

Curricular Intent



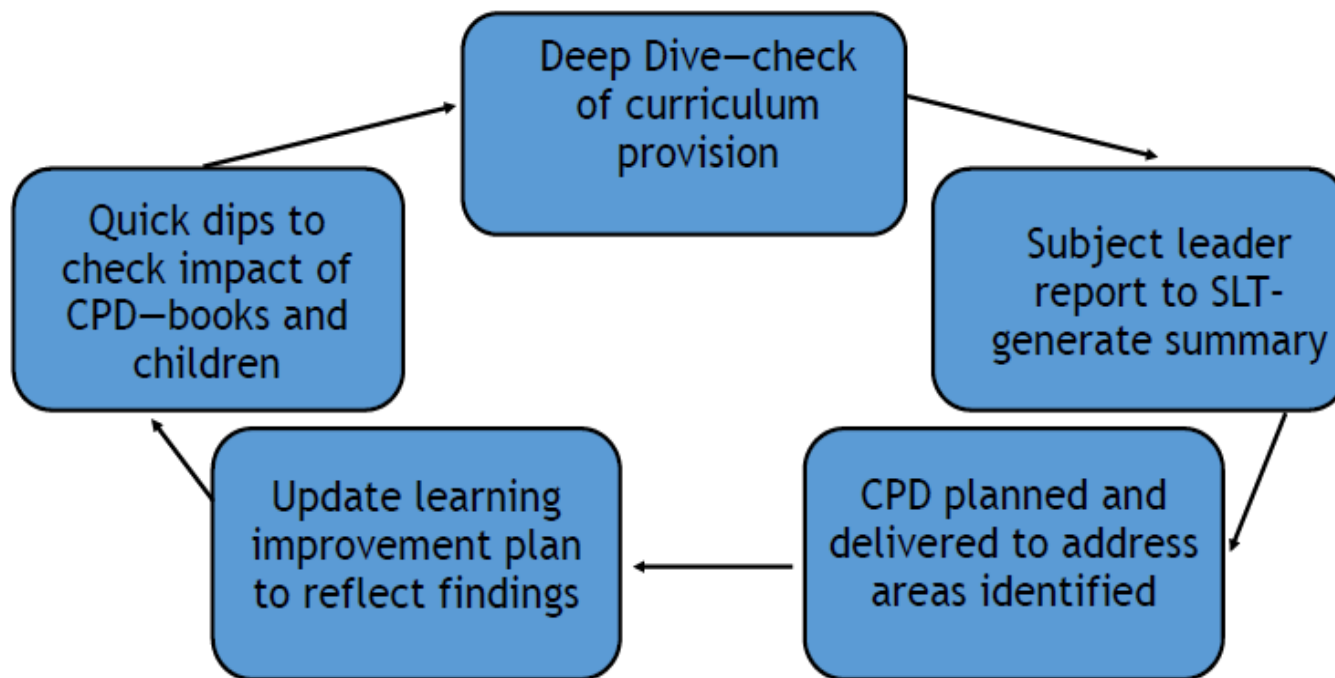
Curriculum
maestroTM
Cornerstones 



Subject Leadership



Subject Leadership



Ongoing subject leadership

Participation in professional networks, subject CPD, faculty teams meetings, assessment review, resource management

FACULTY TEAMS



ARTS
(English, Art and Design, Music)



HEALTHY LIFESTYLES
(PE, RSHE)

