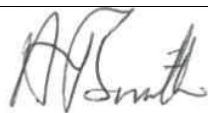




This policy was approved by the Governing Body of Heather Primary	Date – March 2024
Signed	 Chair

Version	Date	Author	Reason For Change
0.1	February 21	MM	New Policy
0.2	February 22	MM	Updated co-ordinator roles
0.3	March 2024	MM and Teaching Staff	Intent and Values Update

Review Frequency	Next Review Date
Annual	March 2025

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- We want our curriculum to allow the children to be:
 - **Creative:** in order to explore their own identity and to develop and express their personality with growing confidence. To understand, accept and respect the limitless ways that others express themselves and that creativity can help us to define ourselves culturally, socially and individually.
 - **Helpful:** to know how and when they can use their personal strengths and skills to support the growth of others in an aspect that they themselves have mastered. To be kind in school and as citizens in the wider and global communities and know that when we help others they help us and that this will make the world a better place.
 - **Independent:** to be able to take pride and confidence in their personal growth and to understand that they can organise their thinking, work and possessions to manage a world which is ever-changing and at times confusing.

- **Logical:** to empower them to select skills, knowledge and tools and to manage their thinking in ways which produce flexible and confident responses to new challenges and situations.
- **Determined:** to develop a 'can do' attitude in all they do now and in the future and embrace mistakes as stepping stones to success, inspiring others around them to do the same.
- **Reflective:** to develop pride in their work and to be aspirational in setting themselves the highest possible personal targets. To understand we can always improve ourselves as learning is lifelong, and fulfilling.
- **Engaged:** to be receptive to every opportunity in life and to learn and grow as an individual, understanding that everyone they meet offers something they can learn from if they take the time to listen.
- **Noticing:** to use all of their senses to search the world for new learning opportunities and to make connections that will help their brain to grow and to develop as an individual

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

It is subject co-ordinators' role to ensure:

- Ensuring there is high quality content and delivery of their subject across the school
- Monitoring provision and ensuring there is appropriate, challenge, support and intervention
- Keeping up to date with curriculum developments and providing staff INSET where necessary
- Ensuring that planning is regularly reviewed on a termly cycle and updated and amended as required
- Providing appropriate assessment opportunities within their subject area and tracking pupil progress and attainment as appropriate
- Updating the policy for their curriculum area in accordance with school procedures
- Ensuring that areas for development within their subject area, which are prioritised in the School Development Plan, are addressed and resolved.

It is the class teachers' responsibility to:

- Ensuring that lessons are well-planned and taught so that the aims are achieved for their class and that progress is made in each lesson/theme
- Regularly review the medium term plans and, if necessary, update the medium term planning in consultation with the curriculum coordinator
- Assessing their pupils against the key objectives for each subject

Curriculum responsibilities are as follows

- Mrs Michalowski – DSL, English, Computing, PE

- Mrs Thornley – DDSL, SENCO
- Mrs Goode – Art and Design and Technology
- Mrs Smith – Music, EYFS
- Mr Johnson Science and French
- Miss Barton – DDSL , Maths, Geography and History
- Mrs Kilduff - RE and PSHE

4. Curriculum Intent At Heather Primary School, we aim to provide a creative, rounded and balanced curriculum to help pupils achieve their potential. We want to prepare the children for the world that they live in today and have the skills and attitudes to be successful in an ever change world. The developing of reading, writing and numeracy skills are essentials so all children can access the next stage of their education without any barriers. These alongside skills alongside teaching our children to:

- Show RESILIENCE by persevering, being determined and independent.
- Be RESPECTFUL by demonstrating honesty, taking responsibility, working as a team and showing empathy
- Being REFLECTIVE by embracing curiosity, being inquisitive, notice and making links in the learning

We follow the principles laid out in the National Curriculum for Key stage 1 and 2 and the principles of learning as identified in Early years Foundation Stage Development Matters and the Locally Agreed Syllabus for Religious Education.

Curriculum Implementation

The majority of the curriculum is organised as stand alone subjects, maximising links between subjects wherever possible; however, some subjects are taught discretely. Our long term plan is organised in half term cycles. Where possible our topics are text and staff use high quality fiction and non-fiction texts as a stimulus and to enrich children's learning.

