

# Intent-we aim to:



# Subject on a page- English



Priorities the teaching of the highest quality reading, committing fully to the principles of our TEAM Reading Pledge, ensuring that this is communicated to parents via pupil reading diaries.

Ensure that rigorous reading catch up and intervention addresses reading gaps in EYFS and KS1 and, where needed in Key Stage 2, using both Little Wandle and AI (Lexia).

Ensure that writing toolkits and teacher coaching (with the subject lead) supports staff with the pitch and expectation of genre progression across year groups.

Provide robust staff CPLD in terms of backwards writing planning (linked to a central class text), adaptive teaching, feedback and marking and pupil handwriting expectations.

To partake in frequent rigorous moderation within school, across TEAM and with external partner schools to provide clear standardisation and staff CPLD.

## Implementation- How do we achieve our aims?

**Planning** High quality key texts are selected from endorsed educational sources and chosen by staff with leaders for their alignment to the wider curriculum. These books are central to the teaching of whole class reading and writing using a thematic approach which has been implemented to meet our school need; reducing cognitive overload, improve oracy and schema which can be practiced and applied across the curriculum. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning. Little Wandle planning is used for phonics.

**Recording** Each half term, pupils study two units of work, one fiction, one nonfiction, linked to the chosen class key text, whereby they are guided to plan, draft, write, edit and polish two final outcomes using shared writing and modelling. Success Criteria accompany these 'big writes' and in mixed classes, these differ according to the prerequisites of the year group. As pupils 'build up' to these lengthier pieces by learning the national curriculum prerequisites, they incorporate 'short burst' independent writing tasks, e.g. linked to a grammar lesson on using adjectives.

**Monitoring** English learning walks take place weekly with follow up pupil conversations and book looks (involving TEAM colleagues and governors). These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the English Champion from the Trust (who is also the school subject lead) organises moderation activities which also allows best practice to be shared as well as standardisation.

**Assessment** Each unit begins with a recall task linking back with prior learning to support pupils' long/ short term memory. Afl is used throughout the lesson sequence and informs intervention and 'in flight' teacher and TA roving/questioning. At the end of each 'big write', teachers look carefully at progress and feed next steps into subsequent units. Teachers regularly cross check the pitch and expectation and their own subject knowledge against annotated / exemplified knowledge progression documents and genre toolkits.

**SEND** All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning, helping them to engage and be challenged. Reading intervention is robust and features prominently in provision mapping and SEND plans.

**Vocabulary-** Ambitious curricular 'tier 3' vocabulary is planned and taught explicitly in English and across the curriculum to improve the oracy and communication skills of all pupils. This is inclusive of disciplinary English grammar vocabulary. In addition, there is a whole school oracy framework setting clear year group expectations for nonverbal communication, speaking and discussion, listening and performance.

**EYFS-** English in the EYFS begins with embedding the necessary skills of listening, speaking, following instructions and communicating. NELI is used to address gaps taken from the baseline assessment. Phonics plays a huge part in the EYFS diet and, together with intervention, is duplicated where necessary to prioritise the addressing of gaps. Phonics and early reading feature prominently in the EYFS environment.

No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
5 Minute Recall	Explicit Connections with Prior Learning	Planned and Taught Vocabulary	Strong Scaffolding and Worked Examples
Careful Varied Questioning and Probing	Short, Precise Modelling	I Do, We Do, You Do	Create Thirst for Learning Via Engagement Strategies
Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations - Everyone Can!

**Pupil Premium Strategy**  
**Big 6**  
 Narrow Gaps  
 Develop Vocabulary  
 Promote Reading  
 Improve Attendance  
 Improve SEMH  
 Promote cultural capital

## Impact- How we will know if we achieved our aims:

There is full school and parental engagement in reading with impactful intervention supporting progress.

Children know more, remember more and can do more because of a balanced English curriculum.

Pupils' writing content has improved with progress made for all learners because of adaptation, feedback and high expectations.

Moderation and CPLD will impact directly on pupil outcomes and progress.

Children can communicate their ideas and understanding well via speaking and listening and in their writing.

# Intent-we aim to:



# Subject on a page-Maths



Nurture a productive attitude towards maths, and one that challenges all learners

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Bring maths to life, for teachers and children, through real-life contexts.

Support and stretch all learners, using a mastery approach.

