chron |
| <b>Y6</b> | Persuasion             | Narrative            | Recount:<br>Bibliography | Discursive   | Recount:               | Report:<br>Newspaper  | Letters           | Description          | Instruction          |
|           | Explanation            | Information          | Playscript               |              |                        |                       |                   |                      |                      |

### Writing

Teachers have agreed to teach the above units in English to ensure coverage of all text types across the school. When planning a unit, teachers ensure they cover all the steps in the Writing Sequence. Children analyse the vocabulary, structure, grammar and text type features of the model text written by the teacher in their yellow English notebook. They also

plan and edit their own writing here. They write their final piece in their pink extended writing books. When marking these books, teachers cross-reference the children's work against the writing assessment grid for that year group, which should be kept in each child's extended writing book.

When teaching grammar, teachers use the school's grammar sequence, choosing a topic applicable to their year group and planning a lesson to teach this (divided into 5 shorter lessons over a week). Ideally, this grammar topic should link to the text type that is being taught that week in English and should be evident in their model text.

## Reading

Reading is taught from Nursery to Year 2 through daily Phonics lessons. The Phonics Subject Overview outlines what needs to be taught each half-term and links to the sequence documented in Letters and Sounds. As well as teaching blending for reading, these lessons should also teach children how to segment for writing. Interventions need to be run for children who do not achieve a certain mark during assessments.

Reading is also taught through daily Guided Reading sessions in every year group from Year 1 to Year 6. The whole-class guided reading document outlines the weekly teaching sequence, as well as ideas for themes, questions and activities. The books chosen for guided reading should fall under one of the following five categories: archaic language, non-linear time sequences, narratively complex, symbolic text or resistant texts.

## **Early Years Foundation Stage**

English is taught across the foundation stage with a combination of child initiated and adult-led activities. The focus at this stage is to develop early literacy, including the development of phonics knowledge to aid reading and writing. Each classroom has a dedicated writing area and reading area, as well as clearly displayed phonic flashcards. In order to transition effectively into Year 1, the children have phonics notebooks and also complete English sequences in the summer term. Another priority of the foundation stage is the development of high-quality talk. All children are given opportunities to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their vocabulary and communication skills. This can be done through a range of techniques including learning language through hearing repetitions in stories, mark-making and seeing words in their environment.

## **Resources**

There are a range of resources to support the teaching of English across the school. All classrooms have a range of books (fiction and non-fiction), dictionaries, thesauri and age-appropriate apparatus. Children have access to the internet through their classroom computers, laptops and iPads. There are also whiteboards and pens available in each class. Talking tins and big books are also stored in the school. As well as copies of the hundred books children need to read before leaving Central Primary, there is a wide range of literature from around the world located in the EAL cupboard. The corridor library also has an extensive selection of books.

## Geography

As a school, we believe it is important that children develop an understanding of different places and environments. Through their work in Geography, children learn about their local area, other countries and they compare their life in these areas with that of other UK areas and the rest of the world.

The curriculum aims for Geography are:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including maps and writing at length
- gain knowledge and understanding of places in the world and what it means to be a citizen in a multi-cultural country
- develop a commitment to sustainability, and an appreciation of what 'global citizenship' means

### Curriculum

|        | Autumn 1                           | Autumn 2                          | Spring   | Summer 1                            | Summer 2           |
|--------|------------------------------------|-----------------------------------|--|-------------------------------------|--------------------|
| Year 1 | Local Geography                    | Local History                     | UK Voyage                                      | Famous Historical Britons           | Dinosaurs          |
| Year 2 | The Great Fire of London           | Global Voyage                     | Women Who Changed The World                    | Local Geography                     | Local History      |
| Year 3 | Changes from Iron age to Stone age | UK Settlements                    | Earliest Civilisations<br><i>The Egyptians</i> | India                               | Romans and Pompeii |
| Year 4 | The Tundra                         | Ancient Greece                    | The Amazon Rainforest                          | Early Civilisations of the Americas | Local Geography    |
| Year 5 | Global Cities                      | Vikings                           | Japan  | Local History/<br>Victorians        | USA                |
| Year 6 | World War Two                      | Distribution of Natural Resources | Slavery  | Anglo Saxons and Scots              | Isle of Wight      |

Orange = History

Green = Geography

Our geography teaching focuses on enabling children to think as geographers. In order to achieve this, children will complete 15 geography units over their time in Key Stage One and Two. These units will be taught through discrete Geography lessons. The units have been chosen to deepen children's understanding and knowledge of the world around them. To ensure all objectives and aims are covered, teachers use the Humanities overview. Teachers use the guidance attached to the Humanities overview to support planning. This approach ensures our planning and assessment of Geography is consistently building upon prior knowledge and skills. Children are assessed using objectives for each year group in a tracker sheet. Objectives in bold come from the National Curriculum and are therefore statutory.

Through the geography curriculum children will learn how to draw and interpret maps, and develop the skills of research, investigation, analysis and problem solving through the use of Oracy based activities and written work. Within their study of Human Geography children gain an appreciation of life in other countries and cultures. In Physical Geography children learn about the world around them, the processes that occur and features of the physical environment. In order to do this, we place an emphasis on examining geographical sources and by undertaking fieldwork. Geography fieldwork should be conducted both in the local area around the school and as part of visits to geographically interesting sites.

The implementation of the Geography curriculum is through the sequencing of medium term planning (interactive whiteboard slides- this is to include an overview of the sequence and yellow slides providing notes of what is going to be covered, recorded and assessed) which enable teachers to order the work and break the learning down into sessions. Sessions are planned in a way that enables children to recall, develop and reflect upon their knowledge. At the end of a unit of work, children are required to produce an 'end product'. This is a piece of work to show the knowledge and skills learnt during this unit. For example, fact file, presentation, debate, letter etc.

