

Newdale Primary School and Nursery



Curriculum Policy

September 2019

Next review September 2020

"The curriculum is packed full of exciting activities that fire pupils' imagination and lead to success."



Ofsted Inspection June 2017

**Newdale Primary School and Nursery
A School of 'doers, believers and achievers'.**

**"To go further than I thought
To run faster than I hoped
To reach higher than I dreamed
To become the person I need to be."**

Taken from our Vision Statement - Reviewed September 2019

Introduction

Here at Newdale, we feel passionate about learning at every level. Every child that attends Newdale is given every opportunity to succeed and pupil achievement is at the heart of all that we do. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Our children are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active and involved in their learning, enables them to achieve to their highest potential, not only in academic work but also as artists, sportsmen, scientists, writers, orators, decision makers, creative thinkers and responsible citizens.

In line with Government recommendations, we deliver lessons in line with the National Curriculum. Throughout the academic year, we continue to review and improve the curriculum offered to our children here at Newdale. We set high expectations for achievement in that 85% or more children will leave Newdale reaching age-related expectations and being 'secondary ready'. For more information on pupil achievement and how we assess children's learning, please see the Assessment Policy.

Throughout children's primary education, we aim to equip children with the knowledge and expertise to prepare them for Secondary school and beyond. Alongside the traditional lessons here at Newdale, which involves the teaching of essential knowledge, we also guide our pupils to learn the skills of critical thinking, reasoning about problems, creating solutions to problems set in real life, confident speaking to others and working collaboratively. Across the curriculum, children are given opportunities to explore, investigate, question, analyse, and reflect (to name a few) throughout their lessons. Through providing these experiences, we believe it helps to strengthen children's subject knowledge and provide memorable learning experiences for the children. As a school, we have designed our curriculum to help children learn essential knowledge and skills in order to develop a greater understanding of a wider range of foundation subjects. *Please subject-specific overviews or alternatively on the school website for further information on the knowledge and skills taught (policy).*

We value the contributions of parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through curriculum letters, our school website, and homework. Parents and carers are positively encouraged to become involved through attending parent lunches, drop-ins, workshops and meetings. A short guide to how we teach each subject is below.

English: Led by Mrs Thomas

We are proud to have a whole school love of reading at Newdale. Each morning, every class across school partakes in ERIC time (Everyone Reading In Class). This is dedicated time for all children to enjoy the books they have chosen and to read without distraction, sharing their progress with the class teacher and teaching assistant. We encourage children to choose books, which are interesting and enjoyable but will also ensure that they progress and have a suitable challenge for their age and attainment. From an early age, children are supported in their reading by the use of several different phonetically decodable reading schemes such as Words and Pictures, Pearson (My First Phonics), Project X, Oxford Reading Tree. All children at Newdale are asked to continue their reading at home and it is expected that they will read at least three times a week as part of their homework. Both children and parents are invited to record reading in the home/school communication books where there are examples of questions to prompt as children read, and the opportunity for children to write about what they are reading or answer questions based on their book.

Guided Reading takes place daily across school and focuses the children on a wide range of texts. Teachers plan and deliver sessions, which focus on key questions to challenge children's ideas about the texts they are reading and to develop their abilities to deduce, infer and predict what may happen next. To find out which exciting text your child will be reading, please see the English Policy.

At Newdale, teachers across the key stages use a wide range of techniques to ensure that our pupils are fluent and confident writers. Our aim is to provide the children with the skills to write expressively for a range of different purposes, such as to persuade, to inform and to entertain differing audiences. In addition, children especially enjoy engaging techniques such as drama, role play and the inclusion of contextual learning, all of which help our pupils to succeed.

Our children thrive on achieving whatever their ability may be. As such, teachers throughout the school guide and instruct pupils in a number of ways in which they can become better writers. For example: teacher-pupil sharing of writing assessments; agreeing achievable yet challenging targets; sharing and co-writing success criteria; using year group specific 'steps to success' target grids; modelled and exemplified writing; and peer/self-assessment. The 'steps to success' sheets give children and parents a greater understanding of what the children's writing should look like at a particular age and the skills they should have.

