






# Our Curriculum Drivers in Action

	<p style="text-align: center;"><b>Community</b></p> 	<p style="text-align: center;"><b>Creative Thinkers</b></p> 	<p style="text-align: center;"><b>Confident and Resilient Learners</b></p> 
<p><b>Reading</b></p>	<p>Promote understanding of diversity and inclusion through the use of appropriate high-quality texts.</p> <p>Encourage children to take pride in class book corners and to care for the school books.</p> <p>Promote love of reading sessions with reading buddies from other year groups.</p> <p>Use key texts to enable children to develop their understanding of the world we live in.</p> <p>Visit the local library to share a love of reading.</p>	<p>Encourage children to use and apply their reading knowledge in everyday situations and across the wider curriculum.</p> <p>Inspire children's imagination through the use of high-quality texts.</p> <p>Encourage children to read a wide range of texts in order to increase vocabulary and foster wonder and interest.</p>	<p>Promote a love of reading for pleasure.</p> <p>Have high expectations of all learners, encouraging them to adopt a positive mind set and show resilience on their reading journey.</p> <p>Being able to share books with others, including those they recommend and justifying their opinions.</p>

<p><b>Writing</b></p>	<p>Children are exposed to books from other cultures during the Power of Reading units. Children will use these unit to create pieces of writing that teach them about the world around them.</p> <p>Themes explored in books include relationships, conflict etc.</p>	<p>Children are given opportunities to ask questions about the books they read. They show curiosity about the characters they learn about.</p> <p>Children learn new and ambitious vocabulary, which supports them to write creatively.</p> <p>Children learn about and write for various genres.</p>	<p>Children are given opportunities to perform in front of their peers, offering opportunities to build their confidence and self-esteem.</p> <p>During writing, children frequently proof-read their own writing and up-level their ideas. They respond to feedback and show determination to grow as writers.</p>
<p><b>Maths</b></p>	<p>Children know that maths can contribute to their success in school and the workplace and recognise the relevance of maths in the outside world.</p>	<p>We believe critical and creative thinking is something we cannot ignore if we want our students to be prepared for a world that is constantly changing. Not only does it equip them for the future, it promotes higher levels of student engagement, and makes mathematics more relevant and meaningful.</p> <p>Creative thinking goes beyond memorisation of facts to sense-making mathematics. Pupils are encouraged to connect the dots between concepts, solve problems, think creatively, and apply knowledge in new ways</p> <p>Our pupils are encouraged to:</p> <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Make decisions</li> <li>• Work in groups (demonstrating there's no one right way to approach a problem)</li> </ul>	<p>Children aspire to be successful in maths.</p> <p>They know that good thinkers are resilient, they don't give up easily, and are motivated to work hard and keep going when faced with challenges.</p> <p>They learn that the solutions may not be immediately obvious, and they may need to persevere.</p> <p>Children show confidence and believe they can learn about a new maths concept and apply the knowledge and skills they already have to progress in their learning.</p>
<p><b>Science</b></p>	<p>Know and understand how science responds to societal needs and global challenges.</p> <p>Explain how science shapes our future and the impact it has on our everyday lives.</p>	<p>Units of learning consist of one enquiry question per unit. Coverage across the year consist of all five types of enquiry (how, do, does, why and what).</p> <p>Make connections between science concepts and sustainability.</p>	<p>Explain how and why science is key to our society.</p> <p>Children will be able to plan and carry out investigations and explain their results accurately using scientific vocabulary</p> <p>Children know what it is to be a 'scientist' and can talk about what they have learned using subject specific vocabulary.</p>
<p><b>Art and Design</b></p>	<p>Through our scheme of work, we aim to build an awareness of the impact of art and design on our lives.</p> <p>Our Art and Design curriculum encourages pupils to become resourceful, enterprising citizens who will</p>	<p>Our Art and Design curriculum provides children with opportunities to explore the awe and wonder of life and the universe.</p> <p>Through our scheme of work, we aim to inspire pupils to be innovative and creative thinkers who</p>	<p>Children know what it is to be 'an artist' and can talk about what they have learned using appropriate subject specific vocabulary</p> <p>We want pupils to develop the confidence to take risks, through drafting design concepts, modelling,</p>

	<p>have the skills to contribute to future artistic and design advancements.</p>	<p>have an appreciation for the product design cycle through ideas, creating, and evaluation.</p> <p>Make connections between artists and art styles, appreciating they are part of this.</p>	<p>and testing and to be reflective learners who evaluate their work and the work of others. The success of pupils in Art and Design will be celebrated</p>
<b>History</b>	<p>Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.</p>	<p>Units of learning are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.</p> <p>Make connections between historical concepts and timescales.</p>	<p>Explain how and why interpretations of the past have been constructed using evidence.</p> <p>Children will be able to confidently present arguments, conclusions and perspectives with supporting evidence.</p> <p>Children know what it is to be 'an historian' and can talk about what they have learned using appropriate subject specific vocabulary</p>
<b>Geography</b>	<p>Children will develop their sense of place and identity and come to understand that Communities are often created when people are connected by their shared experiences of a place.</p> <p>Environmental impact and sustainable development explore the relationship between humans and the Earth.</p> <p>Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community.</p>	<p>Children consider the ways that geographers question and explain the world and begin to 'think like a geographer.'</p> <p>We use this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.</p>	<p>Children learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.</p> <p>By carrying out fieldwork, children learn that things may not go to plan and that you may to repeat certain actions to get things right.</p>
<b>Computing</b>	<p>Know and understand how to use the internet and keep myself safe online.</p> <p>Develop an understanding of how the internet has affected the wider world.</p> <p>Know that the internet is a place for learning and is able to be used for the good of the community.</p>	<p>Units of learning are organised around a theme that the children are then able to explore and discuss with their peers. Children are encouraged to be creative in their ideas around programming and media creation.</p> <p>Make connections between data and information and how this can help in everyday problems or scenarios.</p>	<p>Explain how to use a computer for programming.</p> <p>Children will be able to create media confidently using a computer.</p> <p>Children know what it is to be 'a computer scientist' and can talk about what they have learned using appropriate subject specific vocabulary.</p>