### **Early Years Foundation Stage**

In EYFS, pupils will access their Geography learning through their development of Knowledge and Understanding of the World. Geography is taught through a combination of child initiated and adult-led activities where children are encouraged to develop their understanding of geographical concepts and ideas by exploring and asking questions about the world around them. Activities are rooted in topic-based learning and provide the foundation knowledge of both the natural and man-made world in preparation for the Geography curriculum in Year 1. In Early years, children are exposed to locational and directional language and also look closely at the local area around them.

### **Reading**

Classroom book corners and the corridor library are stocked with a broad range of both fiction and non-fiction books across geography topics allowing children to develop their interests further through their own independent reading.

### **Resources**

There are sufficient resources for teaching Geography in school with all resources being stored in the topic boxes in the resources cupboard. As a school we also subscribe to 'Digimaps' which can be used as a digital aid during map work.

# History

History forms part of our topic based approach to learning at Central Primary School and is often a focal point around which the half-termly curriculums are based. As a school, we believe it is culturally important that children develop an understanding of the past and how things have changed over time.

The aims and objectives of the history curriculum are:

- To stimulate an interest and understanding of people who lived in the past.
- To develop a sense of chronology.
- To develop a sense of identity and a cultural understanding based on their own and Britain's historical heritage.
- To consider how people lived in the past.
- To understand how Britain developed as a democratic society.
- To understand how the past influences life today.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To develop an understanding of the historical development of the world.
- To investigate evidence and use information sources to acquire information and knowledge.
- To develop the skills of enquiry, analysis, interpretation and problem-solving skills.

## Curriculum

Orange = History

Green = Geography

|        | Autumn 1                           | Autumn 2                          | Spring   | Summer 1                            | Summer 2           |
|--------|------------------------------------|-----------------------------------|--|-------------------------------------|--------------------|
| Year 1 | Local Geography                    | Local History                     | UK Voyage                                      | Famous Historical Britons           | Dinosaurs          |
| Year 2 | The Great Fire of London           | Global Voyage                     | Women Who Changed The World                    | Local Geography                     | Local History      |
| Year 3 | Changes from Iron age to Stone age | UK Settlements                    | Earliest Civilisations<br><i>The Egyptians</i> | India                               | Romans and Pompeii |
| Year 4 | The Tundra                         | Ancient Greece                    | The Amazon Rainforest                          | Early Civilisations of the Americas | Local Geography    |
| Year 5 | Global Cities                      | Vikings                           | Japan  | Local History/<br>Victorians        | USA                |
| Year 6 | World War Two                      | Distribution of Natural Resources | Slavery  | Anglo Saxons and Scots              | Isle of Wight      |

Our History teaching focuses on enabling children to think as historians. In order to do this, we place an emphasis on examining historical artefacts and primary historical sources. Primary historical sources and artefacts should include visiting sites of historical significance and having conversations with visitors who come into school to talk about the past. We teach History as a discrete subject. At Central Primary School, children will complete 15 History units. These units have been chosen for children to have a broad understanding of key Historical events and figures. Teachers use the Humanities overview

to ensure objectives, key learning and coverage is achieved. Teachers use the guidance attached to the Humanities overview to support planning. This approach ensures our planning and assessment of History builds on prior learning. Children are assessed using objectives for each year group in a tracker sheet. Objectives in bold come from the National Curriculum and are therefore statutory.

In addition to the topic approach we recognise that there are many links between English and History and other curriculum areas such as Maths. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We also recognise the power of using Drama and Oracy to develop pupils understanding of events that have happened. Written work is another key aspect of the history work that takes place and writing recounts and articles gives pupils another practical application for the skills they learn in their English lessons.

Our History curriculum also helps develop the thinking and interpretation skills of children. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given. We also start to educate pupils about how different information might be interpreted in a variety of different ways, and by different people. We encourage them to ask questions and then to try to find the answers using the resources available to them. Lessons are planned in a way that enables children to recall, develop and reflect upon their knowledge. Medium term plans are in the form of interactive whiteboard slides (this is to include an overview of the sequence and yellow slides providing notes of what is going to be covered, recorded and assessed). At the end of a unit of work, children are required to produce an 'end product'. This is a piece of work to show the knowledge and skills learnt during this unit. For example, a recount, fact file, presentation, diary entry, debate etc.

### **Early Years Foundation Stage**

History is taught in the Early Years, through the development of pupils' learning in Knowledge of the World and through discussion and learning about their own history and that of their families. This learning lays the foundations for the acquisition of skills and further learning in Key Stages One and Two. In Early Years, children start to become familiar with common phrases of passing time and this is used during daily practice and routines.

### **Reading**

Reading is key to Historical learning. Exploring diaries, fact files, newspaper reports and other reading material is essential to create inquisitive Historians. If children are expected to write a newspaper report or fact file at the end of the unit, it is important that in the lesson sequence children are given a good models of this end product. Children should have time to explore the grammar and structural features of this. This should always be pitched appropriately. For example, the vocabulary and features used must link with learning in English lessons.

### **Resources**

There are sufficient resources for teaching history in school with all resources being stored in the topic boxes in the resources cupboard. Books which relate to the various topics are stored in the book corners in each classroom allowing children to develop their own interests further through their own independent reading.

# Mathematics

Mathematics provides pupils with a uniquely powerful set of tools to understand the world around them. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind, we endeavour to ensure that children develop a curious, persistent and positive attitude towards mathematics that will stay with them.