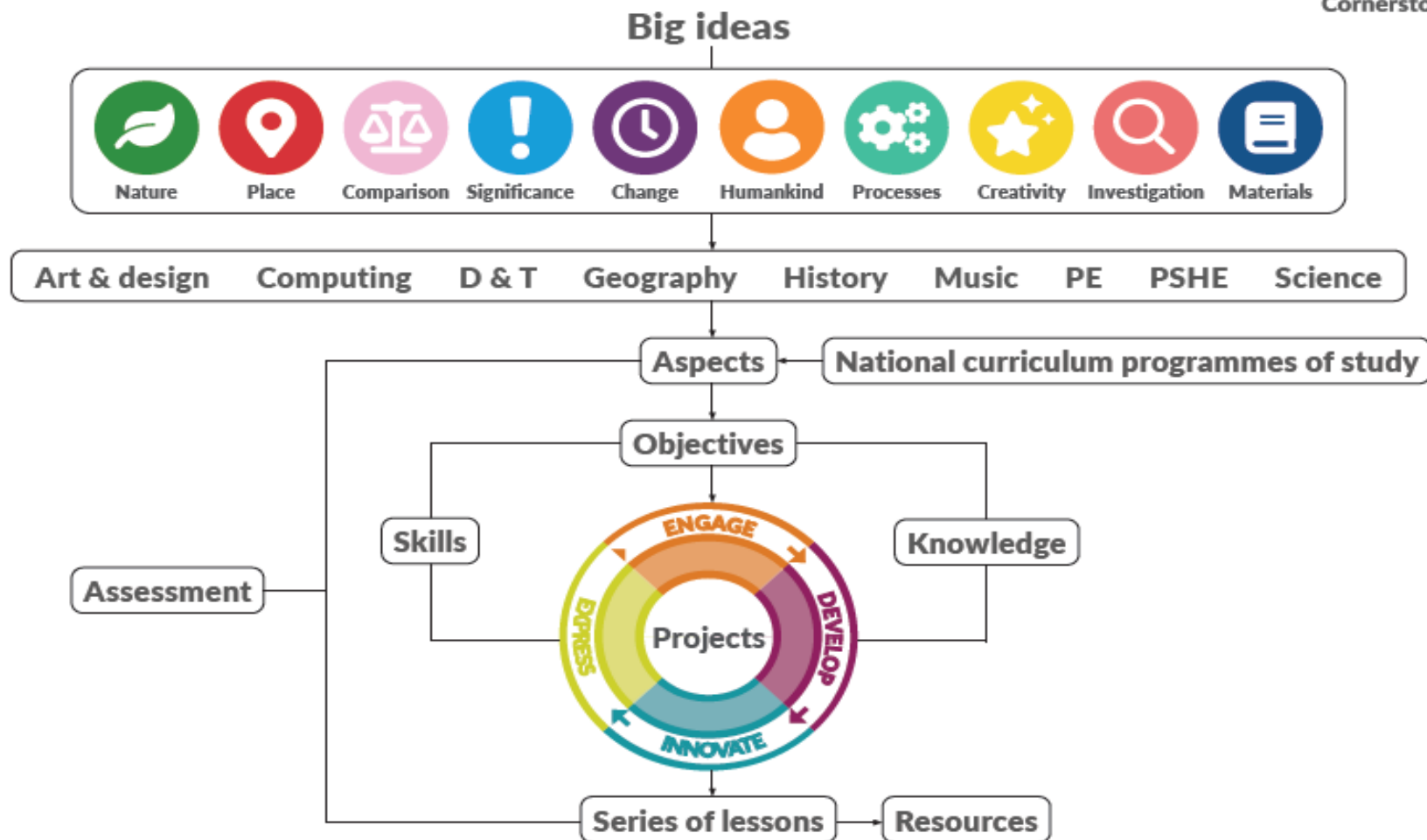
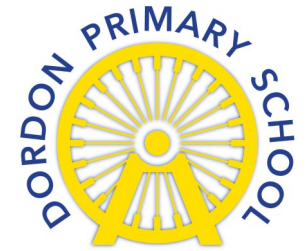


HUMANITIES
(History, Geography, RE, MFL)

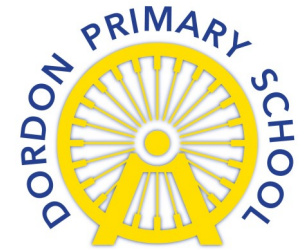


STEM
(Maths, computing, science, Design Technology)

Curriculum Structure



The Big Ideas



Humankind

Understanding what it means to be human and the cause and effect of human behaviour.



Processes

Understanding the many dynamic and physical processes that shape the world around us.



Creativity

Understanding how everyday and exceptional creativity can inspire and change perceptions.



Investigation

Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.



Materials

Understanding the unique and physical properties of all matter and how we interact with them.



Nature

Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.



Place

Understanding the visual, cultural, social and environmental aspects of different places around the world.



Comparison

Understanding how and why things are the same or different.



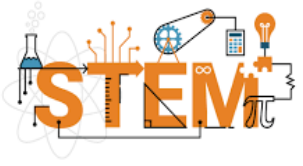
Significance

Understanding why significant people, places, events and inventions matter.

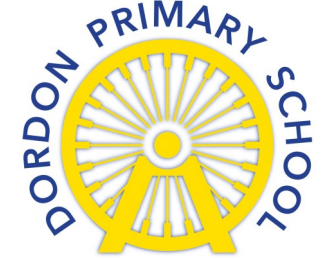


Change

Understanding why and how things have changed over time.



Mathematics



To ensure that pupils become fluent in the fundamentals of maths, know and can confidently apply key skills and reason mathematically. It is essential that all children can apply age-appropriate key skills and mathematical vocabulary which allows them to access a deeper understanding and make links between areas of maths, applying their mathematical knowledge to science and other subjects.

At the centre of the teaching of Mathematics is the belief that all pupils can succeed. They have the same access to the curriculum content and conceptual understanding is deepened rather than being extended. The understanding of procedures should be established through the use of concrete, pictorial and abstract representations.

Pupils explore mathematical concepts through concrete resources, pictorial representations and abstract calculations. Where the transition from concrete to pictorial or pictorial to abstract is used in detail to develop mathematical learning this is indicated with the use of a sticker. Pupils develop a depth of understanding within a concept, rather than moving them on to a new objective and this is achieved through multiple representations of the concept, explaining, justifying and proving answers and investigating, seeking patterns and applying rules. Mathematical language and is promoted through the introduction and application of key vocabulary at the beginning of each unit of Mathematical learning.

Maths teaching is based on the principles outlined in White Rose Maths that are pitched at age related expectations. Attainment is tracked through the use of Cornerstones summative assessments and ongoing formative assessments, where areas for development are identified.

Maths is taught daily using the 6-part lesson introducing concepts and developing understanding. Key skills are then reinforced through Maths Meetings which consolidate understanding and encourage regular recall of concepts.

