



## Curriculum Policy

Name of school: Bexton Primary School

Date of review: Autumn 2021

New review date: Autumn 2023



### Introduction

The curriculum at Bexton is all of the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the statutory requirements of the National Curriculum but also the wide range of extra-curricular activities that the school organises in order to enrich the children's experiences. It also includes the 'hidden curriculum', through which the children learn from the way they are treated and expected to behave.

At Bexton we support children to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential. Through our curriculum we aim to help children develop intrinsic values which will allow them to be successful and happy people. Our curriculum also empowers children with a rich knowledge base that will help them be successful in the future.

At Bexton we plan our curriculum in order to promote learning, personal growth and development. We also place a high priority on planning engaging and authentic learning opportunities so that all children enjoy their learning and have the opportunity to develop their individual skills.

We measure the success of our curriculum against these key aims:

<i>The curriculum acts as a vehicle for building what it is children need to know, but also a tool with which they can better shape their school experience, their relationships with others and the future world they will inhabit.</i>		
<b>Hand</b>  <i>Use real life learning experiences</i>	<b>Heart</b>  <i>Encourage a love of learning</i>	<b>Head</b>  <i>Enriching memorable moments</i>
The curriculum offers the child the right to experience, develop and practice creativity as an entitlement. Creativity extends beyond the artistic sense and allows for development of fluency of knowledge and ideas through <b>experimentation, connection and play</b> .	The curriculum enables children to develop <b>empathy</b> with other points of view and perspectives. They will use that empathy to move into action to improve the lives of others.	The curriculum is clear about <b>what the children will know</b> (propositional knowledge) and will be <b>able to do</b> (procedural knowledge). It is ambitious & covers the National Curriculum.
The curriculum will utilise use big questions, dilemma-based scenarios, stories and drama to take learning from the hypothetical into the <b>real and relevant</b> .	Teachers will <b>personalise</b> the key knowledge that children need to know, to deliver the learning in ways that <b>engage, motivate</b> and <b>inspire</b> children in issues they are passionate about. Teachers will be given time together to plan <b>quality</b> learning experiences, to inspire ideas and to evaluate the impact on children's learning.	The curriculum is planned so that it builds a <b>progressive</b> understanding of ideas, key concepts, chronology and themes.
The curriculum endeavors to <b>involve</b> the community, to <b>utilising the skills</b> and knowledge in the local community and parent body. The curriculum enables children to <b>make a difference</b> in their local and wider community.	The curriculum also acts compassionately towards all children, it is <b>inclusive</b> and <b>celebrates diversity</b> .	The curriculum will allow for natural links between subjects, <b>connecting learning</b> within and across domains of knowledge. It then can strengthen & deepen children's learning experiences.

## **Ethical Enterprise**

We follow the National Curriculum and enhance the curriculum through a unique initiative called Ethical Enterprise, allowing us to personalise the curriculum to meet the needs of our children. Each year we select three key charities, through which we can educate children about local, national and global issues that are relevant to their lives and our community. We hope the experiences children have through this initiative help them to be kind and understand the world they live in in a deeper way.

## **Learning Without Limits (LWL)**

We are currently working with our trust schools on a research project called 'Learning Without Limits' which is focused around using evidence into the very best teaching methods. Our aim with this project is to ensure all children make the very best progress and that no limits are put on children which in turn, helps them achieve their potential.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- SEND Policy

## **Curriculum Roles and Responsibilities**

The Head teacher has the responsibility for the overall leadership of the curriculum and is supported in this role as follows;

- The deputy head co-ordinates the work of subject leaders, ensures that the curriculum has progression and appropriate coverage and monitors children's progress in all subjects
- There are TLR posts led by middle leaders to develop and drive key areas of the curriculum, these are currently English, maths, SEND, Learning Without Limits and Outdoor Play and Learning (OPAL).