We are proud of the exciting and interesting writing that our children produce, and the wide vocabulary demonstrated by so many through regular and challenging reading. However, we do not only focus on the content of the writing produced, but also the spelling and grammar. These rules are embedded not only in Literacy

lessons, but across our curriculum as a whole. We send individualised spellings home on a weekly basis and children are encouraged to write using a continuous cursive font, which is practiced throughout the week in school. For more information, please see the English Policy.

Phonics and Spelling: Led by Miss Hailey and Miss Curnow (Nursery)

At Newdale, our phonics programme is underpinned by the Letters and Sounds programme. Children are taught at a stage appropriate to them and this allows them to understand how the sound of each letter (phoneme) links to the way in which that letter is written (grapheme). In EYFS (Reception) and Key Stage One, all pupils take part in a daily phonics session, building on and extending their knowledge. They are taught to blend words together and read/ spell tricky words, which are the ones we cannot sound out. In Key Stage Two, our pupils have a daily spelling session following the Read, Write Inc. spelling scheme. This is a robust and systematic programme which reflects the requirements of the New National Curriculum. Every child is given a spelling list that is sent home in preparation for a spelling test later in the week. To read more about how Phonics is taught at Newdale, please see the Phonics at Newdale Policy.

Mathematics: Led by Miss Clay

In order to teach our children to be confident and capable mathematicians, we use a range of teaching strategies. We embed guidance from the Government on 'mastery' teaching in our daily lessons to ensure that children have a depth of learning, which in turn, allows them to apply their mathematical knowledge in a range of contexts. Please see the Assessment Policy for further information on 'mastery learning'. We teach our children a wide range of written and mental strategies to solve calculations and real life problems. Our aim is for them to be able to confidently choose the most efficient method when solving problems or calculating the answer to a question. We make maths contextual and help our children to see that maths is all around us, in everyday life. Enrichment and extension lies at the heart of our teaching and we use opportunities such as maths challenge days to fulfil this. This year we have also introduced a set of non-negotiable maths targets to be met by every year group. We feel that the non-negotiables will give children and parents a greater understanding of what the children's mathematical knowledge and skills should be at a particular age. Our calculation policy sets out which methods are taught in Newdale and shows how your child will progress in their calculating of addition, subtraction, multiplication and division. To find out more about how we teach mathematics our Calculation Policy.

Science: Led by Mrs Pablos

Science at Newdale Primary is taught through the three disciplines of biology, chemistry and physics all under the umbrella heading of Science. We aim to

develop a sense of excitement and curiosity and enable pupils to rationally explain their understanding by creating a good understanding of key scientific knowledge and concepts.

Children are taught how to explain what is occurring, predict how things will behave and analyse causes.

We are passionate about teaching and nurturing high quality working scientifically skills and this firmly lies at the core of all our Science teaching.

Science trips are a firm favourite at Newdale. Investigating Science off site allows us to explore a wider variety of resources and the world around us. We regularly attend various sites to ignite children's awe and wonder in Science.

Children are encouraged to be 'scientists' right from Early Years through to Upper Key Stage Two and beyond. All children will experience the Working Scientifically skills at varying levels depending on their age and ability.

The following elements will be taught throughout:

Knowledge - Children are taught and learn key facts linked to the three scientific strands that they study. Children are expected to learn about key scientists and their impact on scientific findings.

Working Scientifically - This strand from the National Curriculum focuses on the use of scientific skills that children will use when studying each unit of work. It includes:

- Ideas and evidence
- Investigative skills
- Planning
- Obtaining and presenting evidence
- Considering evidence and evaluating

To find out more, please see the Science Policy.