Our curriculum is devised to provide all children with numerous exciting and opportunities for them to explore and learn from on their way . Where possible local links are maximised to enable children to better understand the locality that they live in, whilst also planning for opportunities to visit the theatre, museums, local parks etc in order to develop their awareness and importance of becoming educated citizens and developing their cultural capital. We also work hard to offer a range of extra-curricular activities.

Our long term plans are used to create detailed intent grids map out the:

- key core skills we want the children to acquire
- core knowledge we want the children to now and remember
- Vocabulary relevant to the topic that the children need to learn and be able to explain what it means

- links with in the subject across all year groups from EYFS to year 6
- links with other areas of the curriculum to maximise learning
- how equality, diversity, inclusion and British Values teaching into the teaching.

Our curriculum offer is enriched through a range of high quality opportunities:

- theatre visits
- educational visits
- residentials
- specialist visitors

Curriculum Impact :

Curriculum statements

Art

At Heather Primary School, we aim to provide an inspiring, practical art curriculum, which builds on children's early creative experiences. Children study a range of famous artists and art movements, as well as sculpture and world art and will broaden their understanding of what good art is, learning how to use artists work to develop their own skills and techniques.

Work is recorded in sketch books, which follow the children through the school, showing development and progression of skills and help them to understand how they can organise their thinking.

Teachers offer meaningful advice and guide pupils, giving children time to act on it, involving them in the assessment process and help them to understand they can always improve themselves as learners.

Computing

Our Computing is taught using the Wessex ICT scheme of work which includes half termly e-safety lessons across the school. AT Heather the intent of our curriculum is for the pupils to become confident in the use and application of a range of technology. Our Curriculum is planned from the Wessex Computing Scheme of Work. This high-quality curriculum allows the children to apply their understanding of computers and computational science under the following strands:

- Technology in Our Lives
- Programming
- Multimedia
- Handling Data

The children's learning builds upon these strands across the academic year and throughout their time in school to become digitally literacy to rise to the challenge of working in an ever changing and expanding digital world.

Being safe online is extremely important to us at Heather Primary. We follow the Somerset Active Bytes Online Safety Curriculum. The Active BYTES scheme of work which is age appropriate, relevant and engages pupil's interests.

Lessons are taught half termly and builds the children's understanding of staying safe online. The lessons fall into 3 key themes

- I am kind and responsible
- I am safe and secure
- I am healthy

Regular assemblies based on these themes and the recognition of Safer Internet Day also enhance and raise the awareness of the possible risk and consequences if we are not mindful and put into practice being safe online. and importance of being safe on line as well as the.

The aim is for children to understand the apply their understanding of computers and computational science. This is taught through the studying of 4 key strands - Technology in our lives, Programming, Multimedia and Handling Data. Through the teaching of Computing through these key strands, we aim to educate our pupils to use a range of technology positively, safely and responsibly continually developing an enhancing their skills Children are taught stand-alone online safety lessons each half term following

Design and Technology

Design and Technology is an inspiring, rigorous and practical subject which has a vital role in contributing to a balanced curriculum and creating the problem solvers of the future.

At Heather, we want our pupils to be well equipped to deal with tomorrows rapidly changing world by developing a range of ideas and by making products and systems that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other areas of the curriculum such as mathematics, science, computing and art. The children are also given opportunities to explore, reflect upon and evaluate past and present design technology gaining a better understanding of how technology can improve our daily life and the wider world.

French

Our French is taught in themed units which may be blocked over a period of weeks or taught weekly across the term. The children learn vocabulary specific to the theme, relevant to their experience and competencies, and are encouraged to first of all recognise the spoken and written words and then to attempt to say them as their confidence grows. As they go through the school, they are encouraged to build their vocabulary into short sentences and phrases. They also explore aspects of French culture such as celebrations like Easter and Christmas. The learning of French encourages the children to value the cultures and language of another country and offers a parallel to their studies of our own language, phonics and cultural identity.

Geography

At Heather Primary, our intent is to provide a geographically rich curriculum that develops our children's geographical vocabulary and increases their knowledge and curiosity of the wider world as well as their place within it.

Through teaching our children about diverse places, people and resources as well as the study of environments and physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world in which they live.

History

At Heather primary school, we aim to provide children with a rich, diverse and inspiring History curriculum to broaden their understanding of how past events and significant individuals have shaped the world in which we live. Children explore, compare and contrast the themes of infrastructure, commerce, society, politics, religion and belief, culture and war and conflict throughout different periods of British History as well as local and world history whilst also building upon the development of their historical skills.

