



## **Havelock Infant & Junior Schools**

### **Curriculum Policy**

**March 2023**

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**Policy Review Due Date: Autumn 2026**

# **THE Havelock Schools**

## **Curriculum Policy**

The Havelock Schools curriculum aligns with the Pathfinder Schools Curriculum Vision Statement and is underpinned by our Vision: Havelock Schools: unlocking the door to lifelong learning – a place where everyone is inspired to reach their full potential.

### **Principles and Purpose**

At the Havelock Schools, we provide an ambitious, structured, academic curriculum that puts the children at the centre of their learning. This prepares individuals well for their next stage in learning and for the wider world in which they live.

Our curriculum is designed to enable every pupil to be the best that they can be. As a school we promote the Three R's (Resilience, Reflective and Responsible) as a way of learning and provide children with a safe environment to do this in. We support children to be inquisitive and to ask questions to find out more. We nurture confidence and self-esteem and encourage collaboration and independence from our pupils.

Inclusion is at the heart of our schools and we pride ourselves on offering a nurturing and safe environment for all of our pupils. We know that if children feel safe and cared for, they are able to access learning more readily

### **Breadth and Balance**

Our curriculum is aligned to the National Curriculum.

The Whole Curriculum Overview, gives an overview of what the children will be learning each year as they move through our schools. We consider the discrete blocks of knowledge, skills and concepts for each subject area and aim to make clear links across themes and between subjects to deepen pupils' understanding. Core areas of learning are revisited so that pupils develop a deeper understanding with prior learning being built upon.

We also offer enrichment opportunities to create a rich diet of learning experiences for our pupils to help them to become well-rounded individuals.

### **Enrichment**

We aim to provide engaging learning experiences both within and beyond the school building. Our Enrichment offer helps children to embed knowledge and skills taught within the core offer but also supports pupils to engage in new activities or experiences that help them to engage in the wider community and teach them important life skills. These experiences often spark a child's interest and promotes high engagement in learning.

Children enjoy themed learning days where they are immersed in different learning activities based on specific subjects. They also enjoy trips and visits from external agencies too!

The use of our Pupil Premium Funding supports our Enrichment offer.

### **British Values**

Across the school curriculum we work to ensure we actively promote life in Modern Britain. We follow Jigsaw RSHE programme where British Values is embedded within the lessons.

We also dedicate assemblies, led by our RSHE leads, where British Values are explored further with the children and as a result our children are aware of individual liberty, democracy, mutual respect and tolerance of those with different faiths and beliefs.

## **Progress for all**

The Havelock Schools promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. High quality teaching for all in the classroom ensures that all children make progress. Strategies including modelling, use of worked examples and careful scaffolding ensure that pupils are supported where needed. Meaningful assessment opportunities are planned to identify both gaps in learning and opportunities for challenge and extended learning.

## **English**

At Havelock Schools we follow the National Curriculum for English which incorporates spoken language, reading and writing. The overarching aims are that children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Reading**

### **Phonics**

Progression in phonics skills and knowledge are taught following the “Read Write Inc” (RWI) programme. RWI is a complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. It teaches synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation supported with regular handwriting sessions. The programme is designed for children aged 4-7. However, at Havelock, we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Children in our Early Years Foundation Stage (EYFS) and KS1 will receive daily RWI lessons based on their phonic knowledge. This ensures that all children are taught the skills they require in order to become fluent readers. Lessons include a Speed Sound lesson, word reading time, story book time (guided reading) and an element of writing. Regular assessment takes place to ensure that children are grouped correctly and given sufficient challenge and support. Children in Year 3 and 4 still receive phonics and targeted intervention until they are working at the desired level

## **Reading Books**

In Reception, children begin working on the RWI programme and once their sound knowledge is becoming secure they read a decodable reading book linked to the sounds they have been taught. From that point onwards children bring a reading from RWI that matches their progress in the scheme. They can also access online books which match their phonic knowledge with Oxford Owl. Children are also allowed another story book that they have chosen which is a book they can share with an adult or older sibling.

In addition to creating a love of reading and giving a broader reading experience, for those children who have completed the RWI scheme we use Accelerated Reader which is an online tool that helps teachers manage and monitor children's independent reading practice. Every child picks a book at his/her own level and reads it at his/her own pace. When finished, children take a short quiz on the computer. (Passing the quiz is an indication that the child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help set targets for each child and direct ongoing reading practice. This continues into Key Stage Two for all children although struggling will still be supported by phonics interventions.

Children use the school library which is well resourced and accessible to all. Children are encouraged to take a book home to share with their parents/carers and family on a regular basis.

As children move through Key Stage Two, children continue to develop their fluency in reading by being immersed in whole class reads, guided reading, broader independent reading of a variety of texts e.g. Fiction and Non-Fiction and the use of more complex reading comprehension activities. Through whole class reads, vocabulary and thematic activities are extended and embedded. The school ensures children are exposed to and experience high quality texts and vocabulary, which are also linked to other curriculum areas.

## **Writing**

The Early Years Foundation Stage provides opportunities for emergent writing in all learning areas so that children have a purpose for writing.