## **The role of Subject leaders in leading their subject**

Subject leaders have a key role in developing and improving standards in their subject areas. Subject leaders have key responsibilities which include:

- Providing strategic leadership in their subject
- Responsibility for liaising with class teachers over the content and delivery of units of work
- Ensuring the curriculum is inclusive and accessible to all
- Evaluating and monitoring standards in their areas of learning by scrutinising work produced in their subject

- Liaising with the senior leadership team, sharing information about quality of teaching and outcomes in their subject and plans for improvements
- Monitoring the attainment and progress of all children in their subject area
- Keeping up to date with any developments or changes within their subject and ensure class teachers are given timely information or professional development
- Looking for and signposting to teachers any quality educational resources in their subject area
- Sharing examples of excellent practice
- Ensuring any policies needed for their subject are up to date and disseminated to staff
- Supporting staff, especially newly qualified teachers, to develop knowledge and skills in their subject
- Keeping parents up to date with relevant information in their subject area through newsletter articles

### **The role of the SENCO**

- Collaborating with the head teacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### **The role of class teachers in delivering the curriculum**

- Class teachers develop their short term, medium term and long term plans based around skills & knowledge coverage planned for their year group based on the National Curriculum
- Class teachers will develop lessons that develop relevant, authentic, engaging learning experiences
- Ensure that their lessons are inclusive and accessible to all.
- Class teachers will plan collaboratively to ensure parity across the year group.
- Class teachers will follow any agreed policies or guidelines regarding the teaching of subjects in the school's curriculum
- Class teachers will plan lessons that meet the needs of all the children in their class for all areas of the curriculum
- Class teachers will seek to find out what the children already know when planning different areas of the curriculum
- Class teachers will report to parents on the progress and attainment of children in their class in line with school policy

English, Maths and links to the Ethical Enterprise Initiative are held on long, medium and short term plans. The curriculum in the Early Years is separately planned as it is not part of the National Curriculum. For more information about this please see the Early Years policy.

### **The role of the Governing Body in monitoring teaching of the curriculum**

The Governors monitor the impact of the curriculum at committee level and at Full Governing Body meetings, through the termly Head Teacher's report and reports to the committees. Many areas of the curriculum have 'link' governors and they meet regularly with subject leaders to monitor standards and outcomes across the curriculum. Governors should ensure they read and follow guidelines in the Visitors Policy and Governor Handbook.

## How our curriculum is delivered:

There is a clear plan throughout the year ensuring a balanced approach to all subjects and specific events. Within each term there will be focus on that term's Ethical Enterprise charity and some lessons will be linked to the charity.



There will also be themed days or projects that will create 'authentic experiences linked to a specific area of the curriculum. These events cause great excitement and wonder in our children and make a big impact with the children. Recent examples of whole school events are a Great Science Share, a 'Mother Tongue Languages Day' and 'Refugee Week'.

## Specific Curriculum Areas

### English

English is taught every day and will consist of one or more of the elements below;

### Reading

Children in reception do mainly 1:1 reading sessions and Year 1 and Year 2 do small group reading sessions in groups, building up to some whole class reading as they move through Year 2. Year 3 continues with some small group sessions and a gradual increase of whole class reading sessions. By Year 4 most children are taught reading through whole class sessions.

In reception and KS1 the children access a variety of fiction and non-fiction texts as well as those purely aimed at reinforcing their phonics. In Year 3 the children continue to have a selection of banded books and are gradually introduced to books that have been grouped into the accelerated reader number ranges which continues up to Year 6. Each term children sit an online reading assessment called 'Star Reading' which gives them the number range they can choose books from. Class teachers also carefully monitor the children's reading diet and support them in accessing books to engage and develop their reading. Class teachers keep careful records of children's reading through a home-school diary and a class record in KS2.

