

Newdale Primary School and Nursery



Curriculum Policy

September 2021

Next review September 2022

"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 2021

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, including factoring in their cultural capital, 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.

Response to COVID-19 school closure

Quality time has been spent ensuring that untaught objectives from nursery to year 6, across the curriculum, have been mapped into the academic year 2020-2021 and beyond. Staff meetings as well as planned moderation for the academic year 2021-2022, have been tailored around ensuring gaps are addressed and progress is monitored tightly.

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 using several different phonetically decodable reading schemes such as Words and Pictures, Pearson (My First Phonics), Project X, and Oxford Reading Tree. All children at Newdale are asked to continue their reading at home and it is expected that they will read daily as part of their homework. Both children and parents are invited to record reading in the home/school communication books where there are questions to prompt as children read, and to also give pupils the opportunity to write independently about what they are reading.

Guided Reading takes place daily across school. Teachers plan sessions using a wide range of texts and carefully chosen class novels. Pupils' build vocabulary and knowledge of the world; while teachers challenge children's ideas about the texts they are reading whilst developing specific reading skills such as deduction, inference and prediction. To find out which exciting text your child will be reading, please see their curriculum information pages.

Teachers across the key stages use a wide range of methods 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 using engaging techniques such as drama, role play and discussion, all of which help our pupils to succeed. Pupils learn the rules of spelling, punctuation, and grammar in discrete lessons, but also in Literacy lessons, where they can apply their knowledge. 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.

Our children thrive and achieve whatever their ability may be. As such, teachers guide and instruct pupils in several ways so they can become better writers: 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 be learning to demonstrate in their independent writing.

For more information, please see the English Policy.

Phonics and Spelling: Led by Miss Hailey and Miss Broadhurst

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 (Nursery and 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. We have embedded 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. This year, in order to help children to retain the mathematical skills and knowledge

that they are taught, we have changed the way that we teach maths. We have moved away from teaching maths in blocks so that children have the opportunity to revisit different units of work throughout the year. 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, please see our Calculation Policy.

Science: Led by Mrs Pablos with support from Mrs Trevor

Science at Newdale Primary is taught through the three disciplines of biology, chemistry and physics all under the umbrella heading of Science. We have created a bespoke curriculum that carefully builds key knowledge in the three disciplines and then links them progressively. As the children move through our primary school, they build on these key concepts and the linked nature of this, allows for content and knowledge to be firmly understood and remembered long term.

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.

They are very familiar with these skills as they are shared with the children each lesson. Children take ownership by circling the skills logo on their Objective sheet.

Early Years Pupils are taught within the Knowledge about our world unit to explore and use varied vocabulary.

High Quality Science Teaching ensures the children are given explanations that build on their previous knowledge and misconceptions are identified and addressed. Practical activities then support and explore the new science concept and this carefully builds into a clear sequence of teaching and learning.

To find out more, please see the Science Policy.

At Newdale, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive approach to learning how computer systems work, the use of IT, how to stay safe online and the skills necessary to become digitally literate and participate fully in the modern world. 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 programs that our children can use. Newdale is a well-equipped school; every child in KS2 has a Chromebook, KS1 classes have individual laptops and there is a suite of iPads available for use throughout the school. We are also fortunate to have a variety of cameras, digital recording equipment and robots to support the teaching and learning. To find out more, please see the Computing Policy.

History: Mr Jackson

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; therefore, local history is prominent in our curriculum offer. From EYFS through to Year 6, we have carefully mapped in 'Golden Threads' to help children understand and build on the connections between historical concepts throughout their time at primary school e.g. settlement and invasion. We aim to bring history alive through our teaching and do this by using living museums, artefacts, trips out and experience days in school for example, workshops run by local ex miners. To find out more please see the History Policy.

Geography: Led by Miss Harrison

It is our aim that all children at Newdale will understand where they are globally, nationally, and locally. Children will have a secure understanding of how they are linked to other places and recognise their actions can influence the local environment and wider world. We wish to celebrate the similarities and differences 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 and creating maps, recording and analysing observations, and researching through the use of books and ICT. To find out more please see the Geography Policy.

'Life Learning' (PSHE) and SMSC: Led by Mrs Fenn

'Life Learning' 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. Life Learning 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. Working hand-in-hand with our 'Life Learning', 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. To find out more, please see our SMSC individual subject maps.