History is taught over a 2-yearly cycle for KS1 and KS2, see below:

	Cycle A	Cycle B
KS1	People and Events	Themes/ Local History
KS2	British History	World History/ Local History

In EYFS, children learn each history skill separately through a running topic of 'Me and My Family'. Children then develop and build-on these skills as they progress through the school. As well as developing their history skills, the children build on their knowledge through the themes outlined above. In KS1, children are introduced to the knowledge themes as stand-alone topics as well as through learning about significant people and events. In KS2, these themes are explored in more depth and compared and contrasted with different periods of history as children learn about the development and settlement of Britain as well as ancient civilisations across the world and their own local history. Additionally, in UKS2, children look at the theme of medicine and how it has developed throughout history.

Final pieces of work for each unit are recorded in a history book which will follow the children through the school and help the children to organise and present their findings.

Mathematics

The Maths curriculum at Heather is designed to be accessible to all and help to develop confident and independent mathematicians.

We intend for our pupils to be able to apply their mathematical knowledge in a range of contexts, including across the curriculum. We are focused on teaching for mastery through conceptual and procedural variation and focus on the key areas of fluency, problem solving and reasoning.

We follow the White Rose scheme of work and calculation policy which builds on the progression of the four operations through the use of dienes manipulatives and place value counters. White Rose resources are also used to support our planning and modelling and triangulate the skills of fluency, problem solving and reasoning.

We also subscribe to [TT Rock Stars](#) and [Numbots](#) to enable children to practise their Maths skills at home and support them in learning their times tables and number bonds.

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Music

At Heather Primary School we are building a culture where music is for everyone. We want to ensure that music is a joyful, engaging and inclusive experience that enables every child to develop their musical potential and develop an appreciation of the value of music that is personal to them. We want children to have a curiosity for the subject and a respect for the role that music may play in any person's life. We believe that children gain a firm understanding through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We intend to

provide children with the opportunity to progress to the next level of their creative excellence and inspire musicians of the future.

Our music is taught using the Charanga scheme of work. The scheme ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various performances, which include our harvest festival, Christmas plays and end of term shows, and the learning of instruments. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played and analysed.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Musicianship: Understanding Music
- Listening: Respond/Analyse
- Singing
- Notation
- Playing Instruments
- Creating: Improvising
- Creating: Composing
- Performing

Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Phonics and Reading

At Heather we use the validated by the Department of Education 'Success for All' as our phonics programme.

This programme is aimed at nursery children upwards and aims to enable success for all children and to inspire a life-long love of reading. Success for all is a complete synthetic phonics programme with an array of school and home resources. The children in Reception and Year 1 have daily lessons in both phonics and reading and spend the whole week reading the same book.

Throughout the week the children:

- explore the book and make predictions
- practise reading 'green' words which are decodable
- learn how to read 'red' words - words that are tricky/common exception words
- read the text chorally as a class
- Partner read - taking turns with their partner
- discuss what they have read
- answer questions about what they have read
- write about what they have read

This fast paced, structured approach allows children to build their confident and fluency, enabling them to become successful independent readers.

There are 68 steps that your child will work through from the start of Reception to the end of Year 1. The scope and sequence provides an overview of the Systematic Synthetic Phonics (SSP) programme, which is aligned to the Letters and Sounds. Children learn to read and make progress through six phases. They start the shared readers from Phase 2 where the teaching of GPCs in phonics lessons is aligned with the shared reader. Phase 6 provides lessons to consolidate spelling skills and less common GPCs.

All children are given opportunity to access a book of their choosing from the school library which may be above or below their own reading ability. This book is intended to be read and shared at home with an adult and is a way of promoting reading for pleasure.

Children's reading experiences are broadened further by sharing stories in assemblies and reading books from the class, class novels and teachers using high quality texts in both themed and literacy lessons across the school.

Physical Education and Sport –

PE at Heather Primary School aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. P.E is taught, using National Curriculum 2014 objectives and follows a whole school framework of age-related expectations. We developed the long-term plan to ensure progression and development within a year group, as well as across the year groups and key stages. We aim to provide pupils with the opportunity to experience and develop skills in the seven areas as outlined in the National Curriculum, Games, Gymnastics, Dance, Outdoor & Adventurous Activities, Athletics and Swimming (Key Stage 2 only). Where possible the units taught work in line with the School Games Calendar set out by North West Leicestershire School Sports partnership. Preparation through PE lessons allows children to be mentally and physically prepared to compete at the appropriate level.