We use of the 'Hooked on Books' programme across the school to teach skills to develop children's comprehension of texts. This will be progressive across the school. It includes:

- 'Book Talk' is where children read aloud to a group and explore ideas. Their talk scaffolds and structures children's thinking and deepens their understanding. In the session children are given three in-depth questions from a 'Reading Rainbow' to answer orally with their partner/group. One or two children report back to the class and the quality of the answer is discussed.
- 'Whole class text' is where a high quality text is shared with the whole class. This can be a mixture of narratives, non-fiction and poems. The teacher will model and share ideas from a sentence, developing children's understanding of the meaning.
- 'Demonstration Comprehension' is where the teacher models the answers to questions, again from the 'Reading Rainbow' in response to a piece of text. Children then independently apply their understanding by answering questions related to the text.

Children are also regularly provided with the chance to practise comprehension test technique questions. In KS2, children who require further support, read individually with an adult and/or as part of a small group. Children are also given the opportunity to read for pleasure and are encouraged to use the school library, the reading bus or bring books from home, to enjoy silently by themselves.

## Phonics/ spelling

We use the Floppy's Phonics programme to teach phonics. Floppy's Phonics is a rigorous, systematic phonics teaching programme for early reading and writing success. We start the programme in EYFS (nursery & reception) and teach daily lessons across key stage 1. During the lessons the children use online interactive resources, workbooks and reading books. Please see the Floppy's Phonics page on our school website for more information.

In KS2 Spelling we currently use the Jane Considine Spelling Rainbow to support children's progression in spelling. There are daily spelling sessions in all KS2 classes.

Vocabulary is taught explicitly in KS2. This varies from topic and science related words used more in writing than in speech (Tier 2). Children are encouraged to use the words they have learned in their writing too.

## Writing

Writing lessons are linked to a class text, poetry, film clips or a wider curriculum topic. We use Jane Considine Write Stuff materials to support teacher's planning. Teachers choose from a variety of fiction, non-fiction and poetry plans, ensuring that we cover all the objectives from the National Curriculum. Teachers can also plan their own units of work, using the structure of the example unit plans. Books are chosen that challenge and inspire the children's writing. Teachers plan writing opportunities inspired by texts and will regularly use examples from the text to model writing. Writing lessons will also include activities to give children experiences to write about, opportunities to plan their writing, teachers modelling writing with a sentence stacking approach, ensuring writing of a higher standard and time for children to evaluate and improve their writing.

English skills are continually assessed by teachers observing children in lessons. A standardised test is used each term to support the assessment of reading. Termly, teachers meet to moderate writing standards across their year groups and look at the next steps for their classes. There are also annual trust moderation sessions for every year group, led by official moderators.

## Mathematics

Children will have a mathematics lesson every day. We follow the 'White Rose' scheme of work for maths and supplement this with other resources to support teaching. Children are given longer to master skills in number and place value, addition and subtraction, multiplication and division, fractions (including decimals and percentages), geometry, statistics, ratio and proportion. At Bexton we put a strong focus on children being fluent in all of these areas so that they have a good knowledge base for applying these skills in problem solving and reasoning tasks. To further embed skills there is a morning maths session (each morning as the children arrive at school) which will consolidate skills from previous weeks.

In Reception, Year 1 and Year 2 classes have an addition maths session per day called 'mastering number.' These sessions aim to secure firm foundations in the development of good number sense for all children so that they have mastered fluency in calculation and a confidence and flexibility with number.

Maths skills are assessed by teachers in lessons and through a mixture of standardised and paper based tests. Teachers input their judgements each term into Insight Tracking.



## Science

The science curriculum is broken into two strands; working scientifically and scientific knowledge. Working scientifically includes observing over time, noticing patterns, grouping and classifying, carrying out fair tests and finding out things using secondary sources of information. The areas of science children will learn about during their time at Bexton is:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Seasonal Changes	Everyday Materials	Everyday Materials	Plants	Animals Including humans	Animals Including humans
Year 2	Uses of Everyday Materials	Uses of Everyday Materials	Living Things and Their Life Cycles	Living Things and Their Life Cycles	Plants and Animals including humans	Plants and Animals including humans
Year 3	Rocks & Fossils	Forces & Magnets	Plants & Animals	Plants & Animals	Light	Light
Year 4	Animals, including humans	Plants & Animals	Sound	Solids, Liquids & Gases	Electricity	Plants & Animals
Year 5	Plants & Animals	Properties & Changes of Materials	Earth & Space	Forces	Properties & Changes of Materials	Properties & Changes of Materials
Year 6	Light	Electricity	Animals, including Humans	Living things and their habitats	Evolution & Adaptation	Animals, including Humans

