



Chelmondiston C of E Primary School Learning and Teaching Curriculum Statement



Learning and Teaching Curriculum Statement

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Signature of Chair of Governors	
Date Approved	
Review Date	

Chelmondiston Church of England Primary School

Intent statement

At Chelmondiston C of E Primary School our curriculum provides the opportunities needed for every child to achieve our Vision and Aims for the pupils. They will be taught how to **learn effectively** and **be aspirational life-long learners**. This includes knowing how to maintain their own physical, emotional and mental health to develop this **resilience** in a **nurturing environment underpinned by Christian values**. They will learn about **equality** throughout the subjects and about how to develop their own views and voices and to become **courageous advocates**. The Christian ethos will enable them to learn how to be **caring** towards others and **understand differences**. They will know that **all people should be equal** and realise the **positive impact** they can have in the community and in society with their actions and to achieve our aim for them to be **custodians of the ever changing wider world**.

During their time at Chelmondiston C of E school the children will...

Learn about themselves

- Physically
- Mentally
- Emotionally
- Spiritually

Developing their **confidence, enthusiasm and creativity**.

Learn about the world

- Culturally
- Historically
- Geographically
- Politically
- Environmentally

Developing **respect, appreciation and integrity**.

Learn what impact they can have in the world

- Personally
- Interpersonally
- Locally
- Globally
- Universally

Developing **cooperation and empathy**.

Implementation statement

Each subject has key themes which run through the curriculum. The children will meet these themes repeatedly as they move through the school, deepening their knowledge and understanding. The wealth of skills and knowledge will transfer across the different subject areas embedding their learning. Whilst the unique nature of each subject is valued, our curriculum has been created to build links within topics and to develop the children's understanding of their place in the diverse world they are growing up in.

We teach the majority of our curriculum through our termly topics which take historical, geographical or scientific themes as their starting point and often starting from a story (acknowledging research into humans learning best in this way). We ensure children's understanding and skills progress and develop by planning for each topic as a whole staff, led by subject leaders and senior leaders. Links are made wherever possible across the curriculum, with British Values, SMSC and bigger questions.

Having smaller and mixed-age classes we have a two, three or four year rolling long term plan which ensures that children meet every topic once during their time at school. Between classes in KS2 the chronology of history is sequential if possible. The different skills and learning needed specifically for each year group is systematically included and challenge is given so learning potential is not held back. The 'Big Ideas' in each subject reoccur throughout their time at school and this learning is displayed around them in class.

Our curriculum is designed not only to cover the National Curriculum but also to provoke curiosity about our locality and the wider world. We arrange visits, visitors and other wider opportunities to embed the children's learning. Pupils have opportunities to share their learning with each other, their parents and carers and other learners through sharing sessions, performances, competitions and other school links.

Our plans link to the National Curriculum objectives. We use these statements on Target Tracker, so we ensure we have practical coverage of the National Curriculum and it enables teachers to evaluate the application of skills, check understanding and inform further teaching. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too experience success.

In all year groups there are interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians and to be supported in becoming more resilient and understanding. Specialist teachers and instructors support music and physical education. There are further opportunities with after school clubs and events. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils with opportunities like Forest Schools. The children will leave our school having made positive progress within their academic development and where appropriate will have achieved age-related expectations.

Impact statement

Chelmondiston C of E Primary School pupils will be resilient, unique and courageous advocates of equality and learn respect for others. They will make a positive impact in their future work and their communities as lifelong learners and conscientious custodians of God's world.

Overview of the Learning and Teaching of Art and Design

Intent:

Our Art and Design curriculum aims to furnish children with the knowledge and experience of a range of creative techniques, and the opportunity to explore and refine these through their own creative expression. The children will explore and respond to a range of works from artists at a local, national and global level. They will interpret and reproduce their own versions of these works. Opportunities for self-expression and the acknowledgement and appreciation of the artistic expression of others are fundamental to our intent for this subject.

The 'Big Ideas':

The 'Big Ideas' in our Art and Design curriculum are: **techniques**, **exposure** and **self-expression**. These form an integral part of the development of skills and the learning of key concepts in this curriculum area.

Implementation:

Children have a variety of opportunities to learn and become proficient in different techniques, using a range of different media. This equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. These experiences become the vehicle for their creative expression, which they will learn to do with increasing confidence and competence.