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. Every month, children are awarded certificates to celebrate how they have displayed a particular value that month.

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 through daily teaching, our British Values Week and in the following ways:

Democracy: Children have the opportunity to have their voices heard through our active School Parliament and through regular pupil voice surveys. The elections of school council members for each class are based solely on pupil choice. Other opportunities include visits from local Members of Parliament as well as a residential visit to The Houses of Parliament each year.

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/Life Learning, please refer to these policies and relevant subject maps.

Relationship Sex and Health Education: Led by Mrs Bishton

Quality time has been spent as a staff to construct an RSHE curriculum, which is in line with the statutory guidance and implemented from September 2020. Our RSHE sessions contribute to promoting spiritual, moral, cultural, mental and the physical development of children at Newdale. The curriculum helps children to make responsible decisions about the relationships they form with others as well as helping them to understand the changes and challenges of physical and mental changes bring. The children are taught about consent and how to express their wishes. We have consulted with parents extensively and have implemented suggestions as a result. For further information, please see our RSHE policy, webpage and curriculum overview.

Religious Education: Led by Miss McCullagh

Our Religious Education curriculum is tailored to suit the needs of our learners and our school context following pupil voice over the years. Our RE curriculum focuses on three main religions: Sikhism, Christianity and Islam, one per term. To ensure the retention of facts, each year group has their own theme, which is then addressed in each religion across the year e.g. *festivals or signs and symbols*. Pupils will build on their prior learning each term, by making comparisons to both other religions, and their own experiences. By Year 6, children will have a secure understanding of all three religions. In addition to this, each year group will focus on a 'Big Question' in the second half of each term, such as "*How do we say thank you for a special world?*". Pupils will explore these questions in relation to a variety of religions and use religious stories to reflect on how the 'big question' could be answered. To shift learning from the short term to the long-term memory, teachers plan engaging experiences (visits to places of worship, creating a Gurdwara in the classroom etc.) as well as ensuring that reflection time is built into R.E lessons, allowing them time to reflect on how they can apply their learning into life in modern Britain.

Music: Led by Mr. Banfield and Mrs. Thomas

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 have revised our teaching of music to ensure that the suggestions from the Model Music Curriculum are embedded into our curriculum. We are lucky enough to have a specialist music teacher once a week to deliver high quality provision for all children. These sessions allow us to offer a bespoke Music education for every pupil with particular focus on Singing and Instrumentation - for instance, the children have opportunities to learn a range of tuned and untuned instruments along with using music technology to explore music even further. Pupils 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.

Class teachers supplement instrumental learning with sessions focusing on listening to a wide range of musical genres and the vocabulary surrounding musical composition. In addition, weekly singing assemblies celebrate the enjoyment of singing and allow a platform for pupils to perform.

We are also proud of our whole school concerts and singing assemblies and the Newdale School Choir which performs 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 Birch

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 two 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 that 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 Mr McFarland

A vibrant, colourful atmosphere where children's artwork 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, paint and sculpture. As well as teaching progressive skills across each year group, each year group also 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 Mrs Trevor

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, design, create and evaluate. The use of computing and cross curricular links to their scientific knowledge helps our children to become confident in DT, as well as learning about cooking and nutrition and sewing. We offer STEM (Science, Technology, Engineering and Mathematics) opportunities to enhance children's understanding of potential future career opportunities linked to DT topics. 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. 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 lead works closely alongside the teaching staff to plan 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, and over seen by the curriculum lead as well as class teachers. 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 a biannual 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. All planning overviews are available on the school website.

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 whether a child is working towards, working at, or working above the expected standard against national end of year expectations. Assessment reports are created for core subjects once a term. Assessment reports for foundation subjects are create twice a year.