By the end of Year 6 children will:

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round whole numbers to the nearest given degree of accuracy. Understand negative numbers.

Solve multi-step problems using all four operations and aspects of geometry, statistics and measurement

Use knowledge of the order of operations to carry out calculations involving four operations including long multiplication and division. Perform mental calculations including mixed operations and large numbers

Solve problems involving the calculations of percentages of whole numbers



By the end of Year 6 children will (cont.):

Solve problems involving ratio and proportion including those with scale factors

Use simple formulae and find pairs of numbers that satisfy an equation with two unknowns

Use the appropriate vocabulary when explaining their reasoning in relation to mathematical concepts.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa. Convert between miles and km.

Calculate, estimate and compare volume

Recognise shapes with the same area and perimeter and be able to calculate these

Tell the time accurately using analogue and digital clocks. Convert between units of time.

Recognise, describe and compare geometric shapes based on properties. Identify and find unknown angles in triangles, quadrilaterals of regular polygons

Name parts of circles and know that diameter is twice radius.

Use all four quadrants when working with co-ordinates and plot points accurately. Translate shapes on a co-ordinate plane

Interpret and construct a range of graphs (bar, line, pictograms, pie, timetables)

Solve comparison, sum and difference problems using information presented on a graph. Calculate and interpret the mean as an average.



Writing



Pupils will be given opportunities to plan, revise and evaluate their writing. They will develop an increasing awareness of their audience, purpose and context as they progress through the curriculum. A sequence of necessary skills and knowledge will be taught so that pupils are able to achieve the desired outcomes. A quality key text will drive the acquisition of skills, particularly vocabulary choices and writing style. There will be planned opportunities to address oracy to address the low entry point pupils have at Wood End. Handwriting will be taught systematically so that pupils can achieve the expectation of fluent, joined handwriting by KS2.

In our school, writing is intrinsically linked to reading, usually a Power of reading text. This key text often drives writing outcomes in the subject. Children also have many opportunities to write across the curriculum for a variety of purposes. From Early Years onwards, children are taught transcriptional skills and as they progress through KS1, the composition of writing develops further. This is further enhanced by applying a growing bank of vocabulary and grammar skills. Children go on to consistently plan, evaluate and edit their writing to improve final outcomes. Our non-cursive handwriting scheme (Penpals) is taught and practised daily from Year 1 and many children in KS2 graduate to using a series of pens. Children can take examples of writing presentation to a pen panel so that it can be moderated. Neat, joined and fluent writing is rewarded.



By the end of Year 6 children will :

- Perform their own compositions to include appropriate intonation.
- Select words and phrases appropriate to task and levels of formality
- Write legibly, fluently and with increasing speed using joins as appropriate.
- Use previously taught punctuation and new punctuation (colon, semicolon, dash, bullet points and hyphens)
- Apply grammar and spelling rules and skills and use appropriate terminology using dictionaries/ thesauruses where appropriate
- Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance the overall meaning.
- Proofread to check their own spelling, use of punctuation, formality, subject/verb agreement throughout a whole piece of writing.
- Describe settings, characters and atmosphere by using well-chosen vocabulary and integrating dialogue effectively.
- Use a range of organisational devices.
- Adapt writing to suit audience and purpose.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Choose appropriate spelling strategies referring to prefixes, suffixes, morphology and etymology where appropriate.



Reading



Our school aims for all children to develop a love of reading both for pleasure and for finding out information. As well as exposing them to varied literature, children develop reading through all subjects to support their acquisition of knowledge. Pupils will develop an awareness of a number of authors and start to express their opinions and understand their own preference.

Pupils are taught through a Systematic Synthetic Phonics programme the foundations of early reading. They are exposed to a range of texts and develop a good understanding of what they read. They are also encouraged to read widely.

We promote the use of the library and set expectations for children to continue their reading at home.

Children develop a love of stories, rhymes, books and reading from Early Years and beyond through hearing adults in school read every day. They hear enthusiastic readers and engage with a varied vocabulary.

There are daily phonics lessons across EYFS and KS1. In nursery children are taught to discriminate between sounds. Children begin to use phonics to decode at the beginning of reception and from years 1 and 2, children develop early reading strategies to become more fluent and independent readers.

Reading is taught consistently throughout each week with whole class guided reading, where children take part in book talk, discussions and developing taught and progressive reading skills. Smaller guided reading group sessions allow the teachers in KS1 to target the teaching of reading and application of phonic/word skills through reading levelled texts.

In Key Stage 2 children explore all the reading domains in their daily whole class guided reading sessions. They make links with themes, characters and similar texts and continue to build up their bank of vocabulary.

Children are exposed to and read a variety of texts including fiction, non-fiction, poetry and plays.

In school, those children who find reading more of a challenge (particularly the bottom 20%) are given extra daily reading support.

Teachers and adults are expected to instil a love of reading which underpins the curriculum as a whole.



By the end of Year 6 children will

To be fluent readers who can read longer and more challenging books that are structured in a variety of ways and are able to present their understanding of the texts in a variety of ways

Read for an increasing range of purposes

Identify fiction from our literary heritage.

Make predictions based on details already stated and implied.

Make inferences and justify them with detailed evidence and extended written responses.