The progression of learning through a unit of work is broken down into a knowledge organiser which sets out the key information the children will learn during a half term. Children will also learn about a diverse range of scientists. Science is assessed through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## Physical Education (PE)

Children have two PE sessions per week. This will include an outdoor and an indoor session. Most PE sessions are taught by the class teacher. Teachers use Twinkl Move to support the planning and delivery of physical education.



Last year and this year we taught swimming skills to all children in KS2 with a pop-up swimming pool which is on site for two weeks in the summer term. Children are also encouraged to take part in extra-curricular

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Gymnastics – Jumping Jacks & Rock 'N Roll	Dance – Dance 'til You Drop	Ball Skills	Dance - Dinosaurs	Gymnastics – Gym in the Jungle	Games – The Olympics
Year 1	Multi-skills – Throwing and catching Gymnastics - Animals	Invasion Games – At the Fair Dance – Starry Skies	Attacking & Defending Circuit Training	Multi-skills: Bat & Ball Dance – The Seasons	Multi-skills: Running & Jumping Gymnastics – Traditional tales	Multi-skills: Sports Day Yoga – Salute to the Sun
Year 2	Multi-skills – Throwing and Catching Gymnastics – Landscapes and Cities	Invasion Games Dance – Gunpowder Plot	Attacking & Defending Circuit Training	Multi-skills: Bat & Ball Dance - Plants	Multi-skills: Target Games Gymnastics – Under the Sea	Animal Olympics Dance - Toys
Year 3	Outdoor Adventurous Activities* Gymnastics - Movement	Invasion Games - Fundamentals Dodgeball	Football Circuit Training	Net & Wall Games - Fundamentals Dance - Romans	Striking & Fielding: Fundamentals Gymnastics - Shape	Athletics Dance – Rainforest Dance
Year 4	Outdoor Adventurous Activities* Gymnastics - Movement	Invasion Games – Tag Rugby Dance – Carnival of the Animals	Invasion Games - Hockey Circuit Training	Net & Wall Games - Volleyball Dance - Water	Striking & Fielding Games: Cricket Gymnastics – Space	Athletics Dance – Extreme Earth
Year 5	Outdoor Adventurous Activities* Gymnastics – Rivers and Mountains	Invasion Games - Lacrosse Dance - Electricity	Invasion Games - Basketball Circuit Training	Net & Wall Games - Tennis Gymnastics – Ancient Egypt	Striking & Fielding Games: Rounders Dance – Eco Dance	Athletics Invasion Games – Handball
Year 6	Outdoor Adventurous Activities* Gymnastics – Movement I	Invasion Games Dance – World War II	Invasion Games - Netball Circuit Training	Striking & Fielding Games Gymnastics – Movement II	Athletics Dance Through the Decades	Golf Leadership in PE

\*Also completed during Year 5 residential

sporting events, including competitive competitions with local schools. Teachers assess children's PE skills through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## History

Teachers follow the school's own scheme of work for history lessons and the following units of work are taught. The progression of learning through a unit of work is broken down into a knowledge organiser which sets out the key information the children will learn during a half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		The Gunpowder Plot- Guy Fawkes		Toys from the past	Traditions from the past- celebrations e.g. May Day holidays)	
Year 2	Great Fire of London		Air travel/ exploration- Amelia Earhart and Neil Armstrong		Nurturing Nurses- Florence Nightingale, Mary Seacole and Edith Cavell	
Year 3	Stone Age to Iron Age		The Romans			Explorers from the past- Ibn Battuta, Christopher Columbus, Captain Scott, Ann Bancroft, David Attenborough
Year 4		Anglo-Saxons	The Vikings			King Canute- local link
Year 5		Mayans		Ancient Egyptians		Crime and Punishment through years (Highwayman Higgins- local link)
Year 6		Victorians	Ancient Greeks			