The objectives of the Mathematics Curriculum are:

- To promote confidence and competence with numbers and number system.
- To acquire a range of calculation strategies.
- To calculate accurately and efficiently, both mentally and in writing.
- To recognise the degree of effectiveness of a calculation strategy.
- To judge whether their answers and methods are reasonable and have strategies for checking them where necessary.
- To develop measuring skills in a range of contexts.
- To demonstrate a practical understanding of the ways in which information is gathered and presented, being able to make predictions and explanations of the data presented.
- To develop spatial awareness and understanding of the properties of shapes.

## Curriculum

| Maths Curriculum Overview (EYFS – Year 6) |  |   |  |   |   |
|---|--|---|--|---|---|
| Year                                      | Autumn 1                               | Autumn 2  | Spring   | Summer 1  | Summer 2  |
| EYFS                                      | Counting<br>Recognising numerals       | Counting<br>Estimating                                | Comparing<br>Addition<br>Subtraction<br>Counting<br>Shape<br>Measurement   | Measurement<br>Position and direction<br>Time<br>Counting                                     | Counting<br>Recognising numerals<br>Addition<br>Subtraction<br>Doubles<br>Grouping<br>Sharing |
| Y1  | Exploring regrouping                   | Exploring regrouping                                  | Counting<br>Comparing/Ordering<br>Number bonds<br>Doubles<br>Near doubles<br>Odd<br>Even<br>Halves<br>Length<br>Mass | Fractions<br>Measurement<br>Position and direction  | Time<br>Statistics<br>Place value<br>Addition<br>Subtraction<br>Multiplication<br>Division    |
| Y2  | Place value<br>Addition<br>Subtraction | Multiplication<br>Division<br>Fractions<br>Time       | Shape<br>Position and direction<br>Measurement<br>Money<br>Statistics  | Place value<br>Addition<br>Subtraction  | Multiplication<br>Division<br>Fractions<br>Time<br>Statistics                                 |
| Y3  | Place value<br>Addition<br>Subtraction | Multiplication<br>Division<br>Fractions<br>Statistics | Decimals<br>Measurements<br>Shape<br>Time  | Place value<br>Addition<br>Subtraction<br>Multiplication                                      | Division<br>Fractions<br>Decimals<br>Position and Direction                                   |
| Y4  | Place value<br>Addition<br>Subtraction | Multiplication<br>Division<br>Fractions<br>Statistics | Decimals<br>Measurements<br>Shape<br>Position and direction<br>Time  | Place value<br>Addition<br>Subtraction  | Multiplication<br>Division<br>Fractions<br>Decimals   |
| Y5  | Place value<br>Addition<br>Subtraction | Multiplication<br>Division<br>Fractions<br>Decimals   | Percentages<br>Measurement<br>Properties of numbers<br>Position and direction<br>Shape                               | Place value<br>Addition<br>Subtraction<br>Multiplication<br>Division<br>Fractions<br>Decimals | Fractions<br>Percentages<br>Measurement<br>Time<br>Shape                                      |

|    |  |  |   |   |   |
|----|--|--|---|---|---|
| Y6 | Place value<br>Addition<br>Subtraction<br>Multiplication<br>Division | Fractions<br>Decimals<br>Percentages<br>Measurement<br>Shape | Shape<br>Position and direction<br>Algebra<br>Ratio<br>Proportion<br>Properties of number | Place value<br>Addition<br>Subtraction<br>Multiplication<br>Division<br>Fractions | Percentages<br>Measurement<br>Time<br>Shape |
|----|--|--|---|---|---|

Mathematics is a fundamental part of the curriculum and therefore it is taught every day from Reception to Year 6. Maths lessons are initially based on the National Curriculum 2014, which sets out the appropriate units of study for each phase. We carry out curriculum planning for Mathematics by using our long-term plans to create medium-term plans (slide sequences). All our units are stored electronically and are monitored by the Mathematics Co-ordinator in line with the school's monitoring cycle. The different year group will explore the plans of the previous year group to support progression and retrieval throughout the year. Our long-term plans are available to parents/ carers via the school's website and details of the unit planning content are available in the half-termly curriculum overview.

Maths lessons will have the same structure and a clear learning intention from Y1-Y6. The lessons will include four stages: *Practice, Consolidate, Revise and Apply*. Children will be encouraged to complete all parts of the work in every lesson. If this is not achieved, teachers should still make sure that children have been exposed to a wide array of tasks.

Our mathematics teaching equips the children with a variety of numeracy skills, achieved through the application of conceptual and procedural variation in the lesson. Note-taking will also aid the acquirement and retrieval of knowledge as well as providing a resource to refer to when reviewing learning. Children will also have access to differentiated work according to ability and where possible additional adult support will also be provided.

### **Early Years Foundation Stage**

Mathematics is taught across the foundation stage. In Nursery, the expectation is that all environments and routines will provide opportunities for mathematical thinking. In Reception, the expectation is for Maths to be taught every day for 20 minutes as well providing mathematical thinking opportunities in inside and outside areas as well as routines to enhance the learning. The teaching should include a range of concrete resources, so children can choose what they want to work with when doing it independently. The focus at this stage is to develop early Mathematics, including the exploration of number, the development of early number fluency, recognising numbers, shape, measurement, time and reasoning in order to prepare the children for the Mathematics Curriculum in Year 1.

### **Reading**

Comprehension of reasoning tasks is an indispensable part of Mathematics. Reasoning problems, which required reading and understanding, are integrated almost daily into all Maths units across the key stages. Teachers should provide a range of instructional scaffolding, so children are able to tackle problem-solving in a variety of approaches.