Assessment Types

We use a range of assessments:

- **Retrieval practice** - allowing children to demonstrate how much they know and understand
- **Formative** - informing the planning process of the next steps to learning
- **Summative** - measuring pupil performance and achievements at a particular stage
- **Nationally standardised summative assessment** - measuring pupil attainment and progress against own targets, national targets and their peers.
- **Evaluative** - making judgements about the effectiveness of learning and teaching

Retrieval practice

Retrieval practice supports our pupils with developing an deeper understanding of their knowledge in each subject. As a result of this, they can analyse content and make links between concepts.. Some of the ways which we allow pupils to demonstrate what they know and have retained are through activities such as-

- Brain dumps
- Cops and robbers
- Think, pair, share
- Revision clocks
- Roll and retrieve
- Two things

- Retrieval cards
- Plenary grid
- Retrieval relay race
- Retrieval pyramids
- Mark my quiz
- Flash backs
- Memory maps

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 (Mrs Fenn)

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 curriculum. Senior leaders and subject leaders monitor lesson plans, moderate pupil work, carry out pupil voice, 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

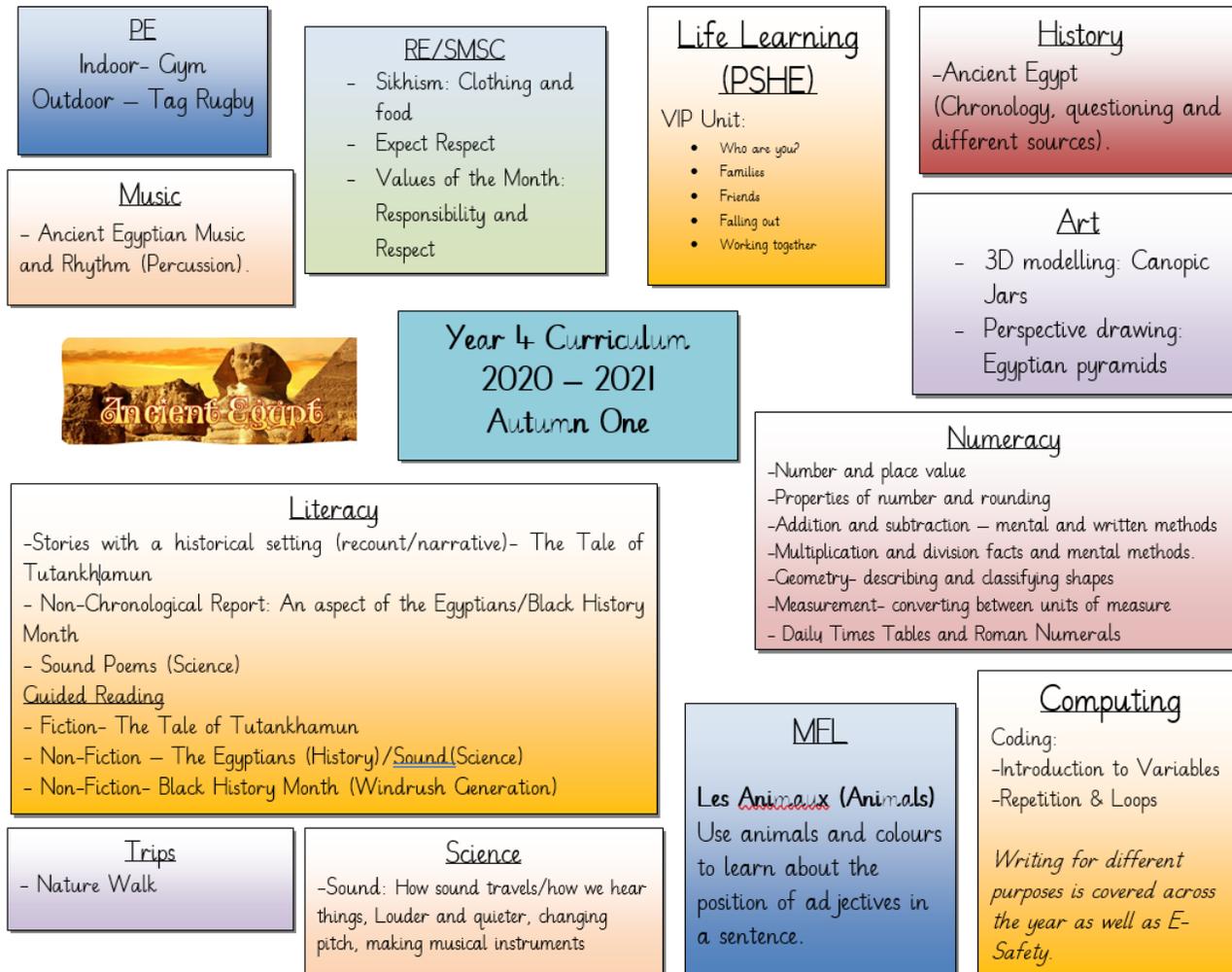
LONG TERM FORECAST		YEAR 4	
	Autumn	Spring	Summer
Themes/ Door displays	Ancient Egyptians (Children's artwork) Polar Regions	European Country Study: France (French Café) The Industrial Revolution (Mine entrance)	Anglo-Saxons Food for thought
Guided Reading	Tale of King Tutankhamun Treasure Non-fiction texts linked to the Egyptians The Lion, the <u>Witch</u> and the Wardrobe Poetry Black History Month - Windrush Generation	Firework Maker's Daughter The Industrial Revolution non-fiction	Anglo-Saxon information texts - SLS The Tiger Rising Information Texts linked Science (Digestion) Pollution non-fiction
Literacy	Recount: Time Travellers - Tale of King Tutankhamun Treasure Narrative setting description - Egyptian tomb Information texts on the Egyptians Narrative setting/character description The Lion, the <u>Witch</u> and the Wardrobe. Newspaper Reports- Football <u>Trip to Molineux stadium</u> Performance Poetry - Science sound poems.	'You wouldn't want to be a Victorian Miner! (non-chronological report) Formal recount linked to trip <u>Trip: The Black Country Living Museum Visitor: Ex Miners- Stewart</u> Literacy shed vocabulary film unit linked to British Values (recount) Masha and the Firebird (Baba Yaga) - descriptive language Nature Haikus	Persuasive writing- protecting hedgerows Reusable Energy: Persuasive letter writing to local MP Anglo Saxons- Beowulf - Narrative unit focusing on dialogue Narrative Poems - The Lion and Albert Explanation Text - Parent pleaser
Maths	Number and place value Properties of number and rounding Addition and subtraction - mental and written methods Multiplication and division facts and mental methods.	Number and place value- counting in multiples/order and compare beyond 1000 Addition and subtraction- estimation and accuracy Multiplication and division- mental and written methods	Number and place value- Roman Numerals Addition and subtraction solving problems Multiplication and division solving problems including correspondence problems Fractions- factors, multiples and simplifying