Develop oracy so children can communicate their ideas effectively



## Implementation- How do we achieve our aims?

**Planning** Maths is planned using the White Rose scheme of learning. We chose this to achieve a consistent approach through which the children – regardless of any disadvantage – will experience maths in a recognisable way each year using the mastery approach. Language is consistent, and the sequence of learning for all children is clear. Progression is achieved through careful planning and delivery of ‘blocks’, through which layers of learning and ‘small steps’ take place every day. This research informed program is endorsed by the DFE. Each new unit provides CPLD for staff and ensure consistency and that staff remain confident in teaching maths. The school is supported by the East Midlands Mastery Maths Hub which also provides additional training and networking opportunities.

**SEND**-All lessons are inclusive and take account of children’s SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Recording** Most learning is recorded in White Rose Booklet with supplementary activities in the ‘Maths Book’, online learning platforms such as TTRS, and Maths Infinity are completed practically or through discussion. We fully encourage a practical approach to Maths as it is important to children throughout school. In EYFS and KS1, there is a particular emphasis on using concrete resources to embed understanding. Though use of practical resources is encouraged throughout school, we are aware that concepts become more abstract as the years progress and as such, children then need to apply their prior knowledge and fluency skills to an increasing number of pictorial and abstract concepts and tasks.

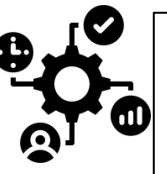
**Monitoring & Assessment** Each unit begins with a recap of essential prior knowledge, representations and vocabulary for the unit. Teachers spend time exploring this with pupils to consider starting points. Each lesson begins with a recall task (Flashback) so that previous learning is consistently revisited and misconceptions from the current unit addressed. Each lesson ends with ‘reflect task’ to check understanding and an end of unit check also supports AfL. Time is built into daily lessons for post-teach interventions to ensure they are addressed immediately, where possible. Additional questions are always available to provide stretch and challenge and the end of the unit and within lessons. In YR2 & 6 SAT assessments are used termly and in YR 1, 3,4 & 5 NFER assessments to monitor termly progress. QLA then provides teachers with information for targeted support/interventions. This data is discussed in termly progress meetings with SLT to ensure all pupils are supported to make progress. In YR1-6 children take part in regular arithmetic quizzes to help develop fluency. Being fluent is fundamental and underpins a child’s ability to apply that knowledge to more complex reasoning and problem-solving skills later on. All pupils in KS2 access Maths Infinity (AI) to address gaps/misconceptions with WR 1 min Maths available in KS1 for targeted practice. Learning walks take place regularly during each half term with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Maths Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Vocabulary**- Developing oracy is a key priority for the school. Within Maths, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- Maths begins for our pupils in the EYFS which is reflected in our progression documents. Practical activities and manipulatives are an integral part of this which are carefully chosen to provide a numerate rich environment for children with a knowledge and understanding of early maths- a way of knowing, thinking and showing. Mastering Number & White Rose begin in Reception to introduce children to the maths mastery approach which is then followed through school.

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Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations – Everyone Can!

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**Big 6**  
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 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



## Impact- How we will know if we achieved our aims:

All children see themselves as mathematicians.

Children know more, remember more and can do more as a result of a balanced Maths curriculum.

Children are resilient learners through exposure to problem-solving activities.

Pupils are confident answering fluency, reasoning & problem solving questions.

Children can articulate their understanding using subject vocabulary.

 Intent-we aim to:



Subject on a page- Geography



Inspire in pupils a curiosity and fascination about the world

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Equip pupils with knowledge about diverse places, people, resources and natural and human environments

Teach children to interpret a range of sources of geographical information.

Enable children to make informed choices about the environment including climate change and sustainability.



Implementation- How do we achieve our aims?

**Planning** Over the course of the year, 3 Geography units are taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in Geography books in addition to class discussion and practical activities.


**Monitoring**- Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Humanities Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

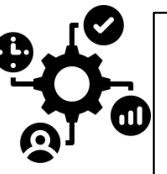
**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within Geography, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- Geography begins for our pupils in the EYFS which is reflected in our progression documents. Books are an integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

			
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Impact- How we will know if we achieved our aims:

Children can talk about ways to reduce climate change.

Children know more, remember more and can do more as a result of a balanced Geography curriculum.

Children have a secure understanding of their locality and can compare it to other places in the world.

Children can complete age related disciplinary tasks such as reading a map.

Children can articulate their understanding using subject vocabulary.



## Intent-we aim to:



## Subject on a page- History



Pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world to reflect the diverse contributions to Britain's history and societies.