Evaluate how language structure, vocabulary choices and presentation contribute to meaning and effect across a wide range of challenging texts and explain the impact on the reader.

Retrieve, record and present a range of information from fiction and non-fiction texts and focus on evidence from the text.

Prepare poems and plays to read aloud and perform. Show understanding through intonation, tone and volume so that the meaning is clear to the audience. This should also include their own compositions.

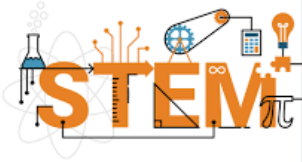
Summarise main ideas drawn from more than one paragraph.

Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on their own and others' ideas and challenging any views constructively.

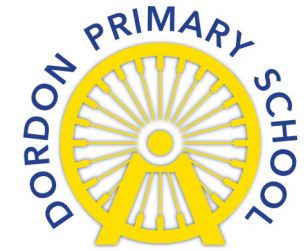
Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.

Recommend books they have read for a range of purposes to their peers giving detailed reasons for their choices.

Use dictionaries effectively to find spellings and word meanings, and use thesauruses to choose appropriate synonyms.



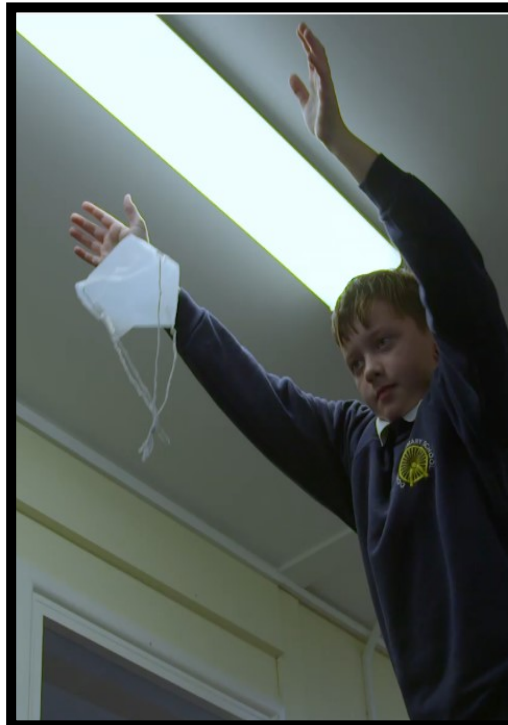
Science



A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Scientific enquiry should be implemented within the objectives, enthusing and promoting careers in STEM.

Science is taught on a weekly basis as a discrete subject. Planning can be taken from a range of sources, which can be merged to formulate a clear, progressive topic structure which shows how the children are building on their learning week on week. There can be exciting opportunities for children to learn and explore, providing them with an explorative mindset.

In certain circumstances, not all scientific enquiries are age/objective appropriate. The use of 'Love to Investigate' from Cornerstones allows staff to link an investigative approach into their science topic for the half term. This is a strength across school as classes are using resources and equipment provided to lead an investigation and all children are being provided with this opportunity. This can sometimes need expanding to ensure that the children are able to make predictions, offer explanations using age-appropriate vocabulary and evaluate what they have learnt. Science can often be cross-curricular, linking with Cornerstones class themes, however it is imperative that objectives are not missed/incorrectly used, and it is not to the detriment of discrete Science lessons. To encourage further links into STEM would be a step further.



By the end of Year 6 children will:

Ask and answer deeper and broader scientific questions about the local and wider world

Take accurate, repeated measurements using a range of chosen equipment and record in different ways

Carry out observations, using them to make comparisons, identifying cause and effect

To select an appropriate method for recording results i.e scientific diagrams, labels, timelines, classification keys, models, graphs (linking to maths knowledge)

Use words and diagrams to explain concepts i.e. shadow forming

Independently plan and carry out a range of enquiries in response to key questions

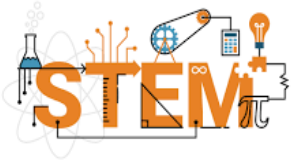
Report and validate their findings with justifications

Classify and construct classification systems based on similarities and differences

Explain the key systems of the human body and the impact lifestyle choices may have on them

Explain the key concepts of physical processes including light, electricity and forces

Explain the key concepts relating to plants and animals including reproduction, adaptation, and habitats



Computing



Computing education should equip children to use computational thinking and creativity to understand and change the world. There should be links with mathematics, science and design and technology.

The core of computing is computer science in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Pupils should become equipped to use information technology to create programs, systems and a range of content.

Computing should also ensure that children become digitally literate- that they are able to use and express themselves and develop their ideas through information and communication technology.

Computing in our school is taught through a combination of discrete lessons where children develop their skills in computer science alongside cross-curricular use of resources where the skills of digital literacy are practised.

Digital systems and programming are taught using a range of programs and apps as well as some practical or written sessions. These should form a planned and logical sequence of teaching to meet specific computing learning outcomes.

Within cross-curricular sessions, the skills of digital literacy should be interwoven through planned use of computer hardware. There should be evidence of children expressing their learning through the use of a widening range of software and applications as they move through the school.

Objectives are covered through the Cornerstones curriculum and any year group objectives which are not met by the planned curriculum should be covered through planned discrete computing units.