Children are also introduced to the work of 'great artists', encouraging pupils to be inspired, think critically and develop a fuller understanding of art and design. They will develop a greater understanding of the links between art and design and the history, culture and creativity of our nation.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Art at the end of their cohort year.
- Children will develop knowledge about their focus artists for each unit of work.
- Children will develop an understanding of what being an 'artist' means.
- Children will have the opportunity to express themselves uniquely and creatively.
- Children will reflect critically on the creative expression of others.

Overview of the Learning and Teaching in Computing

Intent:

Our Computing curriculum aims to reflect the fact that computing and the use of computer technology has become a significant and largely unavoidable part of everyone's daily life. It is our aim that children are enabled to stay at the forefront of development and change in this area of modern life, inspired and excited about the potential and scope of all that the world of computing can offer. The curriculum is designed to increase the children's knowledge and understanding of technology and to develop the fundamental and transferable skills required to engage with technology not only in computing lessons, but across the curriculum and in their lives outside of school.

The 'Big Ideas':

The 'Big Ideas' in our Computing curriculum are: **computational thinking, creative problem-solving** and **safe, informed communication**. These form an integral part of the development of skills and the learning of key concepts in this curriculum area.

Implementation:

The Computing curriculum is built around the 'Switched on Computing' scheme and complimented by learning sequences from Barefoot Computing. These schemes provide children with the opportunity to learn how computers and computer systems work, to design and build programs, to develop their ideas using technology and create a range of content. As part of this, children learn 'computational thinking' and 'coding' which are essential skills for engaging with the digital world. By following the schemes mentioned, learning and teaching should facilitate progression through the core strands of digital literacy, information technology and computer science. All of this is underpinned by consistent and continual input on online safety so that children can learn to use computer technology safely, responsibly and respectfully.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Computing at the end of their cohort year. Children will be digitally literate and able to join the rest of the world on its digital platform.
- They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. They will understand the consequences of using the internet and be aware of how to keep themselves safe online.
- As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

Overview of the Learning and Teaching in Design and Technology

Intent:

Our Design and Technology curriculum enables children to understand how imagination, innovation, testing and refinement help to develop a product that is fit for purpose. Through exploration and critical appraisal of past and present design and technology, children will deepen their knowledge of some of the significant design innovations that we use and that benefit us in our daily lives.

The 'Big Ideas':

The 'Big Ideas' underpinning the Design and Technology curriculum in our school are: **purpose**, **problem-solving** and **evaluation**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

To ensure quality and rigour in the learning and teaching of skills in this subject, our Design and Technology curriculum is delivered using the Project on a Page planning resources. This resource provides practical suggestions for classroom organisation, tips for techniques and a comprehensive glossary of terms to facilitate pupils to use their creativity and imagination to design, make and appraise products that 'solve real and relevant problems with a variety of contexts.' Through learning in Design and Technology the children will have the opportunity to apply knowledge from across a range of other disciplines such as mathematics, science, computing and art. Through the evaluation of past and present design and technology, pupils will develop a critical understanding of its impact on daily life and the wider world.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Design and Technology at the end of their cohort year.
- As designers children will develop skills and attributes they can use beyond school and into adulthood.
- Children will understand the principles of nutrition and learn how to cook simple recipes.

Overview of the Learning and Teaching in EYFS

Intent:

Our EYFS curriculum is designed to give children a solid understanding of themselves, others and the world around them. The children will access this learning through both independent and adult led activities. The children will develop the skills necessary to make them lifelong learners.

The 'Big Ideas':

The 'Big Ideas' underpinning our EYFS curriculum are: **independence, curiosity and communication.**

Implementation:

To ensure our children are given a range of learning opportunities our Early Years curriculum is taught through a combination of independent, individual and group led explorative activities alongside access to continuous learning provision throughout the school day. The curriculum allows for a variety of engaging topics which are complimented by trips, visitors and local walks. Each topic also has a dedicated high-quality text which is accessed through the CLPE scheme. The children's learning is recorded using online learning journeys which is complimented by paper learning journeys for written work.

Impact:

Our intended impact is that:

- Children will achieve Early Learning Goals in the EYFS Curriculum at the end of their cohort year.
- Children will achieve GLD in the EYFS Curriculum at the end of their cohort year.
- The EYFS Curriculum gives the children a broad range of knowledge and skills that provide the right foundation for good future progress through the school and life.