Teach progressive disciplinary and substantive knowledge with a clear understanding of chronology which is both progressive and sequential from EYFS to Year 6.

Inspire pupils' curiosity to know more about the past and how this can impact the present and future.

Understand the methods of historical enquiry.

Develop oracy so children can communicate their ideas effectively.

## Implementation- How do we achieve our aims?

**Planning** Over the course of the year, 3 History units are taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning. The substantive concepts that are threaded through our curriculum are power, conflict, discrimination and empire with supplemented by further concepts in upper KS2 e.g migration. Our curriculum is designed so pupils understand groups in society who have been underrepresented or marginalised due to their protected characteristics.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in History books in addition to class discussion and practical activities.

**Monitoring** Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Humanities Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the substantive and disciplinary progression documents.

**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within History, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- History begins for our pupils in the EYFS which is reflected in our progression documents. Texts are an integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

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## Impact- How we will know if we achieved our aims:


Children know how historians investigate the past and construct historical accounts.

Children know more, remember more and can do more as a result of a progressive History curriculum. Children will have a clear understanding of a chronology of significant events and people of the past both in Britain and the wider world

Children have a love for history and an interest about the past in Britain and the wider world.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, interpretations and significance.

Children can communicate their understanding using subject vocabulary.

 Intent-we aim to:



Subject on a page- Religious Education



To engage pupils in systematic enquiry into significant human questions which religions and worldviews address.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Contributes to pupils' personal development & well-being through the strands: expressing, believing and living.

Provide opportunity for children to develop their religious literacy.

Promote mutual respect and tolerance in a diverse society.



Implementation- How do we achieve our aims?

**Planning** The Derbyshire RE syllabus is used to ensure children sequentially learn about different religions and do so through the strands: believing, expressing and living. RE is taught weekly alongside theme weeks and religious celebration assemblies. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema NATRE materials support the teaching of RE. Where there are mixed year group classes, there is a cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in RE books but is heavily based around discussion and practical activities.



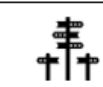
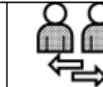

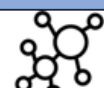





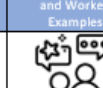
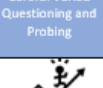
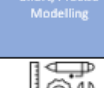

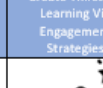
**Monitoring**- Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Humanities Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. AfL is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed and are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

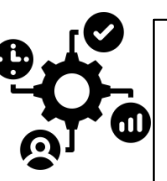
**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within RE, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- RE begins for our pupils in the EYFS which is reflected in our progression documents. Stories are an integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

			
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Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations - Everyone Can!

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 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



Impact- How we will know if we achieved our aims:

Children can reflect on their own ideas, values and ways of living.

Children know more, remember more and can do more as a result of a balanced RE curriculum.

Have the understanding and skills needed to appreciate and appraise varied responses to religious views.

Children are able to hold a balanced and informed conversation about their own and world views.

Children can articulate their understanding using subject vocabulary.

## Intent-we aim to:



## Subject on a page-PE



Emphasise healthy participation and instill a life-long love of physical activity.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Challenge and promote self-esteem through the development of physical confidence and problem solving.

Inspire children to succeed and excel in competitive sport and physically challenging activities

Develop oracy so children can communicate their ideas effectively



## Implementation- How do we achieve our aims?

**Planning** Children have 2 PE lessons per week. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning. Currently, the school is supported by Chesterfield Football club who teach KS2 PE 1 session per week.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in Geography books in addition to class discussion and practical activities.

**Monitoring-** Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Humanities Champion from the Trust (also subject lead) organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed and fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

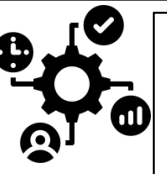
**SEND-**All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary-** Developing oracy is a key priority for the school. Within Geography, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS-** Geography begins for our pupils in the EYFS which is reflected in our progression documents. Books are an integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
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 Promote cultural capital



## Impact- How we will know if we achieved our aims:

Children discover new interests and talents through physical activity.

Children know more, remember more and can do more as a result of a balanced PE curriculum.

Children are provided with opportunities to develop talents in sports.

Children understand how to lead active, healthy lifestyles.

Children can articulate their understanding using subject vocabulary.



**Intent-we aim to:**



**Subject on a page-Computing**



A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Pupils are equipped to identify how and when they can say safe online and offline.