By the end of Year 6 children will :

- Understand the risks and benefits associated with online usage and content.
- Be aware of SMART rules for online safety, including understanding that people online are not always who they say; once content is online it can be made public; broadcast of personal information or location detail can be risky; use of offensive language or content can affect others negatively; it is important to set privacy and personal boundaries when communicating online.
- Know that a digital footprint is permanent, all internet use and uploads should be appropriate and content which contains intimate images or offensive language is not appropriate.
- Understand the risks of sharing too much personal information online. These include identity theft, cyberstalking, victimisation and threat to privacy.
- Become competent at programming and writing code to include control of an output device using e.g. buzzers or lights.
- Know that algorithms follow a set sequence and use knowledge of their exact order to test and debug programs.
- Use and combine a wide range of apps and programs to input data, develop and express ideas.
- Understand networks as a way of sharing resources and name some positive and negatives of allowing such communication
- Identify how the use of different hardware can increase creativity and productivity and be aware that some hardware is more effective than others in meeting a specific need.
- Identify how software and apps can increase creativity, recognise that software and apps are designed to save time or make tasks easier.
- Understand how technology can be used to present the findings of investigations e.g. the use of data handling resources including graphs charts and tables.
- Be aware of security settings such as age restrictions when accessing online communication platforms such as social media, blogs, email or messaging. Children should learn to exchange online communications making use of available features and relevant security settings.
- Know that search engines do not consider whether content is true, age appropriate or relevant so users need to be discerning when searching. Recognise that digital content can be edited online and should be verified against other reputable sources.
- Be able to critically evaluate search engine results and determine their usefulness.



Physical Education



PE is an essential part of a child's schooling to support their health and fitness. As a statutory subject it is taught discretely in allocated PE lessons each week.

Our PE education curriculum is designed to inspire all pupils to excel in competitive sports and other physical-demanding activities. It provides opportunities for pupils to develop physical skills and to compete in sport. The curriculum aims to embed the values of fairness and respect.

PE complements the school's work on healthy lifestyles and core curriculum areas.

PE in our school is taught in discrete lessons on a weekly basis. As a school, we follow GetSet4PE which covers all of the National Curriculum requirements from Nursery through to Year 6. We follow the six key principles of sport; teamwork, self-belief, respect, passion, honesty and determination. This provides a progression of skills throughout the school. Objectives can be assessed using Cornerstones Maestro which helps identify key areas of strength in school and those that need further development.

We work in partnership with external coaches to provide additional opportunities for children at the beginning and end of the day and during lunchtime. Teachers have access to bespoke professional development through this partnership.

Competitions are an integral part of physical development; all children are given opportunities to engage in Intra School Competition which happens on a half termly basis. In addition to this, there are Inter Competitions which provide more opportunities for gifted and talented children to progress to county/national level.

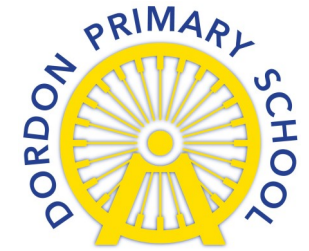


By the end of Year 6 children will

- ◆ Swim competently, confidently and proficiently using a range of strokes for a distance of 25m.
- ◆ Perform safe self-rescue in different water-based situations.
- ◆ Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance.
- ◆ Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.
- ◆ Use balls confidently and with some precision in a variety of competitive games.
- ◆ Develop and refine strategies and tactics for attacking and defending during competitive team games.
- ◆ In Dance, vary dynamics of movement or dance, developing actions in time to music with a partner or as a part of a group.
- ◆ Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.



Religious Education



Religious Education develops children's knowledge and understanding of Christianity, Judaism, Sikhism, Buddhism, Islam and Hinduism and their religious traditions. RE teaches pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice. It encourages empathy, generosity and compassion.

The teaching of RE promotes the Fundamental British Values of tolerance and mutual respect.

RE is taught as discrete lessons throughout school with each class spending half a term on each of the six main religions. We follow the 'Love to Celebrate' programme from Cornerstones to ensure a build up for knowledge over the year groups.

Where possible, visits to places of worship are planned to support the understanding of key ideas within the RE curriculum. Visitors from the faith communities also offer a valuable source of information.

Children are encouraged to learn about the beliefs and values of other faiths and compare common themes or ideas. They are prompted to reflect on their own beliefs, experiences and understanding when learning about those of others.

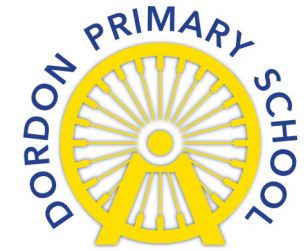


By the end of Year 6 children will

- ◆ Have their own world view and can articulate this respectfully
- ◆ Understand and make links between different religions, recognising similarities and differences in relation to their beliefs, celebrations, worship, pilgrimages, rituals and symbols
- ◆ Show tolerance, understanding and respect of different communities and how they live their lives
- ◆ Be able to explain with reasons the meanings and significance to individuals and communities about their religious and world views
- ◆ Have an understanding of the challenges that a commitment to a community of faith or belief may have
- ◆ Describe and understand links between stories of the communities they are learning about
- ◆ Consider how diverse communities can live together for the benefit of all- focusing on the ideas of community, values and respect
- ◆ Have their own ideas in response to ethical questions including ideas about what is right and wrong, fair and unfair



Relationships, Sex and Health Education



RSHE education is an important and necessary part of all pupil's education. As a statutory subject it is taught discretely but the principles often run as threads throughout the curriculum - crossing subjects and being taught with contextual purpose.