Teachers assess history through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## Geography

Teachers follow the school's own geography scheme of work to ensure coverage of age appropriate skills in geography lessons. Children will be taught a balance of skills and knowledge in geography, e.g. fieldwork skills including using maps, atlases, globes or digital/ computer mapping and being able to use a compass. As well as this, children will engage in measuring and observing physical features along with studying the impact humans make on the geography of the planet. Children will also be taught about different locations and places throughout the world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our School Other schools in Knutsford Compare to a school in a non-European country		What's it like living in Knutsford? Compare to a town with contrasting features, e.g. Skipton/Castleton			Holidays Focus on coastline of Great Britain and compare to coastline holidays in a non-European country (Australia) –visit to a beach
Year 2		UK Cities Comparison of London & Manchester		Explorers Seven Continents and Five Oceans		Africa/ Safari
Year 3		Land use linked to Stone Age & Skara Brae	The UK & Italy- link to a Romans	Extreme Earth-link to Roman Topic- volcanoes, Pompeii	Rainforests- link with science Compare school woods, Delamere Forest and Tropical rainforests	
Year 4	Scandinavian Europe -emphasis on Denmark, Norway and Sweden			Settlement- compare settlement in Jorvik with York today	Mountains	
Year 5	Mexico		Rivers- physical and human geography- compare the River Lily and the River Nile		Anglesey- link with field trip to Conway. Compare Conway to Tatton Park.	
Year 6	Manchester/ Liverpool Trade & Economy					Knutsford local study Trade/shops/markets/ enterprise

Teachers assess history through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## Design & Technology (DT)

Teachers use Kapow as a scheme to support their planning and delivery of Design and Technology. In DT lessons children are taught to design, make and evaluate. They are taught skills in cooking and nutrition, construction, mechanics and electronics and investigate how different materials fit together to make models.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Food: Fruit & Vegetables	Structures: Constructing Windmills	Mechanisms: Moving story book	Mechanisms: Wheels & axles	Textiles: Puppets	Whole school project & exhibition
Year 2	Mechanisms: Fairground wheel	Food: a balanced diet	Structures: Baby bear's chair	Textiles: Pouches	Mechanisms: Moving monster	
Year 3	Textiles: cushions	Structures: Constructing a castle	Food: Eating seasonally	Digital world: Electronic charm	Mechanical system: Pneumatic toys	
Year 4	Mechanical systems: making a slingshot car	Textiles: Fastenings	Structures: Pavilions	Food: Adapting a recipe	Electrical systems: Torches	
Year 5	Food: what could be healthier?	Electrical systems: electronic greeting cards	Mechanical systems: making a pop-up book	Digital world monitoring devices	Structures: bridges	
Year 6	Structures: playgrounds	Mechanical systems: automata toys	Electrical systems: steady hand game	Digital world: Navigating the world	Food: Come dine with me	

Teachers assess design & technology through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## Computing

Teachers follow the Kapow scheme of work to teach the computing curriculum. This is broken into:

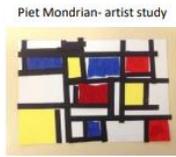
- Computer science- learning about hardware, networks and representation, computational thinking and programming
- Information technology- learning how to using software, internet searches, data and wider use of technology.
- Digital literacy- learning about logging in and out of accounts, creating strong passwords, staying safe online, knowing what to do when something online makes them upset or uncomfortable, knowing what information to share and what information is trustworthy.