Overview of the Learning and Teaching in French

Intent:

Our French curriculum is designed to build pupils' confidence and competence in communicating in French. Rich, authentic language experiences provoke interest and curiosity, while deepening pupils' cultural understanding of the world. Our French curriculum lays the foundation for children to continue with language learning in the future.

The 'Big Ideas':

The 'Big Ideas' in our French curriculum are **confident communication, curiosity and cultural awareness**. The curriculum reflects our school vision 'Love other people...as we love ourselves' as the pupils are given the opportunity to learn about the lives of people from other cultures and in particular those living in France and to make connections to their own lives.

Implementation:

At Chelmondiston C of E Primary School we have designed the French curriculum to enable pupils to develop the confidence to express themselves in the target language and to understand and respond to speakers of the target language, both in speech and in writing. Learning and teaching is sequenced using the DMAT scheme of work, a bespoke scheme that secures progression by putting grammar at the heart of learning. As each unit builds specifically on the grammar learning of the previous unit, children are enabled to continue to build meaningfully and practically on their acquired knowledge and skills, applying these to new contexts and becoming progressively more fluent with each year in KS2. Children's learning in French is further enriched by authentic experiences of the French language through which we aim to maximise curiosity and engagement. These include using French fiction and non-fiction books, exploring information texts in French that align with learning in other curriculum subjects and corresponding with our partner school in Nord pas du Calais.

Impact:

Our intended impact is that:

- To develop curiosity and appreciation for language learning, including their mother tongue.
- To provide a low threat, enjoyable introduction to another language.
- To encourage confidence and resilience.
- To develop an awareness of the structure of language (that structure is necessary to support ease of communication and that structure varies across languages).
- To provide an opportunity to explore similarities and difference between cultures, starting from the premise of respect and appreciation.
- To develop listening, speaking, reading and writing skills.
- To lay the foundations for future language learning.

Overview of the Learning and Teaching in Geography

Intent:

Our Geography curriculum enables pupils to explore the relationship between the Earth and its people through the study of place, space and environment. Using the local environment as a starting point, pupils explore, through first-hand experience, the human and physical processes at work around them and compare these to learning about other countries and cultures beyond their own environment. As a small village school, we encourage our pupils to be outward-looking and curious about the world beyond the peninsula and Suffolk. By learning about diverse cultures from around the world and comparing life in these places to their own, pupils develop their understanding of the complexities and richness of life on Earth. Against the backdrop of our curriculum intent as a whole, we strive also to teach our pupils about sustainability and the importance of caring for the environment so that they may become 'custodians of the ever changing wider world'.

The 'Big Ideas':

The 'Big Ideas' in our Geography curriculum are **location**, **interpretation** and **comparison**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum. The curriculum reflects our school vision 'Love other people...as we love ourselves' as the pupils are given the opportunity to learn about the lives of people from other cultures and to appreciate and celebrate the diversity of human experience on a global scale.

Implementation:

Geography learning and teaching is planned to link closely with learning in History, giving further meaning and depth to knowledge acquired in these curriculum areas. The acquisition of key vocabulary for the unit is central to learning and enables pupils to talk more knowledgeably about the big ideas for this subject. Outdoor learning opportunities further enrich pupils' experiences of Geography, particularly by exploring and engaging with the local environment. First-hand experiences of their local area and the key human and physical features that characterise it, provide pupils with an excellent point of comparison when learning about other places in the wider world. Pupils will learn about the positive and negative impact humans can have on the world and they will be encouraged to take action, no matter how small, to affect positive change in their community and the wider world.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Geography at the end of their cohort year.
- Children will retain knowledge that is pertinent to geography with a real life context.
- Children will understand how geography 'happens' in their local area.
- Children will have a good understanding about the local, national and global 'world around them' and how it has been shaped.
- Children will be able to access a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Children will be able to communicate geographical information in a variety of ways including writing at length.

Overview of the Learning and Teaching in History

Intent:

Our History curriculum is designed to inspire and ignite pupils' curiosity about significant local, national and global events. We are dedicated to helping pupils understand how human beings behave by gaining insight into and critically examining the human condition and the ways in which past societies worked. By delving into the chronology of our past, we help pupils to respect and value the lives and experiences of people in the context of broader historical narratives.