Computing: Led by Mrs McLaughlin and Mr Banfield (E-Safety-Miss Newport)

Computing is taught throughout Newdale, across all lessons both as an aid to learning and skills needed to use different programs. We believe that computing is a pivotal part of our curriculum and due to this, we invest heavily in providing up to date equipment and programmes that our children can use. Newdale is a well-equipped school; every class base has individual laptops and a suite of iPads. We are also fortunate to have a variety of cameras and digital recording equipment. Interactive whiteboards are used in all classrooms and the new phase of our building have height adjustable, top of the range whiteboards to support teaching and learning. To find out more please see the Computing Policy

History: Led by Miss Myler

We believe that a developing understanding of ourselves comes from a greater understanding of our past. History is vital to this and our teaching staff ensures that our children are excited and engaged in their learning of the past. Newdale is incredibly lucky to be situated in such a historically rich area as Telford. We aim to bring history alive through our teaching and do this by using living museums, artefacts, trips out and experience days in school. To find out more please see the History Policy.

Geography: Led by Mrs Evans

It is our aim that all children at Newdale will understand where they are in the world and how they are linked to other places. We wish to celebrate the similarities between ourselves and others, not only in our locality but across the world. Our local environment is studied in depth across the key stages and we enhance their learning by taking them on trips to study locations further afield. Geographical enquiry is carried out inside and outside the classroom, using maps, photographs and ICT. To find out more please see the Geography Policy.

Citizenship: Led by Miss Macfarlane (SMSC/RE) Miss Morgan (RSE)

Citizenship is a critical aspect of the learning in a developing child. It helps them to grow and develop as an individual, a member of their immediate family and as a member of their wider community. Citizenship covers the subjects of Social, Moral, Spiritual and Cultural Development (SMSC), Personal, Social, Health and Economic Education (PSHE), Religious Education (RE) and Relationship and Sex Education (RSE).

Citizenship is at the heart of everything we do here at Newdale in order to ensure every child is prepared for life in Modern Britain. It underpins all of the work which we do at Newdale, as we aim to encourage our children into being resilient, independent and resourceful. Teachers strive to ensure they have SMSC links throughout their curriculum offer. At Newdale Primary we work to develop not only children's academic knowledge, but rather the child as a whole. It is within our ethos to develop our pupil's spiritual, moral, social and cultural being.

Spiritual Development: We teach children about themselves, others and the world around them in order to inspire and develop a sense of awe and wonder. We explore values and beliefs in which to inform their perspective on life and respect for other people. Creativity is at the heart of our curriculum and we encourage a willingness to reflect on their own experiences.

Moral Development: We provide opportunities for children to investigate moral and ethical issues in order to develop their ability to recognise the difference

between right and wrong, with a readiness to apply this understanding in their own lives. We develop their understanding of consequences of their actions.

Social Development: We develop social skills through working and socialising with and alongside others from a variety of different backgrounds. We learn to cooperate well with others and resolve conflicts effectively. We teach children about the way their own community as well as wider society and other communities function.

Cultural Development: We explore and develop an understanding and respect for cultural diversity. We celebrate diversity within our school and share knowledge and experience within the community. We provide opportunities to explore a variety of art, music, sport, science and festivals. We also develop an appreciation of cultural influences that have shaped the children's own heritage.

One way in which teachers ensure they embed these links, is through our 'Value of the Month'. At Newdale, we are passionate about ensuring that our children are secure in knowing the values that make the world a great place to live. To help us, we have introduced a value of the month, with themes including example such as honesty to independence. These values are addressed through weekly assemblies, in lessons and within the school environment.

September - Responsibility

October - Respect

November - Friendship

December- Peace

January - Independence

February - Caring

March - Belief

April - Freedom

May - Perseverance

June - Honesty

July - Reflecting

The Department of Education state that all schools are required to ensure that key 'British Values' are taught to pupils. The Government set out its definition of British values in the 'Prevent Strategy.' These values are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Newdale Primary school, these values are reinforced regularly and in the following ways:

Democracy: Children have the opportunity to have their voices heard through our active School Council and through regular pupil questionnaires. The elections of school council members for each class are based solely on pupil choice. Other opportunities include visits from local Members of Parliament.