Computing also ensures that pupils become digitally literate.

Develop oracy so children can communicate their ideas effectively



**Implementation- How do we achieve our aims?**

**Planning** Children have a weekly Computing lesson. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning. Computing is currently taught by the TEAM subject specialist who also delivers CPLD to staff.

**Recording** Each unit of work is supported by a Knowledge Booklet which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in Computing booklet s in addition to class discussion and practical activities.

**Monitoring-** Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Computing Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

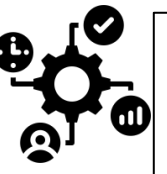
**SEND-**All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary-** Developing oracy is a key priority for the school. Within Computing, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS-** Computing begins for our pupils in the EYFS which is reflected in our progression documents. Devices and E-Safety are an integral part of the curriculum. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

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**Impact- How we will know if we achieved our aims:**

Pupils will be able to demonstrate their computational knowledge in a technologically advancing world.

Children know more, remember more and can do more as a result of a balanced Computing curriculum.

Children have a secure knowledge of E-safety which keeps them safe both online and offline.

Pupils will be able to use computer programs effectively.

Children can articulate their understanding using subject vocabulary.

**Intent-we aim to:**



**Subject on a page-French (MFL)**



Teach progressive skills and knowledge from Year 3 to Year 6 that are well sequenced.

Develop an interest and desire to learn about other cultures and languages, fostering curiosity about the world.

Develop confidence and ability to engage in a basic French conversation.

Teach a range of vocabulary and basic grammar so children can write effectively in French.

Develop oracy so children can communicate their ideas effectively.



**Implementation- How do we achieve our aims?**

**Planning** Over the course of the year, 3 French units are taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning. French is currently taught in KS2 classes.

**Recording** Each unit of work outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in French books in addition to class discussion and practical activities, including to develop oral fluency/pronunciation.

**Monitoring**- Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff.

**Assessment**- Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task 'Know it' and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

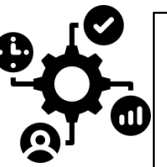
**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within French, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- Exploration of other cultures begins for our pupils in EYFS which is reflected through books and within our progression documents. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
5 Minute Recall	Explicit Connections with Prior Learning	Planned and Taught Vocabulary	Strong Scaffolding and Worked Examples
Careful Varied Questioning and Probing	Short, Precise Modelling	I Do, We Do, You Do	Create Thirst for Learning Via Engagement Strategies
Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations - Everyone Can!

**Pupil Premium Strategy**  
**Big 6**  
 Narrow Gaps  
 Develop Vocabulary  
 Promote Reading  
 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



**Impact- How we will know if we achieved our aims:**

Children develop a love and/or appreciation for MFL and other cultures.

Children know more, remember more and can do more as a result of a balanced French curriculum.

Children can access and attempt to use both written and oral examples of French.

Children enjoy taking part in lessons and are confident to demonstrate their language skills

Children can articulate their understanding using subject vocabulary.



 Intent-we aim to:



Subject on page- Science



Develop an understanding of the uses and implications of science.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Open children’s minds to future STEM careers.

Develop an enquiry based approach to Science.

Develop oracy so children can communicate their ideas effectively.



Implementation- How do we achieve our aims?

**Planning** Over the course of the year, science is taught weekly, across each class so that children can achieve a greater depth in their learning. Units are delivered through a sequenced curriculum designed to enable the learner to experience a coherent curriculum delivered through a logical progression. Attention has been paid to the order in which knowledge has been delivered, built on and revisited. Our curriculum team has carefully sequenced the science units to provide a vehicle for teachers to embellish and unify knowledge and where possible support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in science books in addition to class discussion and practical activities.







**Monitoring** Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Science Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with ‘Check it’ task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

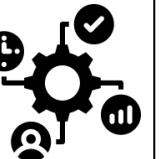
**SEND**-All lessons are inclusive and take account of children’s SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within science, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- Science begins for our pupils in the EYFS which is reflected in our progression documents. Curiosity investigations are integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

			
No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
			
5 Minute Recall	Explicit Connections with Prior Learning	Planned and Taught Vocabulary	Strong Scaffolding and Worked Examples
			
Careful Varied Questioning and Probing	Short, Precise Modelling	I Do, We Do, You Do	Create Thirst for Learning Via Engagement Strategies
			
Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations – Everyone Can!