Physical fitness is an important part of leading a healthier lifestyle and we strive to ensure all pupils have access to high quality P.E lessons and sporting opportunities. Physical Education teaches self-discipline and also the understanding that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

We want our children to build upon their skills and knowledge by providing them with opportunities for competition to develop an understanding of how to improve in different physical activities and sports as well as recognise their own success.

During our PE lessons, our children learn to work as a team and to develop an understanding fairness and equity of play.

At Heather Primary School, we teach children life skills that will positively impact on their future. We aim to introduce children to many different sports to provide learning opportunities that inspire all children to succeed in physical activities.

We participate in twice weekly PE lessons and other sporting activities utilising local expertise such as Leicester Riders and Leicestershire Foxes where possible. We also use skilled, qualified coaches to support and enhance teachers' delivery and skills. Our P.E offer incorporates a range variety of sports to ensure all

children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events for those in Key Stage Two as well as sporting opportunities across schools for those children in KS 1.

We have an inclusive approach to delivering P.E, endeavouring to encourage not only physical development, but also well-being.

We use skilled, qualified coaches who are experts in the sport to really engage learners. EYFS also participate in weekly PE lessons with qualified coaches. Sporting events organised by NWSLSP and Unity Learning Partnership help promote a love of sport and aim to inspire children to have a go at something different. We want all children to leave our school having experienced a wide range of sports and inspire them to access sport outside of school too.

PSHE - Personal, Social, Health and Economic Education

At Heather Primary School we want our children to experience life to its fullness and aspire to the future. We believe that in order for our children to achieve this we need to ensure they have a deep understanding of themselves, our shared characteristics, their responsibilities within society and how best to thrive in this modern world.

Through PSHE our children are able to experience these ideas in a safe and nurturing classroom environment. Our PSHE curriculum is designed to equip children with the skills needed to achieve their goals, while navigating pressures and demands they may face in their lives.

PSHE is a part of everyday at Heather Primary School focusing on the whole child.

PSHE at Heather Primary school involves the children looking at a variety of different areas:

Myself and my relationships: Emotions, family and friends, beginning and belonging, antibullying.

Citizenship: Right, rules and responsibilities, me and my world , working together, diversity and communities.

Economic Well-being: Financial, financial capability

Healthy and safer lifestyles: my body and growing up, healthy lifestyles, drug education, keeping safe, managing risk, sex and relationship education, managing change, safety contexts, personal safety.

These areas are derived from the Cambridgeshire Primary Personal Development Programme and are taught over a 2 year rolling programme. Teachers ensure the needs of the children are met by adapting the resources provided within the Cambridge Personal Development Programme which we subscribe to. Heather children are provided with a range of opportunities to read and solve a variety of scenarios and case studies to apply their learning.

Through studying these areas children at Heather Primary have a better understanding of the world

economically and socially. Children will understand the changes of their bodies and how to live a healthy lifestyle. Heather children are provided with a range of opportunities to read and solve a variety of scenarios and case studies to apply their learning.

Alongside our PSHE sessions we use Picture News Assemblies that contains resources in relation to the UN convention of the rights of the child. We ensure that our children are taught in a way that creates global citizens who respect and support the rights of others.

Religious Education

“RE seeks to make a major contribution to the spiritual, intellectual, moral, social and cultural development of pupils.” Leicestershire Agreed Syllabus

At Heather, we aim to explore the teachings, beliefs, religious traditions and practices of the major faiths and encourage children to grow in their awareness and understanding of these. Children are encouraged to explore their ideas, express their opinions and show understanding and respect for others. During lessons, children are engaged, inspired and challenged to ensure they are fully equipped to question their ideas and make positive contributions to discussions.

RE is taught across the school using the Leicestershire Agreed Syllabus and NATRE . It is taught as a stand-alone subject and not usually as part of the Topic Curriculum, however links are made where possible. Within each Key Stage, this is usually taught each week, although this may be taught in blocks or half days. In addition to this, regular assemblies (often with local visitors) support this provision.