Our RSHE curriculum programme is tailored to match the needs of our pupils equipping them with a sound understanding of the features of healthy friendships, healthy relationships and other relationships which they are likely to encounter. It helps children to recognise their Early Warning Signs and strategies to deal with less positive situations.

RSHE curriculum compliments the school's work on PSHE, healthy lifestyles, science and computing.

RSHE in our school is a blend of discrete lessons and continual reinforcement throughout the year. We use My Feelings, Friends and Family as a programme to deliver the RSE aspects of the curriculum. The PSHE aspects are mapped out across all phases and link to relationships, health and money.

As a school, we use Taking Care during the Autumn term to emphasise personal safety. The principles of this training are imbedded into everyday learning e.g. talking about Early Warning Signs when reading a book. Safety messages are taught discretely during science, computing and RSHE lessons.

School engage with the School Nurse Team, who are available to deliver specialist workshops on subjects such as puberty. We also promote safety messages during assemblies including inviting outside agencies into school e.g. NSPCC.



By the end of Year 6 children will

Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions constitute abuse and are crimes.

Understand the idea of consent and the importance of permission seeking in different situations.

Describe the changes that happen during puberty, reproduction and pregnancy

Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.

Recognise different relationships and family structures and how a place is enriched by the diversity of the people that live there.

Recognise and challenge stereotypes

Recognise the dangers of digital content and how to keep personal data and their location private.

Critically evaluate media sources

Understand the importance of facing new challenges to achieve a goal and manage setbacks

Show an awareness of influences and attitudes to money and financial risk

Explain where human rights came from and that there are laws to protect them in the UK

Understand the fundamental British Values and how this relates to their day to day lives.

Understand the aspects of a healthy lifestyle including the role of medicines, vaccinations and immunisations.

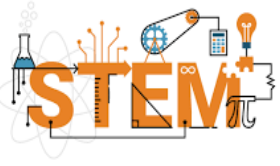
Recognise the impact of legal and illegal drugs on their immediate and future health and safety

Identify the risks of online gaming and gambling and their impact health, wellbeing and future aspirations

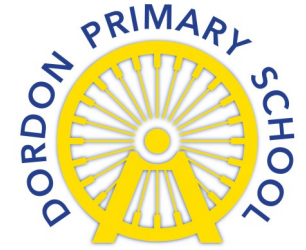
Recognise that anyone can experience mental ill health, what affects mental health and ways to take care of it.

Demonstrate an understanding of basic first aid and how to make an emergency call

Analyse and develop strategies to manage feelings during times of transition or change.



Design Technology



Design and technology is an inspiring and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Design and Technology in our school is a blend of discrete lessons and interwoven objectives into other curriculum areas such as Science, Maths, Computing and Art.

As a school we adopt a theme based curriculum through Cornerstones to promote the application of Design and Technology in everyday life. Pupils will complete DT tasks linked to their thematic learning to provide context to their learning.

Pupils design, create, evaluate and apply technical knowledge throughout the curriculum. Objectives can be assessed using Cornerstones Maestro which helps identify key areas of strength in school and those that need further development.



By the end of Year 6 children will:

Analyse how inventions or products have changed or improved people's lives

Demonstrate how products take into account safety of users

Use mechanical systems in their product to meet their design brief

Understand and use electrical circuits that incorporate a variety of components

Develop design criteria for a product fit for purpose

Select the most appropriate materials, tools, framework for the products intended purpose

Evaluate and demonstrate modifications made to their product

Identify significant designs and inventors

Compare two or more products and inventions

Prepare fabrics for sewing and use a variety of methods for decoration and embellishment

Follow a recipe that requires a variety of techniques whilst understanding the origin and nutritional value of ingredients used



Art and Design



In Art and Design, children are inspired and challenged through the acquisition of knowledge and skills which enables them to respond creatively to a variety of stimuli. It links to other areas of the curriculum, such as the Power of Reading, to deepen children's knowledge and understanding while also building practical skills.

KS1 skills include using colour, pattern, texture, line, shape, form and space. This then develops throughout the school with KS2 drawing, painting and sculpting using a range of materials such as pencil, charcoal, paint and clay.

The curriculum allows children to explore world cultures and history through the making of art, craft and design, and how it influences human experiences. Children build an understanding of the artistic accomplishments of artists, architectures and designers, with an understanding of Art and Design at that time.

Art and Design in our school is taught in discrete lessons that use our topics as a stimulus. Using Curriculum Maestro, the children make links to other curriculum areas to build on practical skills within a known context. These skills are developed within a lesson or over a series of lessons to produce a final product. The texts being used through the Power of Reading are also regularly used as a stimulus within lessons. The curriculum covers historical knowledge of artists, architects and designers, thinking about their impact on the world at that time and how their work links to the children's own.