Through the teaching of History, we will equip the children to ask perceptive questions, think critically, appraise evidence and develop perspective and judgment. We enhance pupil understanding about the challenges facing peoples of the world during different periods of history as well as educating them about the diversity of society and the innovation of change.

The 'Big Ideas':

The 'Big Ideas' in our History curriculum are: **chronology, innovation, significance and legacy**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

History learning and teaching takes place in the context of an overarching 'Topic' and has been mapped out to help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our aim is to inspire pupils' curiosity to know more about the past, equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. When Topic sessions have a History focus, this will be made explicit to pupils so that they can discern the difference between the disciplines of History and Geography.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in History at the end of their cohort year.
- Children will retain knowledge that is pertinent to History with a real life context.
- Children will understand how History 'happens' in their local area.
- Children will conduct investigations that help them to understand historical connections, contrasts and trends over time.
- Children will have a good understanding about the local, national and global 'world around them' and how it has been shaped.
- As historians children will learn lessons from history to influence the decisions they make in their lives in the future.

Overview of the Learning and Teaching in English

Intent:

Our English curriculum promotes and facilitates spoken and written fluency, ensuring that pupils have the skills and confidence to communicate their ideas and emotions in a variety of ways. Reading fuels development in all other aspects of language ability and skill. It enriches pupils culturally, emotionally, intellectually, socially and spiritually. Engagement with high quality contemporary and classic literature is integral to this endeavour. Through reading, pupils are able to acquire knowledge, make connections and further build on what they know. For pupils to engage fully in society, it is essential that they develop fluency in literacy. Fluency and confidence in written and spoken communication support the development of knowledge and skills across all other areas of the curriculum.

The 'Big Ideas':

The 'Big Ideas' in our English curriculum are: **fluency and comprehension, communication, expression and enrichment**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Learning and teaching across the English curriculum are delivered with the support of the following programmes and resources: Read Write Inc phonics, Read Write Inc Spelling, Penpals Handwriting, the *Power of Reading* teaching sequences (published by the CLPE) and the Accelerated Reader Software. English lessons are taught discretely and are planned as sequences of lessons based on 'expertly-chosen, quality children's books' that promote high levels of engagement with the text. A range of reading, writing and speaking/listening opportunities are provided over the course of a sequence of lessons that can last between two and five weeks. These sessions are complemented by small-group phonics sessions in KS1 (following the RWI programme), regular handwriting sessions (using the Penpals Handwriting scheme), additional spelling sessions (following the RWI spelling programme for KS2), focused grammar-based tasks and regular opportunities for sustained independent reading to foster fluency, stamina and enjoyment of reading. While a range of skills are developed outside of English lessons, careful planning and delivery ensure that they are applied and consolidated in the context of both English lessons and opportunities to write at length in other curriculum areas. Fluency, technical accuracy and creativity are key foci in all written and verbal communication.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Reading at the end of their cohort year.
- Children will develop fluency, stamina and pleasure in reading.
- Children will acquire a broad and enriched vocabulary.
- Children will leave Chelmondiston C of E Primary school with a level of reading fluency and skill that will equip them for the demands of secondary school learning and beyond.
- Children will achieve age-related expectations in Writing at the end of their cohort year.
- Children will learn about the difference between standard and non-standard English and tailor their use of both appropriately to match their audience both in speech and in writing.
- Children will learn to write fluently and skilfully for a range of purposes and audiences.
- Children will be inspired to engage with and produce written and spoken language that is technically accurate, purposeful and imaginative.
- Children will leave Chelmondiston C of E Primary school with a confident, fluent handwriting style and pace.

Overview of the Learning and Teaching in Mathematics

Intent:

For every child to develop a deep understanding of Mathematics, equipping them with the skills of calculation, reasoning and problem-solving that they can apply to their daily lives. Children will be taught how to **learn effectively**, finding all the ways to solve a problem and discussing the most efficient way, seeking and using systematic and logical approaches. Regular opportunities to seek challenges will enable children to work with their peers, develop confidence and problem-solve in real life contexts. They will build their resilience by working collaboratively and understanding our ethos that mistakes lead to deeper learning. To set them on their path to becoming **courageous advocates**, children will have the courage to use their reasoning skills to point out mistakes and challenge their peers.

