

**Art and design:**

Pupils explore through close observation and creative responses to stimuli based on their Units of Work in class. They discover the work of famous artists and designers including their impact on our history. Pupils are encouraged to work independently and are also involved in collaborative projects. They explore:

- Mark making, drawing and painting
- Collage and multi-media
- Sculpture

Pupils record their work in sketchbooks and apply their skills through a variety of media and work of different sizes. They are encouraged to use critical thinking to evaluate their work and that of others.

**Computing:**

Each class follows the Rising Stars scheme for computing and has at least one hour per week allocated in the IT suite. Reception staff use the Rising Stars guidance for Early Years. Classes also integrate IT skills across the curriculum using a variety of hardware such as iPads/PCs/Cameras etc. E-Safety always has an emphasis during computing lessons as well as being part of Safeguarding.

**Design technology:**

Where relevant, Design Technology is taught through the cross-curricular Units of Work but there are also stand-alone Units which enable the development and practice of skills. Pupils design and make products from simple materials (card, wood, fabric etc.) that solve real and relevant problems considering their own and others' needs, wants and values. Pupils design and make high quality prototypes and products for a wide range of users. They test their ideas out and evaluate their own products and the work of others. Part of Design technology is to understand and apply the principles of nutrition so there are regular Units on food technology such as Toast (Y2), healthy sandwiches (Y3) and designing and making new varieties of biscuit (Y5).

**Early Years Foundation Stage:**

We follow the principles and practice of the EYFS curriculum as published in March 2012. The EYFS is organised into three Prime areas:

- communication and language
- physical development
- personal, social and emotional development

and four specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

To ensure all children make good progress towards the early learning goals in each of these areas, the learning environment is organised so that:

- the children feel valued and their achievements are celebrated
- opportunities are provided for first hand experiences, structured play and child-initiated exploration
- children are enabled to make choices
- the children have access to a range of high quality, stimulating resources
- staff intervene appropriately in the children's play to help them make progress in their learning

- activities build on what the children can already do
- opportunities are provided for purposeful teaching and learning through play both indoors and outdoors

Baseline assessments for Year R are completed within the first few weeks of the Autumn term. Assessment is then ongoing through regular observation and appropriate intervention in the children's play. This information is used consistently to inform planning and the future learning needs of individual children. Each child's development is assessed against the early learning goals and an indication of whether they are meeting expected levels, exceeding expected levels or not yet reaching expected levels is recorded in the child's EYFS profile. Information is shared with parents through the Assertive Mentoring summary sheet and parents' consultation evenings. The EYFS profile of each child and a short commentary on each child's skills and abilities is provided for parents / carers at the end of the summer term.

#### **French:**

French is taught to all pupils in KS2 as a discrete subject for approximately 0.5 - 1 hour per week. We follow the Catherine Cheater scheme as recommended by Northamptonshire County Council. The teaching follows an oral based approach and the focus is on games, activities, finger rhymes, songs etc. particularly at the start of KS2. As the children progress through KS2 there is an increasing amount of recorded/written work and the introduction of formal grammar.

#### **Forest Schools:**

Forest school is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning in a woodland environment. Pupils participate in regular weekly sessions engaging in motivating and achievable tasks in a wild but safe setting. Children work with tools, learn boundaries of behaviour – both physical and social, grow in confidence and self-esteem whilst developing an understanding of the natural world. Our Forest school sessions are in their infancy and currently specific pupils are targeted for this work as part of an intervention programme.

#### **Geography:**

Geography is taught across the school as Topic work, linked to Literacy, and where appropriate to History, Maths and Science. Our aim is to ensure pupils develop knowledge about the world, the United Kingdom and their locality. We teach through a range of class-based activities, including atlas and map work, and field trips. We follow the new curriculum with a focus on location and place knowledge, and the use of Geographical vocabulary in KS1, which is further developed in KS2. We encourage children to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

#### **History:**

History is taught across the school as Topic work, linked especially to Literacy and Drama. Through their historical study, pupils know and understand the history of Great Britain and learn about significant aspects of history of the wider world. Pupils will develop historical enquiry skills and make connections between local, national and world history. Younger pupils will develop their use of vocabulary associated with the past. They learn about significant people, places and events exploring those within and beyond living memory. Key Stage 2 pupils develop their chronological knowledge of British, local and world history, making connections, contrasts and trends over time.