This subject is taught creatively where possible and takes a practical hands-on approach to learning through exploring artefacts, visiting places of worship and celebrating festivals. Children are introduced to key Christian festivals (Harvest, Christmas and Easter) during their time at Heather. These are celebrated annually within the school and in the wider community through trips, local visits, performances and visitors to school

Science

Science is often taught in themed units and individual lessons which may be blocked over a period of weeks or taught weekly across the term. Key vocabulary linked to the unit is explicitly taught to the children and each unit is planned to ensure that key skills and knowledge are covered. Each unit starts with an informal review of previous knowledge and ends with an assessment task. The Kent science scheme is used across the school as a starting point for lesson ideas. Science is all around us and the curriculum is designed to help the children become scientific thinkers and to use the outdoor learning spaces to inspire and explore.

Writing

Our writing is planned around the use of quality texts which may or not be linked to the overarching topic that is being taught at that time. The majority of our writing taught follows the principles of Talk 4 Writing and each unit of work has a quality text as a stimulus as well as a specific model text that is used as a means to scaffold the children's writing through the learning process. Over the academic year children in Key Stage 1 will cover genres that fall under the heading of writing to inform and writing to entertain. In Lower Key stage 2 the focus is Writing to entertain, inform and persuade and in upper Key Stage 2 writing to discuss is added to the list. When teaching a unit using the principle of Talk for Writing – children will complete a cold task at the start of the unit which the teachers will assess and use to plan a sequence of activities. All children at the end of the unit will complete an independent application to show case their learning, this writing may

take place for examples within a History, Geography or RE lesson. Displays in the classroom reflect the writing that is taught and is used by the pupils to support their learning.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need.

Teachers set high expectations for all pupils. Our curriculum is inclusive and encourages and fosters independence regardless of ability. Teachers and Support Staff use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. For some pupils it is appropriate that they access some subjects at their appropriate development stage rather than their age in order for learning to be consolidated and small steps of progress to be made.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with groups of children
- Walks around school
- Meetings with curriculum leads
- Looking through children's work

The Headteacher and curriculum leads will monitor the way their subject is taught throughout the school by:

- Learning walks
- book looks
- drop ins
- pupil interviews
- use of displays and their content

This policy will be reviewed every year by all teaching staff. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationship and sex policy
- Teaching and Learning Policy

	Theme	Heather Primary School's Vision															
Intent	Core Values	Resilience					Respect					Reflection					
	Character Traits	Determination Perseverance Independence					Honesty Responsibility Teamwork Empathy					Curiosity Inquisitiveness Noticing Making Links					
	British Values	Tolerance Mutual respect			Individual liberty			Rules of Law			Democracy						
	Teaching and Learning at Heather	Fosters and encourages a love of learning	Promoting Independent Thinking/Practice		Engagement through explicit lesson delivery		High order questioning – reviewing, checking and consolidating learning		Provides challenge and support for our learners		Review through 'can you still' approach		Involves maximising curriculum links				
Implementation	Curriculum	EYFS															
		Communication and language			PSED		Physical Development		Literacy		Mathematics		Understanding the World		Expressive and Design		
		Listening and Attention	Speaking	Self-Regulation	Managing Self	Building relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, culture and communities	The Natural World	Creating with materials
		KS1															
		Art	Computing	Design and Technology	English	Geography	History	Maths	Music	PE	PSHE	RE	Science				
		KS 2															
		Art	Computing	Design and Technology	English	French	Geography	History	Maths	Music	PE	PSHE	RE	Science			

		<ul style="list-style-type: none"> Two year rolling program maximising links where possible whilst also understanding the importance of stand-alone subjects Key areas of learning are grouped to maximise learning links High quality teaching texts are used to engage and develop a lifelong love of reading Intent grids map out key core skills knowledge and vocabulary Detailed intent grids map out the key core skills, core knowledge to be taught as well as the vocabulary that the children are required to understand and use as part of the unit. These are used as a basis for medium term plans which staff use to inform their detailed short-term planning. I do, we do, you do approach to learning 				
Impact	Assessment	Summative Assessments - termly	Assessment for learning – on going	High quality feedback – daily/in the moment	Weekly Can you still? tasks	Problem solving demonstrate knowledge
	Attainment reflects what pupils have learnt		Great ambassadors for the school demonstrating the ability to be good and responsible citizens in the future		Skills and knowledge over time are consolidated and developed to ensure the grounding for economic and financial literacy being for the future	