### **Resources**

The range of resources to support the teaching of Mathematics across the school is plentiful. These are restocked when necessary by the Maths co-ordinator. Teachers are expected to consult before ordering any new resources to avoid the purchase of already available materials. In EYFS, resources may be restocked more frequently. iPads,

computers and laptops may be used to access a range of software, particularly to practice times tables, especially across Year 3 and Year 4.

## **Modern Foreign Languages (French & Spanish)**

By learning a modern foreign language, the speaker has the opportunity to be an active participant in a culture and a society in addition to those of their birth. Furthermore, knowledge of a modern foreign language when combined with intercultural understanding work enriches the condition of what it is to be a modern European citizen.

- To develop children's confidence, interest and enthusiasm towards learning languages;
- To develop children's listening, speaking, reading and written skills in modern foreign languages;
- To develop children's intercultural understanding
- To develop children's knowledge about language
- To provide children with a variety of language learning strategies
- To develop children's thinking and linguistic skills when using a language

### **Curriculum**

Modern foreign languages are taught carefully and systematically using a variety of methods and resources to enable children to speak and listen with confidence, accuracy, understanding and enjoyment. Some of the teaching methods used are listed below. Please note that this is not exhaustive.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| ● Role Play                          | ● ICT and multimedia programmes       |
| ● Individual/ paired/ group learning | ● Newspapers/magazines/advertisements |
| ● Using picture cues                 | ● Reading for information             |
| ● Story books                        | ● Translation                         |
| ● Sequencing                         | ● Grammar and linguistics             |
| ● Songs                              | ● Gamification                        |
| ● Audio and visual recordings        |                                       |

Modern foreign language studies will commence as pupils reach Year 1, with more formal learning starting towards the end of Y2. As a school we teach French and Spanish. These languages were chosen due to staff expertise and as they are European close partners for us. Lessons will be no less than 45 minutes per week for each language, with a further 15 minutes spread throughout the week for incidentals to improve language skills. Younger children may be provided with the opportunity to learn about modern foreign languages in EYFS.

The implementation of the MFL curriculum is through the sequencing of medium-term planning (interactive whiteboard slides) which enable teachers to order the work and break the learning down into lessons. These lessons will follow the school's schemes of work for French or Spanish which is based on the KS2 Framework for Languages and the 2013 National Curriculum (DfE, 2013). Opportunities for exploring language are provided through a range of aural and oral stimuli and a range of contemporary texts.

We plan the activities in MFL so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

French and Spanish work where appropriate will be recorded in children's French books; these books will stay with the child throughout their time at Central Primary.

| French overview |                                  |                                    |                                  |                                   |  |
|-----------------|----------------------------------|------------------------------------|----------------------------------|-----------------------------------|--|
|                 | Autumn 1                         | Autumn 2                           | Spring                           | Summer 1                          | Summer 2                               |
| Year 1          | Unit 1<br>Bonjour la France      | Unit 2<br>Colours and song         | Unit 3<br>Farm animals           | Unit 4<br>Fruits et légumes       | Unit 5<br>Countries, weather & seasons |
| Year 2          | Unit 6<br>Numbers                | Unit 7<br>Un animal étrange        | Unit 8<br>Countries & Languages  | Unit 9<br>À l'école               | Unit 10<br>All about me                |
| Year 3          | Unit 11<br>Mon monstre           | Unit 12<br>Les 4 amis              | Unit 13<br>On y va               | Unit 14<br>Moi et ma famille      | Unit 15<br>L'argent de poche           |
| Year 4          | Unit 16<br>La santé              | Unit 17<br>Le carnaval des animaux | Unit 18<br>Bon appétit           | Unit 19<br>Ma journée quotidienne | Unit 20<br>Je vais à l'école           |
| Year 5          | Unit 21<br>Les Planètes          | Unit 22<br>Scène de plage          | Unit 23<br>Printemps             | Unit 24<br>Notre école            | Unit 25<br>Le present et le passé      |
| Year 6          | Unit 26<br>Le parc d'attractions | Unit 27<br>Le supermarché          | Unit 28<br>Les célèbres français | Unit 29<br>Mal à la tête          | Unit 30<br>La visite de Paris          |

| Spanish Overview |                                       |  |                               |                                    |                                       |
|------------------|---------------------------------------|--|-------------------------------|------------------------------------|---------------------------------------|
|                  | Autumn 1                              | Autumn 2                                   | Spring                        | Summer 1                           | Summer 2                              |
| Year 1           | Unit 1<br>¡Hola España!               | Unit 2<br>Mi familia                       | Unit 3<br>Las estaciones      | Unit 4<br>El cuerpo                | Unit 5<br>En el mercado               |
| Year 2           | Unit 6<br>Día de muertos              |  | Unit 7<br>¡Feliz Navidad !    | Unit 8<br>El Carnaval              | Unit 9<br>En la granja                |
| Year 3           | Unit 11<br>En mi mochila              | Unit 12<br>Yo                              | Unit 13<br>El Grúfalo         | Unit 14<br>Mi mascota              | Unit 15<br>Huevos verdes con<br>jamón |
| Year 4           | Unit 16<br>Mis vacaciones             | Unit 17<br>Retratos                        | Unit 18<br>Un día de escuela  | Unit 19<br>Los deportes            | Unit 20<br>Spanish conquistadors      |
| Year 5           | Unit 21<br>Aficiones y<br>Pasatiempos | Unit 22<br>El arca de Noé                  | Unit 23<br>Ir de compras      | Unit 24<br>Me duele                | Unit 25<br>En el restaurante          |
| Year 6           | Unit 26<br>Ropa, lugares y<br>tiempo  | Unit 27<br>Frida Khalo y sus<br>animalitos | Unit 28<br>Un país fantástico | Unit 29<br>Dibujar com<br>palabras | Unit 30<br>Visitando Barcelona        |

### **Withdrawal**

Where it is deemed impracticable, such as in the case of the children with severe speech and language disorders or children with severe SEN, they may be withdrawn from the French and Spanish curriculums to pursue alternative courses of studies, with the agreement with the MFL co-ordinator and Inclusion Leader. In addition, a pupil may pursue the study of solely one language, French or Spanish, if it is deemed that they require additional support with literacy, numeracy or may find the acquisition of a further language detrimental to their learning. These decisions will be reached in consultation with the MFL co-ordinator and the Inclusion Leader.