The Rule of Law: Throughout the school day, the importance of laws, are consistently reinforced. These may, for example, be using the SMART Code to deal with behaviour or as part of an assembly theme. Our children are taught the value and reasons behind laws that govern and protect us, the responsibility that this involves and the consequences when laws are broken.

Individual Liberty: When in school, our pupils are encouraged to make choices, knowing that they are in a safe and supportive environment. We encourage our children to know, understand and exercise their rights as children and when they enter adulthood.

Mutual Respect: Our school ethos and Behaviour Policy revolves around core values such as 'respect' and children have been part of discussions and assemblies related to what this means and how it is shown.

Tolerance of those of Different Faiths & Beliefs: This is achieved through enhancing our children's understanding of their place in a culturally diverse country and by giving them opportunities to experience such diversity such as through assemblies and visits to places of worship. Pupils and their families of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

For more information on SMSC, see the SMSC progression document.

At Newdale, we encourage our children to learn from religion, as well as about it. We teach our children develop a greater understanding of their own beliefs and the beliefs of others. A range of teaching resources are used to help our learners to enjoy working in a relevant and meaningful way. In addition to this, we also celebrate major festivals and share stories found in other cultures. Assemblies are used to widen the children's understanding of World Religions

and allows time for them to reflect on their lives and those of others.

Sex and Relationship Education sessions contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and is concerned with helping children make responsible decisions about the relationships they form with others and helping them understand the changes and challenges which sexual maturity brings.

Aims of Sex and Relationships Education

- To provide accurate information and challenge misconceptions
- To clarify values and attitudes (including LGBT and homophobic bullying).
- To understand the cycle of life process
- To promote informed decision making and responsible behaviour.
- To foster understanding and positive acceptance of their own physical and emotional development
- To foster and develop respect for self and others (including LGBT and homophobic bullying).

To find out more about our teaching of citizenship, please see the RE and RSE Policy.

Music: Led by Mrs Thomas and Miss Plimmer

Every child enjoys and benefits from music and the arts in their education. Music is all around us and is a universal language that engages and inspires: academically, emotionally, physically and spiritually. We firmly believe that all children should be given the opportunity to create, perform and appreciate a wide range of music using and listening to the instruments that can create such diverse sounds.

At Newdale, we are lucky enough to have access to the Telford and Wrekin 'Music 2 the 4' and 'Simply Music' programmes which ensure that specialist music teachers are developing and delivering high quality provision for all children. The sessions allow us to offer a bespoke Music Education for every pupil with particular focus on Singing and Instrumentation - for instance the children have already had opportunities to learn trumpet, flute, clarinet, violin, recorder to name but a few along with using music technology to explore music even further.

In these lessons, children learn how to create their own sounds and communicate them effectively and expressively, understanding and using terminology such as pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Why Should We Sing?

The voice is our first and most natural musical instrument. It's expressive, can communicate and share emotion and can be trained and developed just like a muscle through sport. The voice is absolutely central to contemporary popular music - rock, pop, R&B, urban; the majority of people, regardless of age, have some kind of musical memory and music is something that can be enjoyed alone or in groups. In fact group singing is particularly powerful in its ability to create a sense of shared purpose and social unity. Above all singing should be fun, educational, joyous and inspiring! Everyone in the world can enjoy singing and everyone should have an opportunity to find their voice!

Here at Newdale we are proud of our whole school concerts and singing assemblies and the Newdale School Choir perform regularly at outside events and functions throughout Telford and Wrekin.

To find out more about our teaching of Music, please see the Music Policy.

Physical Education and Games: Led by Miss Jones and Mr Irvine

Here at Newdale, we are passionate about nurturing the sportsmen and women of tomorrow. We offer a very wide variety of mainstream and alternative sports in both our PE sessions and through after school clubs. There are many different teams which attend a wide range of competitions across the county.

The children have a minimum of 2 hours of Physical Education, which takes the form of Gymnastics, Dance, Swimming and team games. Sports coaches are used to come in and teach specialist skills to the pupils on a regular basis. The teaching of swimming is a high priority at Newdale and we aim at all children should be able to swim 25m by the time they leave us to go onto Secondary School. Our sports activities extend into a range of extra-curricular clubs, such as Gymnastics, Football, Netball, Street Dance, Dodgeball and Tennis.