The 'Big Ideas':

The 'Big Ideas' in our Mathematics curriculum are: **fluency, reasoning and problem-solving**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

We believe all children are Mathematicians. We aim to show them that Maths is an investigative subject with many practical applications and links to other areas of the curriculum. A Mastery Approach supports the development of learning for all pupils. It is expected that 'talk' plays a significant part in Maths lessons with children invited to explain their thinking and to prove it. This is encouraged verbally as well as in their written answers to reasoning and problem-solving questions. Teachers and Learning Support Assistants guide children's developing Maths knowledge and skills through careful questioning, enabling children to conjecture, explore and develop their mathematical thinking.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Maths at the end of their cohort year;
- Children will reason mathematically
- Children will be fluent in the fundamental areas of Maths
- Children will be able to solve problems and apply their knowledge
- Children will understand that it is ok to make mistakes – understanding that this is an important process in tackling a problem and developing as a learner
- Children will have a deep understanding of each area
- Children will understand and apply Maths strategies to other subjects / experiences in life (science, technology, engineering, financial and most forms of employment).

Overview of the Learning and Teaching in Music

Intent:

Our Music curriculum is designed to ignite passion for the potential of music as an art form and a means to connect with others through performance. Our pupils will be inspired by music from different traditions, cultures and countries, thus developing their understanding and appreciation of music from around the world. Skills progression is an integral part of our music curriculum. As pupils move through our school, they will deepen their understanding of how music is created, produced and performed through the inter-related dimensions of music. Carefully sequenced lessons enable pupils to build on prior learning and to become confident, reflective musicians who recognise that music can resonate emotionally with people and as such can make a positive impact on their lives.

The 'Big Ideas':

The 'Big Ideas' in our Music curriculum are: **engagement**, **appreciation** and **culture**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our Music curriculum is planned and delivered using the Kapow Primary Scheme of Work. This resource engages and inspires pupils to develop both a love of music and the skill and talent to develop as musicians. An emphasis on modelling and practical application ensures that pupils build the confidence to perform, the creativity to innovate on exemplar pieces and the motivation to compose their own material. Throughout the programme, children are encouraged to critically engage with music past and contemporary, share their preferences and to become familiar with a wide range of musicians and musical influences on a national and international level. Children will experience and use a range of musical instruments with a particular focus in Year 6 on becoming proficient at playing the ukulele. The profile of music is raised in a number of ways such as participation in the Young Voices festival of music, inviting musicians into school and by holding special celebration assemblies with a focus on musical accomplishment. Singing is also an integral part of collective worship in our school.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in music at the end of their cohort year.
- Children will retain knowledge that is pertinent to music.
- Children will have the opportunity to foster their instrumental flare and use this as a form of expression.
- Children will participate in wider musical activities.
- Opportunities for improved well-being and confidence will be increased.
- Children will gain wider audience performance experience.
- Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.

Overview of the Learning and Teaching in PSHE

Intent:

Our PSHE Curriculum has been designed to build social skills, foster emotional intelligence, promote an understanding of mental health and nurture children's relationships with themselves and others. This carefully sequenced programme of learning focuses on building resilience, confidence and self-esteem. By nurturing the whole self, and encouraging reflection and empathy, our curriculum helps pupils to develop a positive sense of self, to relate to others and respect difference and diversity. Through all of this, our pupils are encouraged to explore the positive contribution they can make to school life and the wider community.

The 'Big Ideas':

The 'Big Ideas' in our PSHE curriculum are: **respect**, **resilience** and **social-responsibility**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our PSHE lessons follow the JIGSAW scheme of work. The programme is divided into 6 puzzle pieces (Being me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me). These units are covered in this order by all of the children in the school at the same time, in an age-appropriate way, allowing for key themes to be explored and reinforced through whole-school assemblies. The Jigsaw programme has a clear focus on the principles of mindfulness and emotional literacy and as such each session includes 'Calm Me Time', opportunities to discuss thoughts and feelings and the chance to reflect at the end of the session. Relationships and Sex Education is also taught through the JIGSAW programme, which has been developed to meet the statutory expectations set out in the government guidelines effective from September 2020.

Impact:

Our intended impact is that:

- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national levels and behaviour will be good.
- Children will achieve age-related expectations across the wider curriculum.
- Children will develop positive and healthy relationships with their peers and learn how to nurture and maintain these.
- Children will understand the physical aspects involved in RSE at an age-appropriate level.
- Children will have respect for themselves and others.
- Children will develop a positive self-view, including a positive body image.