Examples of Units of work include:

KS1:

- Significant individuals in the past (Neil Armstrong, Amelia Earhart, famous explorers)
- Significant events in the past – History of Northampton; Great fire of London, Shakespeare

KS2:

- Y3 – Ancient Greece / The Stone Age
- Y4 – The Roman Empire / Anglo Saxon Britain
- Y5 – World War 1
- Y6 – The Mayans / Ancient Egypt

### **Maths:**

Maths is taught by Class teachers for approximately 5 hours per week.

We follow the national Programmes of Study and although we do not follow any particular published scheme, this year we are using the plans from the White Rose Hub. Teachers have access to NC guidance for every year group to enable them to understand prior and future stages in pupils' learning. We are focusing on developing greater number fluency throughout the maths curriculum, supporting this with practical activity, freedom to think through a problem and flexibility to record reasoning and methods used to solve a problem.

In both KS1 and KS2 we have a weekly focused session called Mega Maths which addresses specific mental arithmetic skills. Groups are continually reviewed and movement is made if needed.

In Maths there are strong cross-curricular links explored in Science and Computing. We will continue to develop links with Literacy by using picture books pupils can relate to with a strong maths connection.

### **Music:**

Music is taught by our specialist music teacher, with lessons lasting between 30 and 60 minutes a week. We follow a mixture of the Music Express Scheme (mainly in Key Stage 1) and the Charanga online resource as well as one or two creative units in Year 6. In addition, our Year 5 children follow a whole class Brass Project for the majority of the year and Year 3 have whole class recorder lessons for almost 2 terms. Year 6 music in the summer term contributes to the end of year production.

Although many of the music units are stand-alone projects in order to explore the interrelated dimensions of music according to the National Curriculum for Music, (for example exploring music styles, instruments, pulse, rhythm and timbre) where possible, we make links between these and other subject areas as they arise. Music from Western culture throughout the ages is most prevalent, but music from other cultures is also studied in various units.

Within lessons there are many opportunities to sing, a most important part of music making which involves aural awareness, rhythm, pulse, beat and pitch. All lessons contain singing in some form, sometimes as a warm-up but more often as a central part of the lesson. Other activities involve playing class instruments, as well as opportunities for children to bring their own instruments into lessons to learn riffs (such as in the Mamma Mia unit). This uses graphic scores as well traditional Western music notation. In addition, children are given composition opportunities, such as creating their own music to a given stimulus and will do this with voices as well as a variety of classroom instruments. Standard music notation is taught from Year 3.

There are also many other enrichment activities in music such as the chance for children in Key Stage 2 to have individual instrumental tuition, the opportunity to join our school choirs and take part in activities in and outside of school, and a variety of other clubs and musical ensembles (brass, strings, woodwind, ukulele and recorders for example)

### **Phonics:**

We use Jolly Phonics in Reception to introduce the phonemes through songs and actions thereafter following the letters and sounds approach to teaching phonics. Parents are asked to work in

partnership with the school by reinforcing this work at home. Although Oxford Reading Tree is our core scheme for phonics and reading, our reading material draws from a wide range of publishers including those designed to support specific phonic phases (eg Phonicsbugs, Floppy's phonics). Pupils are ability grouped for phonics according to phases. This happens from Reception upwards. Phonics is taught daily in Reception and KS1. Code X is an intervention scheme used to support KS2 pupils who have found it harder to grasp phonics as the main strategy for decoding.

#### **PSHE:**

We teach Protective Behaviour across school from Reception to Year 6. The scheme has two main themes running through it:

- We all have the right to feel safe all the time
- There is nothing so awful (or too little) we can't talk about it with someone

Within the first theme pupils discuss what makes them 'feel safe' and what their 'safe place' might feel like or look like. They think about their 'Early Warning Signs' (EWS). These are when our emotional feelings are reflected in physical feelings, such as stomach churning, wobbly knees or sweaty palms. Pupils are encouraged to trust their own EWS as a measurement of risk or safety. We take the opportunity to reinforce the correct scientific vocabulary for the body parts of both males and females to ensure pupils, if required, are confident in using the appropriate language to describe their own body parts.

Personal networks are discussed in theme two and pupils explore the qualities needed by those we trust to be in a personal network. We also work on emergency contact numbers linking this closely with always being able to feel safe

Pupils have a Unit of Work on health and hygiene during puberty (Y5) and a Sex and relationships Unit (Y6) both of which are supported by the school nurse team. In Y5 and Y6 pupils also undertake First aid training which is led by St John's ambulance.