	<p>Geometry- describing and classifying shapes Measurement- converting between units of measure Addition and subtraction written methods including pounds and pence Number and place value- negative numbers Multiplication and division written methods Fractions- finding hundredths and families of common equivalences Geometry- position and direction Statistics- discrete and continuous data Measurement- time</p>	<p>Fractions- solving problems and decimals Measurement- area and perimeter Geometry- describing and classifying shapes including angles Addition and subtraction written methods including pounds and pence All four operations- factor pairs and rules of arithmetic Geometry- position and direction Statistics- solve problems from data</p>	<p>Fractions- decimals and fractions in the context of measurements Measurement- converting between units of measure- area and perimeter Geometry- symmetry All four operations written methods Number and place value - negative and positive numbers Geometry- properties of shape Statistics- represent and interpret data.</p>
<p>SCIENCE Working scientifically</p>	<p><u>Sound</u> What material conducts sound the best? What material is the most effective sound insulator? How can you amplify sound? Does the length of a material affect the pitch e.g. straw, string, wooden and metal ruler? How can you make the best string telephone?</p> <p><u>State of matter</u> How does the temperature of water affect the time for salt/ sugar to dissolve? What happens when water is added to sand, salt, sugar, flour etc.? Does the temperature of the water affect how much solid will dissolve in it?</p>	<p><u>Electricity</u> How does the brightness of the bulb affect by number of <u>batteries/ length</u> of wire/ type of wire? Which materials conduct electricity the best? How does the number of batteries affect the brightness of a bulb? How does the number of bulbs affect the brightness of a bulb?</p> <p>Start - All Living Things (short half term)</p>	<p><u>Animals inc humans</u> Which <u>is</u> the best toothpastes to clean shoe polish/ whiteboard marker from a tile? How clean are our teeth at different times during the day? Use disclosing tablets. <u>All living things</u> Are minibeasts affected by bright light? Compare two habitats: which has the most trees/ plants/minibeasts? In minibeasts which number of legs is most common? What affects the numbers of different plants in different parts of the school grounds?</p> <p>Go Ape/Cannock Chase trip</p>
<p>GEOGRAPHY (Humans and Physical features to be covered in each unit)</p>	<p>Polar Regions: comparison of the Arctic and Antarctica A study of habitats, locational knowledge, global warming, impact on humans and animals.</p>	<p>European country study: Telford vs The Dordogne 4 figure grid references (including the use of Ordnance Survey maps) to build their</p>	<p>GA Food for Thought: Investigating where <u>our</u> food comes from Distribution of natural resources including energy, food, <u>minerals</u> and water as a unit)</p>