<p><b>Design and Technology</b></p>	<p>Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives.</p> <p>Our Design and Technology curriculum encourages pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.</p>	<p>Our Design and Technology curriculum provides children with opportunities to explore the awe and wonder of life and the universe.</p> <p>Through our scheme of work, we aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.</p>	<p>We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. The success of pupils in Design and Technology will be celebrated</p>
<p><b>Languages</b></p>	<p>Develop a curiosity for languages and deepen their understanding of the wider world.</p> <p>Know and understand French culture including: customs and celebrations, food and landmarks.</p> <p>Create a desire to travel beyond their local community to experience other countries and cultures around the world.</p> <p>Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries in the future.</p>	<p>Units of learning are organised around enjoyable activities, which include high quality listening, speaking and writing experiences within our chosen language: French.</p> <p>Teachers use a variety of techniques to encourage the children to have an active engagement with French, including games, mimes, action songs, puppets and role play.</p> <p>Language learning strategies are shared and developed.</p> <p>Discussions about how the language works encourage pupils to make connections between sound spelling patterns and grammar which also helps them make connections between new and previously taught vocabulary.</p>	<p>Children will be able to confidently express their ideas and thoughts in another language.</p> <p>Children will be able to understand and respond to French in both speech and writing.</p> <p>Develop a love for learning a new language, progressively acquiring, using and applying a growing bank of French grammar and vocabulary.</p> <p>Children will be equipped for further opportunities later in life.</p>
<p><b>PSHE and RSE</b></p>	<p>Children are prepared for life in a modern society that has expectations and challenges.</p> <p>understand their role as responsible citizens, respect and demonstrate British Values and our School Values.</p> <p>We promote social mobility by developing skills required to succeed academically and in the workplace.</p> <p>Learn and understand the Rights of a Child and know how these extend to every child in the world.</p> <p>Children will develop a strong sense of self-identity, self-confidence, self-respect, empathy for themselves and for others.</p>	<p>Units are designed to encourage children to think from different points of view.</p> <p>The curriculum encourages children to find a range of solutions through real-life scenarios that promote the development of effective problem solving.</p> <p>Activities within lessons encourage children to show their understanding in personal and unique ways.</p>	<p>Identify theirs and others' feelings, express themselves and deal with difficult emotions in a safe and educated manner.</p> <p>Understand and take measured risk to build confidence and cope with failure.</p> <p>Be aware of personal and social boundaries and take charge of emotional well-being by having the confidence to say 'no'.</p> <p>Children build confidence to identify trusted adults and ask for support when needed.</p> <p>Children will develop resilience and learn to recover from disappointment in friendships and other relationships.</p>

	<p>Create a positive culture around sexuality and develop respect for people's choices.</p> <p>Understand and use the correct and appropriate vocabulary when describing themselves and their bodies.</p>		<p>Children will learn to identify and resist unwanted pressures.</p>
<b>RE</b>	<p>Know that Britain has a rich tapestry of different faiths and beliefs.</p> <p>Develop an understanding of the different beliefs of religions in the community and throughout the world.</p> <p>Children will understand that it is good to be different and will become tolerant of other's ideas and beliefs.</p>	<p>Promoting questioning to consider their ideas about the meaning and purpose of life, their beliefs and how this affects the way I which they live their lives. .</p> <p>Make connections between their beliefs and religions.</p>	<p>Explain why people have certain beliefs.</p> <p>Children are able to discuss each religion beliefs and discuss why they believe.</p>
<b>PE</b>	<p>Children will embed and demonstrate their skills by taking part events in the wider community, against peers and against other schools from the local area</p> <p>Sports Day events allow family and friends to spectate and support our children</p> <p>Links with other schools and organisations in the community will provide opportunities to take part in events in new environments such as local football pitch, hockey pitch and secondary schools</p>	<p>Children will receive opportunities within lessons to demonstrate their skills</p> <p>Children will be challenged to create their own sequence of movements, interpretations to music and rules to games</p> <p>Through team games, children will use problem solving skills and communication</p>	<p>Children will learn new skills and develop these over time</p> <p>They will have opportunities to participate in events against peers and experience winning and losing</p> <p>Children will be supported to develop all skills, no matter the level of challenge</p>
<b>Music</b>	<p>Discuss with one another how connected they are to music and songs, and how songs and styles are connected to the world.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p>	<p>Perform their simple composition/s, using their own choice of notes.</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>