To find out more about our teaching of Physical education, please see the P.E. Policy.

Art and Design: Led by Miss Hailey

A vibrant, colourful atmosphere where children's art work is celebrated is one of the features of our school. Our budding artists are fortunate enough to be able to work with a range of visiting artists working with pottery, textiles and sculpture. Each Year group has an artist, upon whom they focus a topic of work on, creating art inspired by them. Key skills and techniques are taught to pupils, who build up sketch books during their time with us. To find out more about our teaching of Art, please see the Art Policy.

Design and Technology: Led by Miss McCullagh

Design and Technology (DT) teaching at Newdale is an important part of learning about real life. We deliver engaging lessons, set in real life contexts and allow our pupils to explore, make and create. The use of computing helps our children to become confident in DT, as well as learning about cooking and nutrition and sewing. To find out more about our teaching of DT, please see the policy for Design and Technology.

Modern Foreign Languages: Led by Mrs Lefroy

Here at Newdale we are lucky to have our own specialist French teacher, Mrs Lefroy. Every week pupils in Key Stage Two take part in a French lesson; learning the language and the culture of France. The teaching involves a balance between spoken and written skills, ensuring that children are having fun whilst learning through interactive activities like games and songs. Children in Key Stage One are given a 'flavour' of what is to come in Key Stage Two as French language is embedded through daily routines by their classroom teacher e.g. taking the register in French. For more information about the teaching of French, please see the Modern Foreign Languages Subject Folder.

Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. The curriculum co-ordinator plans long term plans which outline objectives to be covered taken directly from the National Curriculum see Appendix 1. Individual overviews for core subjects are planned by subject leaders. As a staff, we agree a long term plan for foundation subjects in each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis see Appendix 2 for examples of these. Our medium term plans are drafted by individual year group teaching teams on a half-termly or termly basis. These give clear guidance on the skills that we are developing within each topic see Appendix 3 for examples of these.

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as learners, ensuring high levels of expectation. Our whole school approach is focused on assessment for learning and pupils' progress is evaluated by meeting, not meeting or mastery key learning objectives against national end of year expectations. Please see the Assessment Policy for more information.

Assessing Pupil Progress in the Foundation Stage

During the Early Years, our teachers record the skills of the pupils. The Development Matters Guidance and Early Learning Goals are used to assess children's progress during the year.

The Role of the Curriculum Leader (Miss Macfarlane)

The role of the curriculum leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

The Role of the Subject Leader

Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject leader to:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Head teacher is responsible for the overall school the curriculum. The standards team and subject leaders monitor lesson plans, moderate pupil work , conduct learning walks in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. Termly committee meetings take place so that governors can monitor and review the school curriculum.