The knowledge and understanding objectives link to the teaching of languages play a significant part in developing pupils' understanding of different people and how to foster good relations between different groups.

### **Reading**

Reading is essential in MFL as it allows children to apply their phonics and linguistic skills. It also enables children to revise, practice and enrich their vocabulary. Reading is integrated into the MFL lessons through a variety of sources like picture books, familiar stories, texts, newspapers, adverts and other reading material. These are chosen carefully according to the children's level.

### **International and Intercultural Understanding**

As part of our work in languages we look at and communicate with different countries and communities around the World. This forms part of the languages curriculum for our school and links to our curriculum planning for all curriculum areas. We hope to educate pupils about how languages and culture are rich and varied across the World and how learning a language will help them access different parts of this World.

We have direct communication with international partner schools in Finland, Germany, France and Spain. We complete joint projects with these schools communicating in a range of languages.

### **Resources**

It is expected that children will be exposed to a variety of modern foreign language stimuli in their environment. In each class there is a developing library of French/ Spanish texts and reference books, including bilingual dictionaries. There is a range of modern foreign language resources for teachers stored centrally with the modern foreign language co-ordinator.

The pupils' work in Spanish and French which relates to their current topic from the schemes of work is displayed in the MFL board in the school/ throughout the school.

There is a range of ICT software available in school to which the children have regular access.

### **Health and Safety**

It is to be noted that when children are using electrical equipment such as computers and tape recorders due care is taken for their safety.

# Music

Music is a universal, unique language that inspires and motivates children through practical and theoretical lessons. High quality music education engages pupils to develop a love of music, increases their self-confidence, creativity and technical musical skills.

At Central Primary School, our music curriculum reflects the culture and society that we live in and shows how music is meaningful to different people, ages and groups. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

## **Aims and objectives**

The objectives of teaching music in our school relate the National Curriculum (2013) and enable children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres styles and traditions, including the works of great composers and musicians;
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, rhythm, beat, pulse duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

## **Curriculum**

| Year   | Autumn 1   | Autumn 2  | Spring  | Summer 1   | Summer 2  |
|--------|--|---|---|--|---|
| Year 1 | Singing voice<br>Pitch<br>Listening                                | Two tone set<br>Pitch control<br>Dynamics               | Production with ongoing musicianship, games and warmups                               | Thinking voice<br>Un-tuned percussion<br>Timbre  | Exploring phrase<br>Melody<br>Rhythm<br>Pulse                       |
| Year 2 | Understanding phrase<br>Dynamics<br>Pitch<br>Tempo                 | Rhythm<br>Sol-fa<br>Pitch<br>4 beat metre               | Production with ongoing musicianship, games and warmups                               | Sol-fa<br>Singing names<br>Pulse and rhythm in the same song<br>Listening  | Phrase length<br>Developing use of percussion                       |
| Year 3 | Applying learnt skills to new songs<br>Pitch matching<br>Listening | Production with ongoing musicianship, games and warmups | Singing voice<br>Pitch<br>Dynamics<br>Thinking voice<br>Timbre<br>Un-tuned percussion | Singing breath<br>Phrases<br>Song rhythms<br>Pulse<br>Metre<br>Rhythm names  | Pitch<br>Dynamics<br>Tempo<br>Thinking voice<br>Un-tuned percussion |
| Year 4 | Tone colour<br>Singing in pitch and tune                           | Rhythm and improvising<br>Listening and thinking        | Comparing phrases<br>Tempo in song<br>Stick notation<br>Tone-colour                   | Production with ongoing musicianship, games and warmups  | Pitch<br>Two-part singing   |
| Year 5 | Legato singing<br>Phrase structure<br>Rhythm<br>Notation           | Pitch<br>Bar lines<br>Two-part singing<br>Sol-fa        | Minim rhythm<br>Developing two-part signing<br>Time signatures                        | Learning new songs<br>Singing with expression  | Notation  |
| Year 6 | Pitch control<br>Time signatures<br>Bar lines                      | Two-part singing<br>Minim rhythm                        | Performing two-part signing<br>Performing minim rhythm                                | Rhythm reading and writing<br>Part singing and choral<br>Listening and appraising<br>Rhythm composition<br>Part singing and choral<br>Listening and appraising | Rhythm performance<br>Creating a musical piece using ICT            |

The music curriculum is an enjoyable and ambitious learning experience which aims to develop pupils' skills and knowledge as they progress through the school. It is intended that pupils will regularly revisit musical skills they have studied previously, so they can revise and further their knowledge as well as learn more about the genre or musical piece they are studying.

Music is taught through three half an hour lessons a week, including weekly singing assemblies. Singing lies at the heart of good music teaching and at the centre of our music curriculum. Our teaching focuses on developing the children's ability to identify different musical skills using a combination of songs from our Voices Foundation music curriculum and current songs from the wider world. Through singing songs, children learn about the structure and organisation of music, which then supports their understanding of playing a variety of instruments, both tuned and un-tuned, identifying musical tone sets and composing short pieces of music. As children get older, they will listen to more extended pieces of music, developing descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined abilities of recognising musical skills.