High quality texts are used as the basis of English units. Children explore the features of texts and develop a secure understanding of audience and purpose. Incidental writing opportunities are used to explore specific skills relating to aspects of grammar and punctuation so that children can practice these skills in context. Finally, the children build up to an 'end of unit write' where they can showcase all the skills they have learnt and can also show a creative use of language and overall text structure. Units focus on narrative writing, non-fiction writing and poetry.

Specific elements of grammar and punctuation are explored in warm-ups and, particularly in Year 6, in separate discrete grammar sessions. The 'Spelling Shed' scheme supports the teaching of spelling from Year 1 upwards. This is a comprehensive scheme based on the spelling rules and common exception lists in the National Curriculum.

Children in the EYFS develop pre-cursive letter formation. In Year 1, children are taught to join in a cursive style. From Year 2 onwards children begin to join in a cursive style, once their letter formation is fully secure.

## **Spoken Language**

Children are encouraged through speaking and listening activities to listen carefully to others and to speak clearly and with confidence to a variety of audiences. Where there communication or speech needs the SENDCO/ SEN Assistant offer support and intervention advice This includes working with a talk partner, in small groups and participating in whole class discussions and debates including Jigsaw PSHE lessons.

## **Mathematics**

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The three key aims of fluency, reasoning and problem solving are supported through the CPA approach (concrete, pictorial, abstract) whereby children learn initially through the use of concrete manipulatives (i.e. Numicon, dienes, number beads, place value counters) before moving onto to drawing their own pictorial representations. When children confidently understand the concept they are learning, they will then move onto working just with abstract numbers and mathematical symbols. Children are encouraged to use concrete manipulatives and pictorial representations at any point during maths sessions to support their learning.

The White Rose and Effective Maths Schemes support mathematics teaching by providing a clear framework and a range of activities to develop reasoning and problem solving.

## **Curriculum design for KS1 and KS2**

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last a full term to provide the children with the depth of knowledge needed for the knowledge to remain in the long-term memory. In some cases, projects may be taught for a shorter period, for example during a science or art week.

At the Havelock Schools our curriculum is designed to ensure all children are receiving a high quality, progressive, broad and balanced curriculum.

Within our schools we use the following schemes to drive our teaching and learning:

Phonics	Read Write Inc
Maths	White Rose and Effective Maths
Science	Cornerstones
PSHE	Jigsaw
History	Cornerstones
Geography	Cornerstones
Art and Design	Cornerstones
Design Technology	Cornerstones
Music	Kapow
RE	Discovery RE
PE	REAL PE
French	Language Angels
Computing	Purple Mash

Curriculum maps showing the coverage and structure for each year group can be found in [Appendix B- Curriculum map 2023-2024](#)

## Curriculum Statements for each subject Appendix A

## Art and Design

### Intent

At Havelock Schools, our art and design curriculum is designed to engage, inspire and challenge children, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Children will be empowered to think creatively and critically. They will investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our past and future.

### Implementation

Havelock School's Art and Design curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress. The children are taught Art as part of their termly topic work. As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Progression of skills across the school

#### Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

#### Key stage 1

Pupils are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **Key stage 2**

Pupils are taught to further develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

## **Impact**

The impact of our art and design curriculum can be seen not only in our children's sketch books but also through classroom displays and the school environment. We measure the impact of our curriculum through the following methods:

- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

## Computing

### Intent

With technology playing such a significant role in society today, the children at Havelock will have a rich, high-quality experience in computing so that they will be equipped with the skills required to think computationally and with the creativity to understand how technology, software and hardware is used in everyday life.

At Havelock, we teach all three elements of the Computing curriculum:

- Computer Science, where children will understand how computers work and how we work with them to complete everyday tasks
- Information Technology, where children will be given the chance to explore a variety of programs to complete a range of tasks.
- Digital Literacy, where children will explore how technology is used in everyday aspects of their daily life and how they can use technology to express themselves.

At Havelock, we understand that technology is everchanging and becoming more and more prominent in our daily lives therefore we have 3 aims that will prepare the children for the challenges of the rapidly developing and changing digital world.

- That the children become digitally literate and can use technology to express themselves confidently, safely and independently.
- That the children become digital citizens and are responsible, competent, confident and creative users of information and communication technology.
- That the children are taught the skills needed to apply the science behind computing to help with problem solving, organisation, analysing and planning etc

### Implementation

In order to deliver a high-quality computing education the teachers at Havelock must lead by example. The Computing co-ordinators will complete training with all staff on relevant apps and programmes so that all staff are confident in their use of technology.

As a school, we have chosen the Purple Mash Computing Scheme of Work from Y1 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards progressively, allowing all pupils to build on skills sequentially.

Technology has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. It can also enhance teaching and learning; we commit to using technology in a range of subjects fusing cross curricular links. This provides opportunities for the children to see the benefits of becoming digitally literate.

### Impact

The computing curriculum will encourage creativity so children will enjoy and be enthusiastic about computing. They should feel confident in using technology creatively and should know how to keep themselves safe in the digital world.

Children will develop a sound knowledge of National Curriculum expectations and will leave Havelock ready for the challenges of the digital world in their future.