As with other areas of the curriculum, Art and Design is taught with a purpose. Artwork is regularly displayed so pupils can enjoy, share and discuss their own and others work. The introduction of sketch books for older children enables them to revisit and review ideas which lead to these final pieces.

Children are given opportunities to develop their arts, craft and design interests through extra-curricular clubs such as craft and card making. On occasions, artwork is also created for particular events, such as when making links with outside companies like Birmingham Hippodrome and Ocado or special events in the school calendar. Children are also encouraged to create projects at home so that families can become involved too.

Staff can track the coverage of objectives and any year group objectives that are not taught can be taught as discrete lessons. Objectives can be assessed using Cornerstones Maestro which helps identify key areas of strength in school and those that need further development.

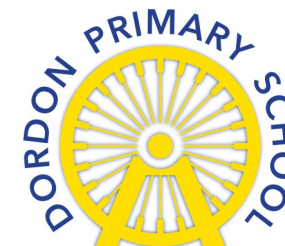


By the end of Year 6 children will:

- Gather, record and develop information to inform thinking
- Explain the significance of different artworks
- Compare and contrast artists' work
- Become proficient in using a range of different materials to produce an end product
- Use the work of an artist, architect or designer to influence artwork
- Use elements of different artworks to create their own artworks
- Adapt and refine artwork in light of constructive feedback and reflection



Music



Music is a highly creative and universal subject. It can be taught as stand-alone or interwoven into other subject areas to enhance and engage.

Our Music curriculum matches the needs of our children - engaging and inspiring them to develop a love of music. It also provides musicians with opportunities to develop their talents and sense of achievement.

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Taught to sing, create and compose music

Music in our school is a series of sessions that develop a progression of skills. As a school we use Charanga as a whole school scheme and this provides the series of skills that are required from Reception to Year 6.

Curriculum Maestro is utilised by staff to ensure learning is thematic and makes links to different subject areas. Staff can closely track the coverage of objectives and objectives that are not covered through thematic learning are taught as discrete lessons. Objectives are assessed using Cornerstones Maestro which helps identify key areas of strength in school and those that need further development. Aspects of Music are also addressed through Power of Reading in English, as a platform to visualise and deepen understanding of class texts.

We are committed to ensuring children understand the importance of value of Music in the wider community and are provided with musical experiences, in a variety of different contexts. School engages with Warwickshire music services to provide music tuition for those children who wish to develop their musical experiences and talents.

In addition, school puts on whole-school music events such as Christmas productions, Young Voices and School Choirs throughout the year. They make links with other schools in the local area where older children can perform using instruments that are not readily available in our school.

School staff lead weekly singing assemblies where children learn, practise and perform songs from different cultural backgrounds and time periods. Sometimes, children are accompanied by a member of staff who plays piano, to give them a real-life experience of music performance.

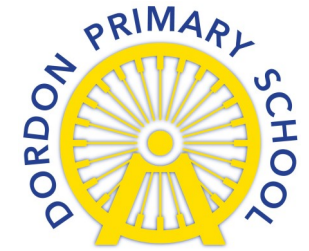


By the end of Year 6 children will:

- ◆ Use gesture and expression in performances
- ◆ Take the lead in instrumental or singing performances
- ◆ Understand pulse and rhythm in music
- ◆ Identify and explain patterns and motifs in live and recorded music
- ◆ Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary
- ◆ Compose and perform using a variety of timbres, textures, rhythms and motifs.



History



We aim to provide a high-quality history education that will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want it to inspire our children's curiosity to know more about the past.

Teachers need to provide children with historical experiences that will allow children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

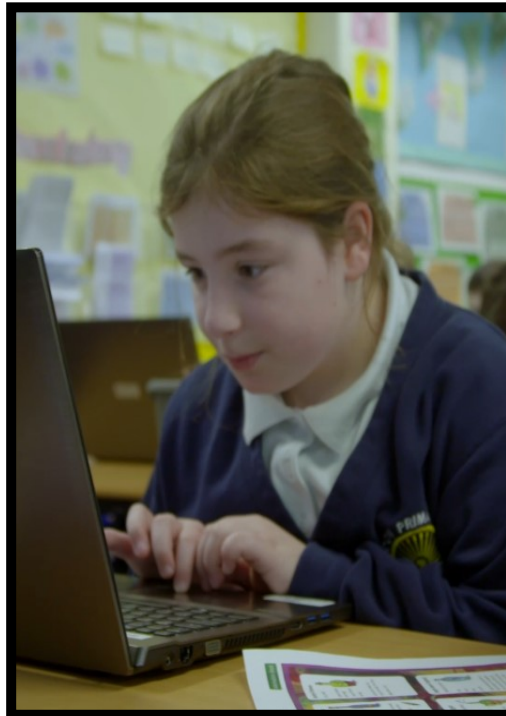
We want to teach children about local history, using local links such as, the mining community, Roman links and the local churches.

We use Cornerstones Maestro and the National Curriculum to deliver an engaging, purposeful and relevant curriculum. This enables the learning to be purposeful and exciting for the pupils.