Appendix 1 - An example of our Long-term Curriculum Overviews

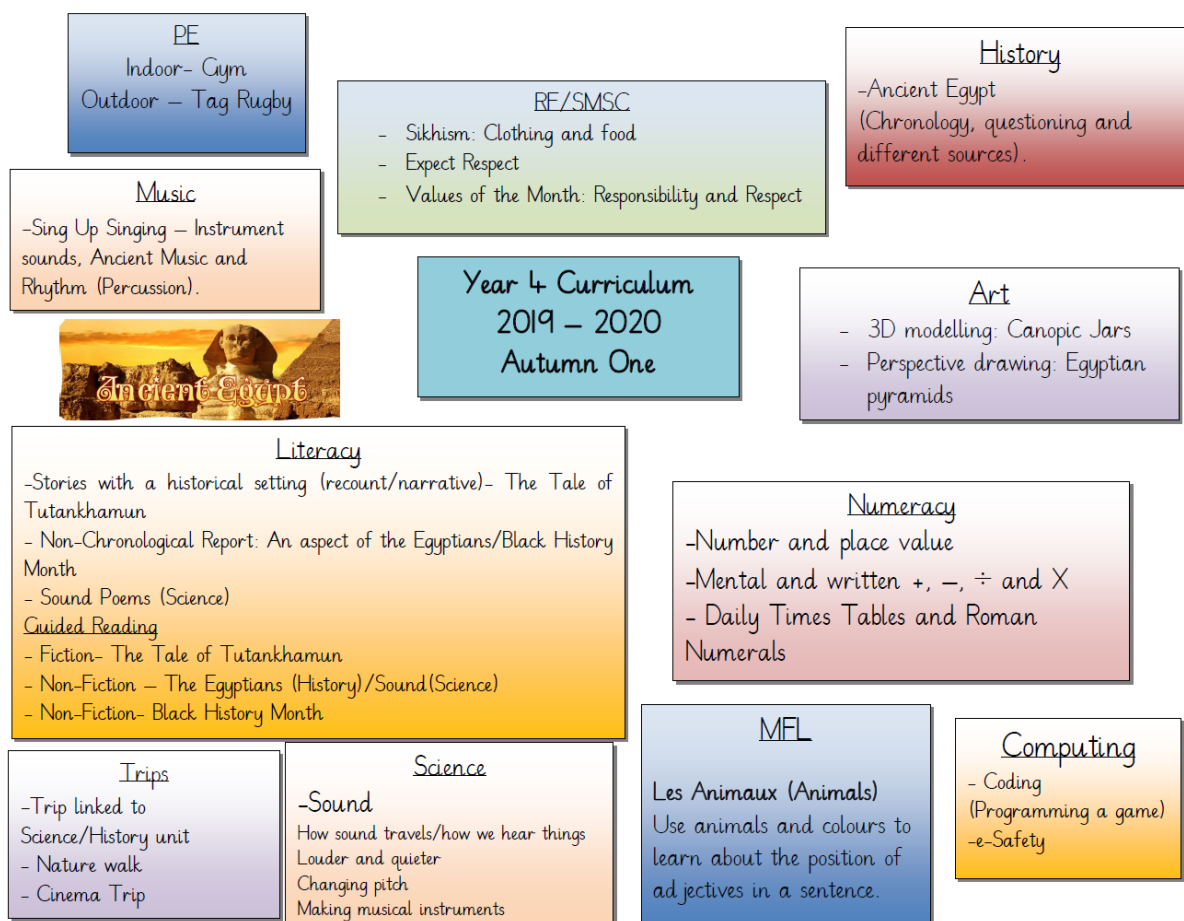
	LONG TERM FORECAST		YEAR 6 Mrs Thomas and Miss Clay		2019/20	
	Autumn 1 - 8 weeks 3 rd Sept - 24 th Oct PD day- Monday 2 nd September and Friday 25 th Oct	Autumn 2 - 7 weeks 4 th Nov - 20 th Dec	Spring 1 - 6 weeks 7 th Jan - 13 th Feb PD day- Monday 6 th Jan Friday 14 th Feb	Spring 2 - 7 weeks 24 th Feb - 3 rd April	Summer 1 - 4 weeks 20 th April - 22 nd May Bank holiday- 4 th May 11 th -14 th May SATs week	Summer 2 - 7 weeks 1 st June - 17 th July PD day- Monday 20 th July
Themes/ Door displays	Art/hog wk 7- 14 th - 18 th Oct Geography / Coasts Art/hog.	World War Two Anderson shelter building World War 2	British Values - Craig / child crime Writing genres Evolution and Inheritance British Values Week (Born Free/ Malala) Crime and Punishment	Ancient Greece Greeks	Growth Mindset	Production Transition / leavers South America/ Rainforest
Guided Reading	Journalistic writing - first news Wonder	Non-fiction texts WW2 The Letters from the Lighthouse	Holes Science - Charles Darwin / Mary Adriano - to include extended writing activities	SAT buster - set reading	SAT buster - set reading	Production - speaking and listening / poetry (singing)
Literacy	Autobiography - All about me! Jessie came over the sea (chronological report) Our environment- linked to Art/hog and coastal pollution.	Letters from the Lighthouse Otto Piano?	The Highwayman Tuesday by Wiesner Crime and punishment argument- British Values / punishments across the ages - information? Argument and discussion (crime) Spider and the Fly	Percy Jackson and the Lightning Thief - narrative, biography (mythical creatures? Percy etc.);	Alma Letter to new secondary schools. Mystery stories	The explorer- adventure story openings.
Maths	Place Value Calculation Times tables daily Friday - Calculating every week	Fractions, decimals and percentages Geometry Measurement Times tables daily	Place Value Calculation Algebra Times tables daily Friday - Calculating every week	Ratio and Proportion Statistics Times tables daily Friday - Calculating every week	Calculations Fractions, decimals and percentages Revision Times tables daily	Calculator work Maths through Art