### **Additional music teaching**

We teach pupils a range of musical skills during their time at Central. In Year 4, pupils have the opportunity to learn Djembe drumming from a specialist teacher. In addition, the children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar or keyboard. This is in addition to the normal music teaching of the school, and usually takes place during normal lesson time, from which children are withdrawn for the duration of the instrumental lesson.

### **Early Years Foundation Stage**

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS) curriculum which underpin the planning for children aged three to five. Music contributes to a child's personal and social development, as well as their expressive arts development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

### **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

### **Extended Schools**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of

occasions throughout the year, for example at the Creative Arts Showcase, at the Intu Watford Centre, the Peace Hospice and other venues across the county and in London.

## Physical Education (PE)

Physical Education (PE) is the study of different sports and exercise including dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. At Central Primary, PE is a core part of our pupils' learning experience.

### Aims and objectives

The intent of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination.
- to encourage children to work and play with others in a range of group situations.
- to develop the way children, perform skills, and apply rules and conventions, for different activities.
- to show children how to improve the quality and control of their performance.
- to teach children to recognise and describe how their bodies feel during exercise.
- to develop the children's enjoyment of physical activity through creativity and imagination.
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- to expose children to the rules of fair play through healthy competition
- to teach children the importance of fitness and to inspire them to value it as a lifelong behaviour choice
- to expose children to a range of physical activities and sports, and the sporting experts and support staff who work within these areas

### Curriculum

The PE curriculum develops pupils' skills, abilities and knowledge as they progress through the school. It is intended that pupils will revisit units of work and sports they have studied previously, so they can revise, hone and further their physical skills as well as learn more about the sport or exercise they are studying. The sequence can be seen in the long-term plan below.

| Subject Overview |   |                                |   |  |   |
|------------------|---|--------------------------------|---|--|---|
| Year             | Autumn 1  | Autumn 2                       | Spring                                      | Summer 1   | Summer 2                                    |
| EYFS             | Moving safely/<br>Experimenting with<br>movements | Jumping /<br>Negotiating space | Fine motor skills/<br>Throwing and catching | Safety measures in<br>school /<br>coordination/<br>running games | Dance / Fine motor<br>skills/ Basic hygiene |
| Year 1           | Agility/Skills 7                                  | Balance/co-ordin<br>ation      | Gymnastics                                  | Multi-skills/ fielding<br>and striking                           | Health related<br>exercises                 |
| Year 2           | Handball  | Balance                        | Gymnastics                                  | Multi-sports   | Athletics/ striking<br>and fielding         |
| Year 3           | Handball  | Balance                        | Gymnastics                                  | Multi-sports   | Athletics/ striking<br>and fielding         |
| Year 4           | Multi-sports/basketball                           | Skills<br>7/gymnastics         | Hockey/handball                             | Skills 7/ cricket  | Athletics/netball                           |
| Year 5           | Swimming/hockey                                   | Swimming/gymn<br>astics        | Swimming/handball                           | Swimming/cricket   | Swimming/netball                            |

|        |                       |            |                   |                  |                    |
|--------|-----------------------|------------|-------------------|------------------|--------------------|
| Year 6 | Skills 7 / basketball | Volleyball | Tag-rugby/parkour | Cricket/rounders | Skills 7/athletics |
|--------|-----------------------|------------|-------------------|------------------|--------------------|

PE is taught discreetly (usually three 45minute lessons a week), with one of these sessions always being Dance. In Year 5 children will learn to swim as part of their PE curriculum. Each lesson has an individual plan that links to the progression of the curriculum both across the school and within that unit of work. Teachers can adapt and vary the plan to suit their class and to differentiate the learning to support progression. These plans form part of the school's knowledge management system and edits and refinements to these plans benefit future teachers.

Our PE curriculum is a progressive curriculum that aims to develop pupils' skills throughout the school. Throughout the school, our PE curriculum is designed to build on pupils learning and this is then assessed through noting how pupils are performing against the objectives for their age and with pupils self-assessing on their curriculum overviews.

### **Dance**

As a school, we have a specialist approach to the teaching of Dance. This builds on pupils' skills from Nursery through to Year 6. We employ a specialist teacher of Dance to work with our pupils and to develop their Dance skills throughout the school. Again, this is a progressive scheme of work and reflects our dedication as a school to physical and creative development. The work completed in Dance in class is complimented by a range of after school and extra-curricular Dance activities throughout the year.

### **Early Years Foundation Stage**

PE is called Physical Development in Early Years. The pupils have access to daily physical development and throughout the week also have PE lessons to help develop their co-ordination, strength and balance so that they are ready for the PE curriculum that starts in Year 1.

### **Extended Schools**

PE forms a key part of the extended school provision. There are a range of PE related activities that run throughout the year and these after school activities link into and build on the learning that takes place in PE lessons. Where possible the school links up with other schools to provide opportunities for pupils to compete against other schools, between different houses in order to develop and build on their skills in a sporting competition.

Each year the school has a Health and Fitness week that promotes both physical well-being and healthy living. This week is an opportunity to develop the range of sporting experiences pupils have access to.

### **Resources**

There are sufficient resources for teaching PE in the school. The majority of these resources are located in the PE cupboard, which is located next to the main hall. Some PE equipment is stored in the outside stores on the playground.

### **Health and Safety**

Health and Safety information is contained on the individual plans for PE lessons and teachers are responsible for checking environments and PE equipment is safe to use. Regular inspections of all equipment takes place by external experts.

### **Sports Premium**

The school receives the Sport Premium (from 2013) and uses this money to support the development of opportunities for pupils.. Please see our Sport Premium publications on the school website for further information.