*Pupil Premium Strategy*  
**Big 6**  
 Narrow Gaps  
 Develop Vocabulary  
 Promote Reading  
 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



Impact- How we will know if we achieved our aims:

Children can talk about STEM careers.

Children know more, remember more and can do more as a result of a balanced Science curriculum.

Children can use different scientific methods to solve problems and think scientifically.

Children can use their prior knowledge to hypothesise

Children can articulate their understanding using subject vocabulary.

**Intent-we aim to:**



**Subject on a page- Art**



Produce creative work, exploring their ideas and recording their experiences.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Know about great artists, craft makers and designers.

Develop oracy so children can communicate their ideas effectively



**Implementation- How do we achieve our aims?**

**Planning** Over the course of the year, 3 Art units are taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in Expressive Art books in addition to class discussion and practical activities.

**Monitoring-** Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Expressive Arts Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

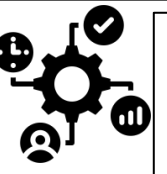
**SEND-**All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary-** Developing oracy is a key priority for the school. Within Art, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS-** Art begins for our pupils in the EYFS which is reflected in our progression documents. Books are an integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
5 Minute Recall	Explicit Connections with Prior Learning	Planned and Taught Vocabulary	Strong Scaffolding and Worked Examples
Careful Varied Questioning and Probing	Short, Precise Modelling	I Do, We Do, You Do	Create Thirst for Learning Via Engagement Strategies
Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations - Everyone Can!

**Pupil Premium Strategy**  
**Big 6**  
 Narrow Gaps  
 Develop Vocabulary  
 Promote Reading  
 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



**Impact- How we will know if we achieved our aims:**

Children will produce a range of art, including painting, drawing, collage and sculpture.

Children know more, remember more and can do more as a result of a balanced Art curriculum.

Children will be able to confidently use art and design skills in a lesson.

Understand the historical and cultural development of artists and designers' art forms.

Children can articulate their understanding using subject vocabulary.

 Intent-we aim to:



Subject on a page- Music



Perform, listen to, review and evaluate a range of music.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Learn to sing, create and compose music and learn a musical instrument.

Understand and explore how music is created, produced and communicated.

Develop oracy so children can communicate their ideas effectively.



Implementation- How do we achieve our aims?

**Planning** Over the course of the year, Music is taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded through class performances and practical activities.


**Monitoring**- Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Expressive Arts Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

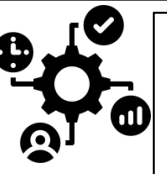
**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within Music, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- Music begins for our pupils in the EYFS which is reflected in our progression documents. Children in the EYFS have a nursery rhyme of the week which they are able to recite and perform. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

 No Hands Up	 No Passive Learning	 The Environment Supports Vocabulary	 Immediate Response and Targeted Interventions
 5 Minute Recall	 Explicit Connections with Prior Learning	 Planned and Taught Vocabulary	 Strong Scaffolding and Worked Examples
 Careful Varied Questioning and Probing	 Short, Precise Modelling	 I Do, We Do, You Do	 Create Thirst for Learning Via Engagement Strategies
 Variation to embed the skill	 Mastery	 Use Data for Targeted Interventions	 Ambitious Expectations – Everyone Can!

*Pupil Premium Strategy*  
**Big 6**  
Narrow Gaps  
Develop Vocabulary  
Promote Reading  
Improve Attendance  
Improve SEMH  
Promote cultural capital



Impact- How we will know if we achieved our aims:

Children will know a range of genres, styles and traditions, including the works of the great composers and musicians.

Children know more, remember more and can do more as a result of a balanced Music curriculum.

Children can use pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Children can confidently perform using their voice or an instrument.

Children can articulate their understanding using subject vocabulary.



 Intent-we aim to:



Subject on a page- Design Technology



Develop the creative, technical and practical expertise needed to perform every day.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Build and apply a repertoire of knowledge, understanding and skills.

Critique, evaluate and test their ideas and products and the work of others.

Develop oracy so children can communicate their ideas effectively



Implementation- How do we achieve our aims?

**Planning** Over the course of the year, 3 Design Technology units are taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work is supported by a Knowledge Organiser which outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in Design Technology books in addition to class discussion and practical activities.


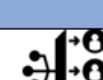
**Monitoring**- Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the Expressive Arts Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

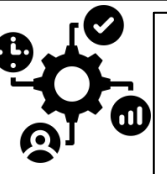
**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within Design Technology, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- Design Technology begins for our pupils in the EYFS which is reflected in our progression documents. Provision is an integral part of this and is carefully planned to provide children with the skills needed to design, make and build. Subject link activities are provided through teacher led activities where appropriate.