		knowledge of the United Kingdom and the wider world	
HISTORY	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the <u>following</u> : Ancient Egypt British Black History- The Windrush Generation	A significant turning point in British history... <u>the</u> Industrial revolution (Mining in our local area) British Black History- The Windrush Generation and their role in Britain (links to labour)	Britain's settlement by Anglo-Saxons and Scots
D & T <i>inc. cooking and nutrition</i>	Harvest Cooking Sikhism Cooking Structures- Canopic Jars	Electrical Systems: Torch - simple circuit and <u>switches</u> (miners' head torches) Eatwell Project skills: Cutting techniques - claw and bridge. Ratatouille cooking linked to French geography unit.	Textiles: Combining different fabric product unit: containers (Anglo-Saxon purses) New learning: whipstitch (easier)/blanket stitch Healthy Lifestyles Week - Healthy recipes, snack swaps.
ART & DESIGN	Canopic Jars Perspective Drawing (Egyptian landscapes)	David Hockney- Artist Landscapes/perspective/bold colours Photography- Joiners technique	Warhol and the Pop Art culture
COMPUTING	Introduction to Variables (Expresso Coding) Repetition & Loops (Expresso Coding) <i>Writing for different purposes is covered across the year as well as E-Safety</i>	E-safety including effective searching Spreadsheets/Branching databases <i>Writing for different purposes is covered across the year as well as E-safety</i>	Animation <i>Writing for different purposes is covered across the year as well as E-safety</i>
RELIGIOUS EDUCATION	Sikhism Clothing and food	Christianity Clothing and food <i>Comparisons between the three religions</i>	Islam Clothing and food <i>Comparisons between the three religions</i>

Life Learning (PSHE)	<p style="text-align: center;">VIPS</p> <ul style="list-style-type: none"> • Who are you? • Families • Friends • Falling out • Working together • Showing you care 	<p style="text-align: center;">Think Positive</p> <ul style="list-style-type: none"> • Happy minds- happy people • Thoughts and feelings • Changes • Keeping calm and relaxed • <u>You're</u> the boss • Always learning 	<p style="text-align: center;">Safety First</p> <ul style="list-style-type: none"> • New responsibilities • Risks, <u>hazards</u> and danger • Under pressure • Road safety • Dangerous substances • Stay safe online
SMSC	Delivered through assemblies, embedded across other subjects (see SMSC subject maps) and class discussion Expect Respect Week - October British Values Week - February Black History Month - October Share Aware - December Values of the month		
MFL	Specialist: animals and weather	Specialist: days of the week and months of the year	Specialist: clothes and France
MUSIC	Specialist provision Egyptian music linked to history unit	Specialist provision	Specialist provision
PE	Specialist Indoor: Gym Outdoor: Tag-rugby/football	Specialist Indoor: Dance Outdoor: Athletics/OAA	Specialist Indoor: Swimming Outdoor: Cricket/hockey
RSE (See Life Learning for additional objectives covered which cross over into RSE)	Gender Equality Expect Respect	Homophobic bullying E-Safety	Body Changes during puberty (Girls only - Periods)

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.