Overview of the Learning and Teaching in PE

Intent:

Our PE Curriculum is designed to enable children to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. We inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.

The 'Big Ideas':

The 'Big Ideas' in our PE curriculum are: **fair and inclusive play, resilient participation and health and fitness**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our PE curriculum is delivered largely by our team of professional sports coaches from 'Education Through Sport'. Through a programme of gymnastics, dance, games and athletics we encourage children to develop practical skills, physical confidence and the values of fair play and sportsmanship. The children are given the opportunity to develop and hone these skills and attitudes through PE lessons and put them to practical use through a variety of inter-school tournaments and after-school clubs. PE and Sport's Premium Funding is used to enhance the quality of teaching and provision in PE and to increase the opportunities for children to be active. A six-week programme of swimming is tuition is provided for all children from Reception to Year 6 – funded in part by the PE and Sport's Premium funding.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in PE.
- Children will demonstrate enjoyment and a sense of achievement in sporting activities.
- Children will seek additional sports-related extra-curricular activities both in school and externally.
- Children will participate fully and with growing confidence in PE lessons.
- Children will show a good understanding of healthy eating.
- Children will access the free fruit snack provided or bring their own fruit.
- Children's packed lunches indicate an awareness of healthy eating and a balanced diet.

Overview of the Learning and Teaching in RE

Intent:

Our RE Curriculum demonstrates the commitment we have to providing a breadth of experience and learning around the most prominent world religions. Children learn from and about the key concepts underpinning religion and in so doing come to a deeper understanding of the world and their place within it. They learn about Christianity and the ethos that underpins our practices as a Church School. They also develop their knowledge, understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures both locally and globally. Through exploration and enquiry, children are encouraged to ask questions about the world and reflect on their own beliefs, values and experiences.

The 'Big Ideas':

The 'Big Ideas' in our RE curriculum are: **explore, enquire and respect**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our RE curriculum is built around the Emmanuel Project Curriculum. This programme of study provides a comprehensive approach to learning about the key teachings and messages of Christianity, giving rise to a deeper understanding of the Christian way of life. Learning and teaching about Christianity becomes the firm foundation upon which all other learning about faith, belief and world religions is built. Children meet themes from Christianity, Islam and Hinduism every year, as well as meeting themes from Judaism, Sikhism and Buddhism every two years. They will also encounter Humanism or another non-religious world view during their time at school. In this way, the children engage with a wide variety of different faiths. This learning is complemented by visitors from different faith backgrounds and visits to other places of worship in our local area. Our school maintains very close links with St. Andrews Church and the Methodist Church, with whom we work closely throughout the year, sharing important celebrations and festivals in the Christian calendar.

Impact:

Our intended impact is that:

- Children will achieve age related expectations in RE at the end of their cohort year.
- Children will be able to express what they have learnt about a religion and from a religion.
- Children will be able to compare similarities and differences between different world faiths
- Children will have an understanding of how different faiths are intertwined with culture.
- Children will be able to draw comparisons between the beliefs of world faiths and our British Values
- Children will understand viewpoints of others and be able to adjust their own thinking in the light of others' opinions.
- Consider the thoughts and points of view of others including people beyond their own immediate contact.

Overview of the Learning and Teaching in Science

Intent:

Our Science Curriculum enables our children to develop their knowledge and understanding of themselves and the world around them. They will develop the skills associated with science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

The 'Big Ideas':

The 'Big Ideas' in our Science curriculum are: **investigation**, **exploration** and **observation**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our Science curriculum is planned to provide opportunities for investigation, both in the classroom in the outside learning environment. Forest Schools in a valuable vehicle for the exploration and observation of the natural world. Through discussion, first hand experiences and secondary sources of information, children will be enabled to relate science to their everyday lives and comment upon this using scientific language. The Science curriculum will support a deeper understanding of wider environmental issues.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Science at the end of their cohort year.
- Children will retain knowledge that is pertinent to Science with a real life context.
- Children will be able to question ideas and reflect on knowledge.
- Children will work collaboratively and practically to investigate and experiment.
- Children will be able to explain the process they have taken and be able to reason scientifically.