Online safety lessons to be taught throughout the year in addition to the units below.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Using a computer	Internet Safety Day	All about instructions	Programming Bee-Bots	Introduction to data
Year 1	Improving mouse skills		Internet Safety Day	Algorithms unplugged	Bee Bot/ Virtual Bee-Bot	Introduction to data
Year 2	What is a computer?	Word Processing	Internet Safety Day	Algorithms and debugging		International space station
Year 3	Networks and the internet	Programming Scratch	Internet Safety Day	Journey inside a computer	Video trailers	
Year 4	Collaborative learning	Further coding with Scratch	Internet Safety Day	HTML	Computational thinking	
Year 5	Search engines		Internet Safety Day	Programming music	Mars Rover 1	Stop Motion Animation
Year 6	Bletchley Park	Intro to Python	Internet Safety Day	Big Data 1		History of computing

Teachers assess computing through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## Art

Teachers follow the school's own scheme of work for art. In art lessons children are taught to develop their ideas through exploration and experimentation in their sketchbooks. They are taught skills in painting, collage, sculpture, drawing, textiles and printing. They also learn about and take inspiration from great (classical and modern) artists and designers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Observational drawings- We are all different 	Self-portraits- We are all different! (Watercolour) 	Houses & Homes- My Dream Home 	Piet Mondrian- artist study 	Monet- artist study A landscape using finger painting for pointillism technique linked to holidays. (Horizon line with background and foreground) 	Andy Goldsworthy (Nature Collages) 
	See drawing skills	See painting skills	See collage skills	See drawing and painting skills	See drawing and painting skills	See 3D skills
Year 2	Charcoal cityscapes- Lowry 	Painting in the style of Seurat- London/ Manchester Landmarks and 3D Tudor Houses 	Matisse Artist Study- linked to Oceans and Blue Planet trip 	Space collage and printing 	Self-portraits ink and wax 	African safari sunsets inspired by African batiks 
	See drawing skills	See sculpture and painting skills	See collage and painting skills	See collage skill	See sculpture skills	See painting and printing skills.
Year 3	Stone Age- charcoal drawings 	Giacometti Sculptures (hunter gatherers) 	Roman linked pottery 	Roman Press-Printing 	Kandinsky artist study linked to music 	Rainforest collage 
	See drawing skills	See 3D skills	See 3D skills	See Printing skills	See painting skills	See collage skills
Year 4	Self-portraits artist study Klee 	Anglo-Saxon Crosses 	Viking Weaving 	Geometric Art inspired by Klee 	Mountain Collages 	Drawing portraits 
	See painting skills	See 3D skills	See textile skills	See drawing skills	See collage skills	See drawing skills
Year 5	Mexican Folk Mirrors 	Ancient Maya Art – celebration, masks 	Ancient Egyptian Masks 	Conway Batik- Mola Artist Study 	Freda Kahlo artist study 	Picasso Self Portraits 
	See 3D and painting skills	See 3D skills	See 3D skills	See textile skills	See painting skills and collage (flowers)	See drawing and painting skills
Year 6	Charcoal landscapes as inspired Liz Atkin 	Vincent Van Gogh artist study 	Ancient Greek Pottery 	William Morris block prints 		Landscapes of Tatton Park (Hockney colour study) 
	See drawing skills	See painting skills	See 3D skills	See printing skills		See drawing and painting skills

Teachers assess art through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.