History Curriculum Intentions



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End of Year Curriculum Intent Statement	
Year Group	End Point for Year Group
A Historian in Ladybugs will...	<p>experience: Share photos of families and themselves as <u>babies</u>. Role play baby dolls and home corner.</p> <p>be able to: Begin to talk of themselves growing up, single words <u>e.g mummy</u>, baby, daddy</p>
A Historian in Mighty Oaks will...	<p>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.</p> <p>...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, <u>ie</u> before, soon and later.</p>
Key Vocabulary	Key assessment of learning questions
Baby, now, next, their age, grandparents, older, younger, mum and dad,	Talk about special events in the past, how old they are and who is older and younger than them, talk about growing and babies and what they need
Logical Progression Links to Enhance Long Term Memory (learning)	baby visitors, home stories, Grandparents Tea Party, review time, celebrate Birthdays, <u>festivals</u> and special events throughout the year e.g. Guy Fawkes Night
<u>A Historian</u> in Reception will...	<p>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 <u>dinosaurs</u> topic.</p>

		...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.
Key Vocabulary		Key assessment of learning questions
Baby, age, adult, child childhood, grandparent, long ago, past	Model and extend language- In the past	Evidence me, Observations, recording of vocabulary
Logical Progression Links to Enhance Long Term Memory (learning)		baby bathing, home stories, Grandparents Tea Party, review time, celebrate Birthdays, <u>festivals</u> and special events throughout the year. Different stories e.g. once there were giants.
<u>A Historian</u> in Year 1 will...		...know: <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 ...be able to: <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
Key Vocabulary		Key assessment of learning questions

<p>Guy Fawkes Gunpowder Plot Parliament George Stephenson Steam Engine Railway River Thames Fire London</p>	<p>What would it be like to travel on a steam train? Can you tell me how trains have changed? Who was Guy Fawkes? Who was George Stephenson? How did the people in London feel during the Great Fire of London? Can you tell me how to stay safe on Bonfire Night?</p>
<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>
<p><u>A Historian</u> in Year 2 will...</p>	<p>... know:</p> <ul style="list-style-type: none"> • About the life of Florence Nightingale and Mary Seacole and how they have contributed to national and international achievements. • The Olympic Event and how it is significant globally and to the UK. (Much Wenlock) • How the Darby Family were significant in the development of Telford and the wider World. <p>...be able to:</p> <ul style="list-style-type: none"> • Compare aspects of lives in different periods and how this has impacted on our own lives today. • To be able to ask and answer questions using stories and sources to show that they know and understand key features of events. • Introduce historical periods that learning will be built upon in key stage 2. (The Industrial Revolution).
<p>Key Vocabulary</p>	<p>Key assessment of learning questions</p>

End of Key Stage Curriculum Intent Statement

Early Years	Key Stage One	Key Stage Two
<p><u>A Historian</u> by the end of Early Years will...</p> <p>...experience:</p> <ul style="list-style-type: none"> • Sharing stories about their families • Talking about how they have changed since a baby <p>...be able to:</p> <ul style="list-style-type: none"> • Retell events in their life e.g. their birthday • Use time words when referring to the past 	<p><u>A Historian</u> by the end of Key Stage One will...</p> <p>...know:</p> <ul style="list-style-type: none"> • Changes within living memory focusing on transport • Events beyond living memory that are significant nationally or globally: The Great Fire of London and The Ancient Olympics. • The lives of significant individuals in the past who have contributed to national and international achievements: Guy Fawkes, Florence Nightingale and Mary Seacole. • Significant historical events, <u>people</u> and places in their own locality: The Darby Family and Thomas Telford. <p>...be able to:</p> <ul style="list-style-type: none"> • Use time-related vocabulary • Ask questions about the past • Compare significant individuals • Sequence events • Use primary sources of information to find out about the past. 	<p><u>A Historian</u> by the end of Key Stage Two will...</p> <p>...know:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study about The Industrial Revolution and the importance of the Ironbridge • The achievements of the earliest civilizations: Ancient Egypt. • A non-European society: The Maya • A study of crime and punishment from the Anglo-Saxons to the present • Greek life and achievements and their influence on the western world • That our knowledge of the past is constructed from a range of sources. <p>...be able to:</p> <ul style="list-style-type: none"> • Sequence events according to chronology • Identify and explain connections, <u>contrasts</u> and trends over time • Use time-related vocabulary

		<ul style="list-style-type: none"> • Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. • Use primary and secondary sources of evidence and evaluate their effectiveness
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End of Primary School Curriculum Intent Statement/School Ready for Key Stage Three

A Historian at Newdale will...

Have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

...be able to:

- Sequence events according to chronology
- Identify and explain connections, contrasts and trends over time
- Use time-related vocabulary
- Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Use primary and secondary sources of evidence and evaluate their effectiveness