## Religious Education (R.E.)

### Aims and objectives:

The study of other faiths and understanding of atheism and agnosticism is an important part of children's development. Questioning what they believe and why, understanding to what degree the views of others are similar or different to their own and navigating the overlap between religion, social and political views helps children to better understand the world around them and to engage on a deeper level with their peers and communities. In a world where fake news and religious rhetoric continue to drive democratic decision-making, the importance of this cannot be underestimated. As religious or ethical beliefs shape many art forms, understanding different faiths can also pave the way to a deeper appreciation of art, music and architecture. Lastly, our children cherish the opportunities for debate in R.E, as the only "right" or "wrong" answers relate to facts and core beliefs of different faith groups. Our R.E curriculum aims to equip children with the following skills and tools:

- Informed understanding of the **core beliefs** of 6 major world religions
- **Religious festivals**, their importance and core beliefs and stories behind them
- Knowledge of the **holy books and relevant scriptures** of faith groups studied
- Study and of **rites of passage** governing adherence to specific faith groups
- The ability to engage with challenges of living out **guiding principles**
- Understanding of interconnection between **symbols, symbolic actions**, stories, core beliefs, prayer and worship practices (private and collective)
- The ability to **compare and contrast** core beliefs and faith practices
- The ability to **reflect on, challenge, form and articulate their own beliefs** with increasing eloquence and reference to fact, and to do so with the **tact, respect and compassion** necessary for harmonious coexistence and cooperation in society.

### Curriculum

Central Primary's caring ethos and the value which we place on the spiritual, moral, social, cultural and intellectual development of each child is reflected in the RE curriculum. Core religious beliefs studied include forgiveness, kindness, hope, compassion, mercy and persistence, with hope underpinning all faith groups' major beliefs. This allows us to continually refer to the school's **five core principles** throughout the teaching of R.E.

Central Primary's R.E. curriculum is based on the requirements of the Hertfordshire Agreed Syllabus of Religious Education (2017-2022). Faithful to the requirement of exposing children to **British values** throughout the curriculum, Christianity is taught every year. Each year group then learns about at least one other major faith, as summarised in the table below, and agnostic and **atheist** beliefs are acknowledged and validated throughout.

The curriculum is **progressive**, with new knowledge and focus areas introduced each year to ensure that children continue to build on and deepen their knowledge and understanding. Whereas in EYFS and the younger age groups in Key Stage 1, facts are often taught through stories or video clips, the higher year groups increasingly move towards a study of core beliefs as prevalent in religious scripture, statements of faith and Music, Art and Architecture. Teaching includes a combination of direct instruction, inference -based tasks, paired / whole class oracy tasks and study of texts and artefacts. Critical thinking and recall are encouraged through true/false questions, concept cartoons and opinion statements.

The curriculum progression is summarised in the table below, and detailed programmes of study are available on our School website.

| Subject Overview |  |  |   |                      |                              |
|------------------|--|--|---|----------------------|------------------------------|
| Year             | Autumn 1                                   | Autumn 2                               | Spring                                    | Summer 1             | Summer 2                     |
| Nursery          | Thank You                                  | Special Events                         | Special places                            | Showing that we care | Belonging to a family        |
| Reception        | Being Thankful                             | Giving and Sharing                     | Special Places                            | Showing Kindness     | Understanding my own beliefs |
| Year 1           | Introduction to Christianity and Islam     | Sacred Texts and The Symbol of Light   | Exploring Artefacts and Rites of Passage  | Following Faith      | Giving and Sharing           |
| Year 2           | Introduction into Christianity and Judaism | Significant roles and symbols          | Passover and Easter                       | Following Faith      | Role Models and Charity      |
| Year 3           | Understanding Core Beliefs and Values      | Significant Religious Figures          | Prayer and Worship                        | Rites of Passage     | Pilgrimages and Charity      |
| Year 4           | Introduction into Hinduism and Sikhism     | Celebrating Festivals and Core Beliefs | Rites of Passage and Easter               | Prayer and Worship   | Charity                      |
| Year 5           | Understanding Core Beliefs and Values      | Rites of Passage and Christmas         | Prayer and Worship<br>Passover and Easter | Following Faith      | Role Models and Charity      |
| Year 6           | Understanding Core Values and Beliefs      | Significant Religious Figures          | Prayer and Worship                        | Following Faith      | Creation and Charity         |

### **Early Years Foundation Stage:**

In EYFS, pupils will access RE learning through developing “Knowledge and Understanding of the World”. They are exposed to various religions through exploration of festivals, symbolic markers of faith identity and stories. “Speaking”, “People and Communities” and “Being Imaginative” are equally relevant: children are encouraged to retell stories and to start sharing their own beliefs; and story re-enactment and crafts work foster playful learning and retention. They will be given opportunities to follow their interests through child-initiated learning as well.

### **Extended Schools**

The R.E curriculum is enriched through visits by adherents of all faiths and none, who may work with specific year groups and/or conduct assemblies. Each year, all classes attend a church-based event and visit their target religion’s place of worship. Visits focus on a specific learning outcome, ensuring that existing knowledge is both refreshed and deepened.

### **Reading**

Reading is embedded throughout the R.E curriculum. Stories underpinning religious festivals are frequently explored through whole class reading. Children are increasingly exposed to original religious texts and are helped to understand the sometimes complex **vocabulary** used in scripture, thereby equipping them to use correct terminology during discussion and debate.

### **Resources**

Both teachers and children have access to relevant online materials and ICT software. Religious texts and stories are available to children in class book corners, to encourage curiosity and deepen understanding and enquiry skills. Models of religious artefacts can be used during teaching, to transmit knowledge in a tangible, practical way.