## Music

Teachers follow the Charanga scheme of work to support them in delivering music lessons. Children are taught to listen and appraise music and to perform and share their musical skills. In both Key stage 1 and 2 this is done through whole class musical activities and in addition, in Key stage 2, children learn to play the recorder, the violin and the ukulele. Some music lessons are taught by specialist music teachers. Children also learn about a wide variety of musicians and composers.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories <i>Composer- Pyotr Ilyich Tchaikovsky</i> <i>Focus piece- The Nutcracker (linked to Christmas and toys)</i>	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Introducing Beat <i>Composer- Sergei Prokofiev (link to traditional tale)</i> <i>Focus piece- Peter &amp; the Wolf</i>	Adding Rhythm & Pitch	Introducing Tempo & Dynamics	Combining Pulse, Rhythm & Pitch	Having Fun with Improvisation	Explore Sound and Create a Story
Year 2	Exploring Simple Patterns	Focus on Dynamics & Tempo	Exploring Feelings Through Music	Inventing a Musical Story <i>Composer- Gustav Holst</i> <i>Focus piece- The Planets</i>	Music that Makes You Dance	Exploring Improvisation
Year 3	Developing Notation Skills	Enjoying Improvisation	Glockenspiels 1	Sharing Musical Experiences	Recorders <i>Composer- Antonio Vivaldi</i> <i>Focus piece- The Four Seasons</i>	Recorders
Year 4	Interesting Time Signatures	Combining Elements to Make Music	Glockenspiels 2	Creating Simple Melodies Together	Violins <i>Composer- Hans Zimmer</i> <i>Focus piece- Earth</i>	Violins
Year 5	Getting Started with Music Tech	Emotions & Musical Styles	Exploring Key & Time Signatures	Introducing Chords	Ukuleles <i>Composer- Paul Mealar</i> <i>Focus piece- Song of the Ocean</i>	Ukuleles
Year 6	Developing Melodic Phrases	Understanding Structure & Form	Gaining Confidence Through Performance	Exploring Notation Further	Using Chords & Structure	Identifying Important Musical Elements <i>Composer- Anna Meredith- link to performance skills</i> <i>Focus piece- Connect It</i>

Teachers assess music through observations and teacher assessment against subject end points found in the scheme of work and the medium term plans.

## Modern Foreign Languages (KS2)

We follow the Language Angel's scheme of work for our MFL lessons. Children receive French lessons throughout KS2.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>AUTUMN TERM</b>				
<b>Half term 1</b>	Phonetics Lesson 1 (C) and I'm learning French (E)	Phonetics Lesson 1 (C) and Presenting Myself (I)	Phonetics Lesson 1 (C) and Do you have a pet? (I)	Phonetics Lesson 1 (C) and At school (P)
<b>Half term 2</b>	Phonetics Lesson 2 (C) Seasons (E)	Phonetics Lesson 2 (C) Family (I)	Phonetics Lesson 2 (C) What is the date? (I)	Phonetics Lesson 2 (C) Regular verbs (P)
<b>SPRING TERM</b>				
<b>Half term 1</b>	Phonetics Lesson 3 (C) Musical Instruments (E)	Phonetics Lesson 3 (C) Goldilocks (I)	Phonetics Lesson 3 (C) The weather (I)	Phonetics Lesson 3 (C) The weekend (P)
<b>Half term 2</b>	Phonetics Lesson 4 (C) Fruits (E)	Phonetics Lesson 4 (C) Habitats (I)	Phonetics Lesson 4 (C) At the café (I)	Phonetics Lesson 4 (C) Planets (P)
<b>SUMMER TERM</b>				
<b>Half term 1</b>	Ice-creams (E)	Classroom (I)	Olympics (I)	Healthy Lifestyle (P)
<b>Half term 2</b>	Little Red Riding Hood (E)	My Home (I)	Clothes (I)	Me in the world (P)

## Religious Education (RE)

The school follows Cheshire East policies for teaching RE. From reception children are taught about a wide range of beliefs, teachings, practices and values. In reception, Year 1 and Year 2 children will learn mainly learn about Christianity and Judaism. In key stage 2 Islam, Sikhism and Hinduism are also introduced. Visitors from local churches come into talk to the children and children visit local churches. In key stage 2 all children take part in a Christmas service at St Johns church in Knutsford to which parents and grandparents are invited.

## Personal, social, health and economic education (PSHE)

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed. The school uses 'Jigsaw' to plan and teach the PSHE curriculum. Jigsaw is a mindful approach to PSHE in a comprehensive scheme of learning. There is a lesson each week, which helps the teachers to focus on tailoring the lessons to their children's needs, enjoy building the relationship with their class and get to know them better as unique human beings. Topics covered within Jigsaw are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

**Monitoring and review**

This policy is reviewed every two years by the headteacher and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

This policy is due to be renewed September 2023.