		Friday - Calculating every week				
Science	All Living Things / Habitats Nature walk to link with classification and link to computing - branching databases.	Light Electricity Taught together with D&T link.	Evolution and Inheritance- Charles Darwin information / biography	Animals Inc. Humans (Investigative work/ Maths statistics work)		
GEOGRAPHY	Humans and Physical features to be covered in each unit					
	Compare human/geographical features including coast/ land use of Telford and Barmouth. Mapping the UK.	Mapping the UK.				Climate zones, biomes including Rainforests link to The Explorer.
HISTORY		A significant event in British history - World War Two. The Home Front The Battle of Britain	Crime and Punishment (through the ages) Modern day Crime and Punishment through Topic	Greeks		
D & T	Harvest cooking.	Lighting Up (History/ Science) Lighthouse.		Greek Foods - Flat bread/ banquet (History) Greek restaurant. Mousakka .		
ART & DESIGN	Printing linked to nature walk. Self-portraits. Da Vinci? Drawing / sketching - observational artwork linked to nature.	Tiles linked to letters from the lighthouse.	Drawing fossils / shells / bones - evolution link	Papier Mache Greek Urns/ Medusa head - madrac Cyclops eye	Salvador Dali - optical illusions / perspective	Props- linked to the production
COMPUTING - Use of IT	Use of Information Technology Throughout the year - Create presentations, documents and use data to convey meaning; be creative to convey a message effectively; store and manipulate content; retrieve digital content					
	E safety - Play, Like, Share'	E- safety - Share Aware Week		The Snap Trap - e-safety performance (Redhill?)	Coding - Computer Science link - programming	Espresso Coding

strand throughout	Branching databases linked to animal classification (science)	Blogging Powerpoint presentation: Arthog .			Photography Animation	
RELIGIOUS EDUCATION	Rules, expectations and journeys of Sikhism (Diwali) Diwali is Oct 27 th 2019		Rules, expectations and journeys of Christianity (Easter)		Rules, expectations and journeys of Islam (Ramadan)	
SMSC	Delivered through assemblies, other subjects and class discussion Expect Respect Week - October British Values Week - February Healthy Schools Week - June					
MFL	Specialist La famille (Family) Letters and sounds work: recap all individual letter sounds and common digraphs and trigraphs and use these to read common words. Language learning/Grammar: Writing sentences about the family using appropriate pronouns. French life and culture: What's in the news in France (eg the refugee camp in Calais). Pronouns Letters and sounds work: use common digraphs and trigraphs to read known words. Language learning/Grammar: Learn to conjugate and use some regular verbs in the present tense. French life and culture: School life in France.	Specialist Quelle heure est-il? (What's the time?) Letters and sounds work: use common digraphs and trigraphs to read new vocabulary. Language learning/Grammar: Learn the irregular verbs être and avoir in the present tense. French life and culture: Listen to some French rap to help learn different verb forms! Manger et Boire (Food and drink) Letters and sounds work: introduce new digraphs and trigraphs and use these to read new vocabulary. Language learning/Grammar: Structuring sentences correctly: agreements for eg pronouns/verbs and nouns/adjectives. French life and culture: French food and drink.	Specialist Adjectives Letters and sounds work: use letter sounds, digraphs and trigraphs to build known words and read new vocabulary. Language learning/Grammar: Learn a larger range of adjectives, which go before and which after the noun. Children to use these to write their own detailed sentences in French. French life and culture: What is secondary school like in France? Le lycée Letters and sounds work: use letter sounds, digraphs and trigraphs - some of which have alternative pronunciations - to build known words and read new vocabulary. Language learning/Grammar: Consolidate grammar points and vocabulary taught throughout the year. French life and culture: What's in the news in France (eg Euro 2016).			
MUSIC	3x half terms of Music express Singing Christmas Carols Sing Up		3x half terms of Music express		3x half terms of Music express Performance - learning songs	
PE	Swimming (Autumn 1 and 2) Tag Rugby (Autumn 1) Hockey (Autumn 2)		Gym - specialist teacher (Spring 1 and 2) Basketball (Spring 1) Athletics (Spring 2)		Dance and Kwik Cricket (Summer 1) OAA and Athletics (Summer 2) - both outdoor	
RSE	Expect Respect - The Court Room		To understand about how to keep themselves safe: in school, at home, in their community and online To know the importance of 'The Pants Rule' Online safety- Sexting/Grooming		How are babies born Girl Talk and Boy Talk To consider the emotional and physical changes that take place to girls through puberty.	