### **Withdrawal**

While a compulsory subject in the United Kingdom's state education system, parents have the right to withdraw their children from R.E. However, as the subject is part of any broad and balanced curriculum, we encourage parents/carers to think carefully before deciding to withdraw a child. Our school is committed to valuing the opinions, beliefs and practices of all and to fostering meaningful inclusion. Central Primary families are from a wide range of cultural, social and faith backgrounds, including Christian, Hindu, Muslim, Jewish and non-religious families, and we long for all children to understand each other's beliefs and values.

## Science

Science teaches us about the world around us. It helps us develop an understanding of natural phenomena, builds and stimulates our curiosity and allows us insight into why things happen in the way they do. The Science curriculum teaches methods of enquiry, investigation and critical thought. Children learn to ask scientific questions and begin to see how Science can affect their world on a personal, national and global level.

The objectives of teaching Science are to enable children to:

- ask and answer scientific questions;
- plan and carry out scientific investigations, using equipment (including computers) correctly;
- know and understand the life processes of living things;
- know and understand the physical processes of materials, electricity, light, sound, and natural forces;
- know about the nature of the solar system, including the earth;
- evaluate evidence, and present their conclusions clearly and accurately.

### Curriculum

| Science Overview |                            |                    |                    |                           |   |                           |                                  |                                  |   |        |
|------------------|----------------------------|--------------------|--------------------|---------------------------|---|---------------------------|----------------------------------|----------------------------------|---|--------|
| Year             | Autumn 1                   |                    | Autumn 2           |                           | Spring  |                           | Summer 1                         |                                  | Summer 2                                      |        |
| EYFS             | Healthy Eating seasons     |                    | Animals Materials  |                           | Animals Changes of Materials Seasons Things that Grow |                           | Plants Things that Grow          |                                  | Life Cycles Minibeasts Seasons Healthy living |        |
| Year 1           | Seasonal changes           | Everyday materials |                    | Animals, including humans |   | Seasonal changes          | Animals, including humans        |                                  | Seasonal changes                              | Plants |
| Year 2           | Uses of everyday materials |                    | Plants             |                           |   | Animals, including humans |                                  | Living things and their habitats |   |        |
| Year 3           | Light                      |                    | Forces and magnets |                           | Animals, including humans                             |                           | Plants                           |                                  | Rocks   |        |
| Year 4           | States of matter           |                    | Electricity        |                           | Sound   |                           | Living things and their habitats |                                  | Animals, including humans                     |        |
| Year 5           | Forces                     |                    | Earth and Space    |                           | Properties and changes of materials                   |                           | Living things and their habitats |                                  | Animals, including humans                     |        |
| Year 6           | Electricity                |                    | Light              |                           | Animals, including humans                             |                           | Living things and their habitats |                                  | Evolution and inheritance                     |        |

Science is a core part of the curriculum and is taught through discrete Science lessons and through some topics across the school. Science is both a theoretical and practical subject, and as such there is a mixture of practical and theory-based lessons throughout the curriculum in the school. Throughout the Science curriculum we try to make Science lessons interesting, interactive, with a mixture of activities to promote pupils thinking and investigative skills as well as developing their subject knowledge. Some of the teaching methods used are listed below (Please note that this is not exhaustive):

- Direct instruction
- Observation
- Discussion cards/ activities
- Investigations
- Pictures
- Concept cartoons
- Prediction
- Analysis of findings
- Experimentation
- Exploration
- Quizzes
- Visits/ visitors
- Paired/ Group work
- Audio and visual recordings
- ICT and multimedia programmes
- Reading for information

Science lessons run throughout the school. The expectation is that there will be approximately two 45 minute sessions a week for Science with further Science being taught throughout the year in Topic work, and other cross curricular learning. In EYFS pupils will access their Science learning through their development of Knowledge and Understanding of the World.

Science lessons are initially based on the National Curriculum 2014, which sets out the appropriate units of study for each phase in the primary school. This is then broken down into units of work that the teachers plan in order to teach both scientific knowledge and working scientifically skills throughout the year groups

Children will have access to differentiated work according to ability and where possible additional adult support is provided for Science lessons to allow for more complicated investigation work.

Science work is recorded in the pupil's Science notebook in a variety of ways to include: note-taking, scientific diagrams, results tables and charts in addition to formal written work. These notebooks progress through the school with the children allowing each teacher to see prior knowledge and understanding whilst also providing the pupils with a resource to refer to in their later learning.

### **Resources**

There is an abundance of Science Resources stored centrally in the Science cupboard. These are regularly checked and restocked by the Science co-ordinator. Teachers are expected to order consumables at the beginning of their unit of work, liaising with the Science co-ordinator where costs are involved. There is a range of ICT software available in school to which the children have regular access.

### **Early Years Foundation Stage**

In EYFS, pupils will access their Science learning through their development of Knowledge and Understanding of the World. Science is taught through a combination of child initiated and adult-led activities where children are encouraged to develop their understanding of scientific concepts and ideas by exploring and asking questions about the world around

them. Activities are rooted in topic-based learning and provide the foundation knowledge of both the natural and man-made world in preparation for the Science curriculum in Year 1.

### **Reading**

Research is an essential element of scientific enquiry and opportunities for reading and research are planned into all Science units across the key stages. Classroom book corners and the corridor library are stocked with a broad range of both fiction and non-fiction books across all science topics to provide the children with opportunities for independent enquiry and to encourage curiosity.

### **Health and Safety**

Some topics in Science require teachers to risk assess their activities. This is in accordance with Science Safety guidance and will be located highlighted in red on their Science plans.