#### **Physical Education:**

PE is taught by Class teachers for 2 hours per week. We follow the National Curriculum through the REAL PE scheme which develops fundamental movement skills that will enable the children to participate in a range of sports. Key Stage 2 children participate in both indoor and outdoor PE throughout the year and Key Stage 1 partake in indoor PE during the winter and go outside for PE in the Summer. Each year group completes units of work on:

- Games
- Gymnastics
- Dance
- Athletics
- KS2 pupils go swimming at Moulton College pool where they learn to swim and/or develop their stroke technique

As part of the PE curriculum the children take part in Intra school events within their houses, and also take part in a range of Inter school events including festivals and competitions.

#### **Reading:**

Reading is taught by Class teachers, as discrete group Guided Reading lessons, 1:1 reading sessions and through Topic work. We follow the New National Curriculum and use this as a basis for our planning. Staff are encouraged to supplement this with Project X, Code X, Letters and Sounds, Oxford Reading Tree and Look Read Write Inc. programmes as appropriate.

In reading there are strong cross-curricular links explored through all other areas of the curriculum and pupils are encouraged to read their own written work out loud, share researched notes and present end of unit work to their peers. Our Reception pupils start learning to read using the Oxford Reading Tree scheme and as they progress with their reading a wide range of material is introduced. When able to, pupils are encouraged to choose their reading books from within a range of material of a similar level. Project X is a guided reading resource used across the school.

When appropriate pupils take home a book to read and share with their parents. This home support is valued by teachers, and parents are asked to acknowledge in their child's reading diary or planner the shared experience.

The library is an extremely valued resource in school and each pupil has the opportunity to take home a library book each week, following a library session where pupils are taught the skills of retrieving and using information.

Volunteer Readers and Reading Rangers are allocated to pupils who need more 1:1 support for reading so everyone pupil has the opportunity to enjoy reading and access a variety of reading material. Bertie Book Club is used by each year group every week to share and recommend books to their peers. This weekly session further develops enjoyment of books and gives pupils the opportunity to use the inferential and deductive skills they have developed in guided reading. Each year World Book Day is celebrated and favourite, new and up and coming authors are discussed.

### **Religious Education:**

We follow the county agreed syllabus for Northamptonshire. Pupils learn about a religion and from a religion. They make comparisons between religions and explore similarities, focusing also on "big questions" which make them think. There is lots of discussion and sharing of ideas.

Reception:

- Celebrations from around the world and different cultures

Key Stage 1:

- Y1 - Books and Stories in Christianity
- Y1 - People in Christianity (Jesus and St Francis)
- Y1 - Hinduism (Family Ties)
- Y2 - The Family in Judaism
- Y2 - The Torah – How does the Torah influence the lives of Jewish people?
- Y2 - Christianity – Questions about God

Key Stage 2:

- Y3 - The Church year
- Y3 - Easter (new life)
- Y3 - Jesus – an inspirational leader
- Y4 - Islam – keeping the 5 pillars
- Y4 - Christianity in Action
- Y4 - Values – what matters most to Christians and Humanists?
- Y5 - What can we learn from Hinduism?
- Y5 - Words of Wisdom – reflecting on Christian, Sikhism, and Muslim wisdom
- Y6 - Sikhism in Britain – What is important to a Sikh today?
- Y6 – Religions in our community – how can we build a more respectful Northamptonshire?
- Y6 – Beliefs and actions in the world: Can Christian Aid and Islamic Aid change the world?

**Science:**

Science is taught by Class teachers for approximately 2 hours per week in Key Stage 2 and in Key Stage 1 it is often taught as science mornings / afternoons or science days, but would generally equate to 1 hour per week. We follow the Snap Science Scheme as a basis for the majority of our planning which is supplemented by teacher resources and ideas.

In Science there are strong cross curricular links explored with maths, geography and other topic links. Visits to various places, including the National Space Centre in Leicestershire enhance the provision.

**Writing:**

Writing is taught by Class teachers, both as discrete lessons and through Topic work, for approximately 5 hours per week. We follow the National Curriculum Programmes of Study including for Grammar, punctuation and spelling which is taught as an integral part of writing and also as a discrete subject. Teachers are encouraged to supplement this with Talk for writing techniques and resources, some Training Space resources and pedagogy and the use of Drama for Writing. In writing there are strong cross-curricular links explored through all other areas of the curriculum.

Anthologies are provided for pupils to practise writing at home, as well as being used to set homework tasks.

Writing is celebrated weekly in a writing showcase assembly where pupils share their successful writing with the school. Writing competitions are set, for all year groups to encourage pupils to write for a purpose and audience.

Throughout the year, visiting Theatre groups and workshops are organised to support writing and speaking and listening, encouraging pupils to write for a purpose and enthusing and motivating them to do so.