Units within Maestro are sequenced chronologically and pupils develop a strong sense of time order through the curriculum. Key ideas such as civilisation and monarchy are revisited at several points throughout the curriculum and pupils are encouraged to make links and identify themes in their learning.

Strong elements of compare and contrast are built in to theme studies for example studying both World Wars together or more than one ancient civilisation comparing the impact of each on our world as we know it.

Staff understand the importance of teaching significant dates, events and figures in relation to the themes taught.

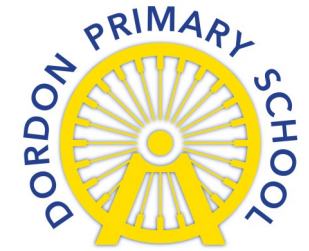


By the end of Year 6 children will :

- Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
- Describe and explain the significance of a leader or monarch.
- Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
- Describe and explain the common traits and motives of leaders and monarchs from different historical periods.
- Describe some of the significant achievements of mankind and explain why they are important.
- Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society
- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- Use abstract terms to express historical ideas and information.
- Ask perceptive questions to evaluate an artefact or historical source.
- Identify different types of bias in historical sources and explain the impact of that bias.
- Present an in-depth study of a local town or city, suggesting how to source the required information.
- Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
- Present a detailed historical narrative about a significant global event.
- Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
- Describe the causes and consequences of a significant event in history.
- Articulate the significance of a historical person, event, discovery or invention in British history.
- Describe the growth of the British economy and the ways in which its growth impacted on British life.
- Articulate and present a clear, chronological world history narrative within and across historical periods studied.



Geography



We aim to help develop children's curiosity in both their immediate surroundings and in places and environments in the wider world. Whilst also ensuring that cross curricular links are made where possible. Our purpose is to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning.

To be well rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time. We provide children with many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips. Children conduct studies of how the local area has changed and developed over time.

Pupils are taught about their immediate environment, the UK and the wider world. They learn the physical features and the impact of humans upon these. The curriculum is sequenced to ensure the children have the necessary key geographical concepts secure in order to access the next step in their learning. This is mapped within Maestro.

We teach elements of human geography, such as resources, settlements and economic activity as well as key aspects of physical geography including rivers, mountains, volcanoes and climatic zones and where possible, linked to the local area.

Geography lessons form part of the thematic approach to learning in school. Pupils are aware they are learning geographical skills but within a specific context.

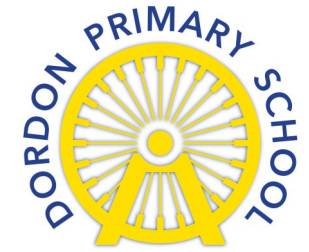


By the end of Year 6 children will:

- ◆ Explain how humans function in the place they live considering natural resources, cultural influences and economic activity.
- ◆ Describe the distribution of natural resources in an area or country (food, minerals, energy sources and water).
- ◆ Evaluate the extent to which climate and extreme weather affect how people live. Referring to settlements, buildings, diet, lifestyle, jobs, transportation and natural resources.
- ◆ Describe the physical processes, including weather, that affect two different locations (erosion by wind, water/ice, land movement, landslides).
- ◆ Use satellite imaging and maps of different scales to find out geographical information about a place.
- ◆ Analyse and present complex data, comparing data from different sources and suggesting why data may vary (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
- ◆ Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
- ◆ Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth (sustainability).
- ◆ Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
- ◆ Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
- ◆ Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
- ◆ Describe the climatic similarities and differences between two regions.



Modern Foreign Languages



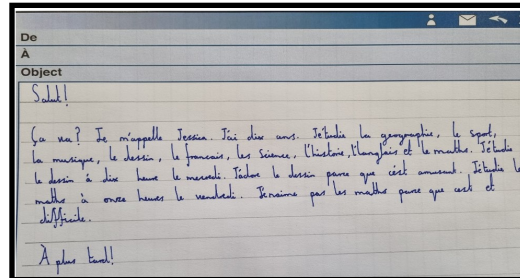
A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. We aim to promote confidence in our children to risk-take and have a go at new languages and there is an emphasis on having fun with new languages with games and interactive activities. We enhance the teaching is speaking and reading another language by celebrating the culture of the country to enhance children's understanding. This also means that children are respectful of other languages and their native speakers.

It is intended that children develop a natural curiosity and confidence to explore other countries, cultures and languages. They will be engaged and have the foundations to continue languages at a higher level at secondary school.

Children are assessed in line with the National Curriculum to enable teachers to assess the progress of children. Children are encouraged to listen to native speakers frequently so that they become familiar with the accent. French vocabulary is promoted within the classroom where appropriate. Teaching objectives are taken from Language Angels to ensure a progression of skills across the year groups.

Children access Modern Foreign Languages from Year 3 once a week.



By the end of Year 6 children will

- ◆ Understand appropriate grammar relating to the language
- ◆ Write phrases and adapt them to create new sentences
- ◆ Describe people, places and things orally and in writing
- ◆ Listen to and contribute to conversations in the language
- ◆ Answer questions and express opinions in the language
- ◆ Explore the pattern of sounds through rhyme and song
- ◆ Develop pronunciation when reading aloud
- ◆ Present ideas in the language to a range of audiences
- ◆ Broaden vocabulary and spelling using a dictionary