					To address concerns and worries of young women To consider the needs of babies before and after birth To enable children to reflect on roles and relationships in the family LGBT - Transgender
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Appendix 2 - An example of Medium-term Curriculum Overviews



Appendix 3- An example of our Curriculum Intent Statements for foundation subjects, which range from Nursery to Y6.

End of Year Curriculum Intent Statement	
Year Group	End Point for Year Group
A Historian in Ladybugs will...	experience: Share photos of families and themselves as babies.. Role play baby dolls and home corner. be able to: Begin to talk of themselves growing up, single words e.g mummy , baby, daddy
A Historian in Mighty Oaks will...	experience: family and growing stories, keyworker board baby and family photos. Daily record of the day of the week. Discuss seasons. (Developing an understanding of changes over time) Listen to stories involving time language e.g. a long, long time ago. Role play families. ...be able to: to talk about their ages and growing up, how old they were. Know that they used to be a baby. Use time related language- Understand some talk about immediate past, ie before, soon and later.
Logical Progression Links to Enhance Long Term Memory (learning)	baby visitors, home stories, Grandparents Tea Party, review time, celebrate Birthdays, festivals and special events throughout the year e.g. Guy Fawkes Night
A Historian in Reception will...	experience: stories about growing up and families. Sorting baby artefacts, describing what they are used for. Record how they have changed since being a baby. Experience a range of visitors from different occupations, discuss future jobs when they are an adult. Discuss concept 'long time ago' through stories, traditional tales and dinosaurs topic. ...be able to: Use everyday language related to time. Be able to talk about some things e.g. dinosaurs or them as a baby belonging to the past only. Draw/record and talk about past events. Sequence events in the correct order. To be able to talk to grandparents about past events in their era.

<p>A Historian in Year 1 will...</p>	<p>...know:</p> <ul style="list-style-type: none"> • how household gadgets (hoovers, irons, hot water bottles, washing machines etc) have changed • changes to the railway within living memory and the work of George Stephenson • the great fire of London was a significant national event • why bonfire night is celebrated <p>...be able to:</p> <ul style="list-style-type: none"> • look at how technology has changed household items • Describe how the railway changed life in Britain. • Compare and contrast life before and after the railway. (Modern railway) • Sequence the Great Fire of London and describe how it changed building laws and the introduction of the fire service. • Explain who Guy Fawkes is and why we remember him
<p>Logical Progression Links to Enhance Long Term Memory (learning)</p>	<p>Attingham/Shrugborough Steam train journey & model railway- Telford Steam Railway Outdoor role play - bakery, D&T fire engines, linked to music - glockenspiels Grandparents Tea Party,</p>