			
No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
			
5 Minute Recall	Explicit Connections with Prior Learning	Planned and Taught Vocabulary	Strong Scaffolding and Worked Examples
			
Careful Varied Questioning and Probing	Short, Precise Modelling	I Do, We Do, You Do	Create Thirst for Learning Via Engagement Strategies
			
Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations – Everyone Can!

**Pupil Premium Strategy**  
**Big 6**  
 Narrow Gaps  
 Develop Vocabulary  
 Promote Reading  
 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



Impact- How we will know if we achieved our aims:

Pupils design and make products that solve real and relevant problems within a variety of contexts.

Children know more, remember more and can do more as a result of a balanced Design Technology curriculum.

Children can design and make high-quality prototypes and products for a wide range of users.

Children know how to adapt their work to improve the outcome.

Children can articulate their understanding using subject vocabulary.

 Intent-we aim to:



Subject on a page- PSHE RE HE



Teach the fundamental building blocks and characteristics of positive relationships.

Teach progressive skills and knowledge from EYFS to Year 6 that are well sequenced.

Teach pupils the knowledge they need to recognise and to report bullying and abuse.

Teach relationships content, addressing online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Develop oracy so children can communicate their ideas effectively



Implementation- How do we achieve our aims?

**Planning** Over the course of the year, PSHE is taught across each class so that children can achieve a greater depth in their learning. Units have been carefully planned so that they are progressive, build on previous learning and support wider curriculum themes to reduce cognitive overload for pupils and build schema. Where there are mixed year group classes, there is a 2 yearly cycle to ensure progression, opportunities for revisiting core content and to avoid gaps in learning.

**Recording** Each unit of work outlines key questions for learning, vocabulary and key information children can reference to support their understanding. Learning is recorded in PSHE books in addition to class discussion and practical activities.



**Monitoring**- Learning walks take place during each unit of learning with follow up pupil conversations and book looks. These are completed by the subject leader who feeds back to SLT and individual feedback is shared with staff. The school operates a coaching model to support CPLD and the PSHE Champion from the Trust organises moderation activities which also allows best practice to be shared.

**Assessment** Each unit begins with a knowledge & wonder to task to check what the children already know and to make connections between prior learning. Each lesson begins with a recall task (Know it) and ends with 'Check it' task to ensure key knowledge is embedded. Afl is used throughout the lesson sequence and at the end of each unit a consolidation task supports teacher judgement assessing attainment. End of unit teacher reflection records are completed which are fed back to the subject leader for future planning alongside the skills and knowledge progression documents.

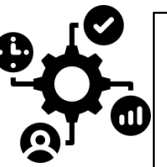
**SEND**-All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

**Vocabulary**- Developing oracy is a key priority for the school. Within PSHE, subject specific vocabulary is explicitly taught as the start of lessons and implicitly rehearsed as we recognise the crucial need for children to be able to communicate their ideas and thoughts clearly and effectively.

**EYFS**- PSHE begins for our pupils in the EYFS which is reflected in our progression documents. Books are an integral part of this and carefully chosen to provide children with a knowledge and understanding of the world. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

			
No Hands Up	No Passive Learning	The Environment Supports Vocabulary	Immediate Response and Targeted Interventions
			
5 Minute Recall	Explicit Connections with Prior Learning	Planned and Taught Vocabulary	Strong Scaffolding and Worked Examples
			
Careful Varied Questioning and Probing	Short, Precise Modelling	I Do, We Do, You Do	Create Thirst for Learning Via Engagement Strategies
			
Variation to embed the skill	Mastery	Use Data for Targeted Interventions	Ambitious Expectations - Everyone Can!

**Pupil Premium Strategy**  
**Big 6**  
 Narrow Gaps  
 Develop Vocabulary  
 Promote Reading  
 Improve Attendance  
 Improve SEMH  
 Promote cultural capital



Impact- How we will know if we achieved our aims:

Children know about the characteristics of healthy families and friendships.

Children know more, remember more and can do more as a result of a balanced PSHE curriculum.

Children understand the importance of respect and can name different types of bullying.

Children will understand the boundaries of appropriate friendships and staying safe both online and offline.

Children can articulate their feelings and understanding through emotional literacy.