Subject leaders will regularly monitor and evaluate the subject, identifying strengths and weaknesses in order to develop teaching and learning.

Teachers will make judgements on children's outcomes in relation to age-related expectations for each unit. This will be reported annually in line with our assessment policy.

## **Design and Technology**

### **Intent**

It is our intention that every pupil, irrelevant of needs, develops such a passion for Design and Technology that they are thinking of creative, imaginative ideas that they want to develop and make in school and at home. We want all our pupils to experience a wide and varied Design Technology Curriculum, which leaves them able to actively participate in the changing technological world, as users, consumers, service makers, designers, innovators or observers. We wish for every pupil to develop their decision-making confidence, take risks and increase their sense of personal worth through the production of quality outcomes. Our intention is for Design technology to be taught in all year groups at least one topic per term, one topic will also relate to food, often our Design technology projects will be made cross curricular, linking to other subjects taught.

### **Overview of Curriculum including cross curricular links**

We include Design and Technology in the curriculum in a variety of ways, primarily through the Cornerstones Curriculum ensuring that appropriate links are made to other curriculum areas especially Maths, science, Computing and Art wherever possible.

The Design and Technology Curriculum is planned in line with the National Curriculum 2014 attainment targets and programmes of study and in line with Early Years Foundation Stage 'Expressive Art and Design'. It is taught through the Cornerstones Curriculum units.

These units include Learning Objectives and ensure coverage of Design and Technology knowledge and Design and Technology skills. This policy also recognises the importance of providing pupils with curriculum enrichment opportunities e.g. participating in design competitions, cross year group and whole schoolwork.

### **Implementation**

- As with all subjects we use a variety of teaching strategies; hands on activities in groups or whole class, exploratory work during planned, structured play, particularly relevant in the Foundation Stage.
- In EYFS Design and Technology is open-ended to suit the children's interests and includes adult led and child- initiated activities
- In KS1 pupils are taught to engage in a process of design, make, evaluate, improve and apply technical knowledge. They begin using a wider range of materials and tools to construct structures and mechanisms. They explore and evaluate existing products and evaluate own ideas or products against a set of design criteria.

- In KS2 pupils are taught to extend the process of design, make, evaluate, improve and apply technical knowledge further. This includes: indicating the design features of their products that will appeal to intended users; use a wider range of materials, tools and components than KS1 and to consider the views of others, including intended users, to improve their work.
- Across all phases, food and nutrition will focus on sustainability, healthy choices and developing food preparation skills.

### **Impact**

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.

Design Technology will also be monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establishing the impact of the teaching taking place.

EYFS pupils' progress and attainment is tracked using Development Matters, telling us whether each individual child is below expected, at expected or above expected attainment for their age

## **Geography**

### **Intent**

Our Geography curriculum is designed to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills. Our teaching aims to inspire children's curiosity and interest to explore the world that we live in and its people, and for the children to develop a love for geography. We equip children with geographical skills to develop their knowledge through studying a range of places, people and natural and human environments – both in Britain and abroad. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Through our teaching, we intend to provoke thought and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

### **Implementation**

Havelock School's geography curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress. At Havelock Schools, Geography is taught through the Cornerstone curriculum as part of their termly project work. In accordance with the National Curriculum's expectations, the aims of teaching geography in our school are:

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- To provide opportunities to collect, analyse and communicate data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

In order to foster children's curiosity about the world, interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions. Teachers are encouraged to consider opportunities to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences and develop a real sense of who they are, their heritage and what makes our local area unique and special.

### **Progression of skills across the school**

#### **Early Years Foundation Stage**

We teach Geography in the Foundation Stage as an integral part of the topic work covered during the year. As the Foundation Stage is part of the Early Years Curriculum, we relate the children's work to the objectives set out in the Early Learning Goals (ELGs) that underpin the curriculum planning. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. Pupils have opportunities to:

- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.

### **Key stage 1**

Pupils develop knowledge about the world, the United Kingdom and their locality. They are taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **Key stage 2**

Pupils extend their knowledge and understanding beyond our local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Impact**

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. The impact of our geography curriculum can be seen in our children's topic books and we measure the impact of our curriculum through the following methods:

- Discussions with pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

## History

### Intent

Our aim for History at Havelock Schools is to offer high quality education in order to inspire children's curiosity about the past and enable them to 'develop coherent knowledge and understanding of Britain and the wider world.' Through developing enquiry skills, we aim to equip children to become critical thinkers and perceptive learners.

History is delivered through subject specific teaching organised within an overarching topic theme. Meaningful links are then made with other subjects in order to strengthen connections and understandings for pupils.

At Havelock Schools, we have designed our history curriculum with the intent that our children will:

- Develop an understanding of chronology.
- Learn about significant events in British history, European history and the wider world.
- Discover links and connections between the history they learn and the wider community and locality.
- Further their knowledge and understanding of change and continuity over time.
- Analyse and differentiate between source types and how interpretations in history may vary.
- Develop the skills of enquiry, investigation, analysis, evaluation, debate, problem solving and presentation.

### Implementation

The Havelock History curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught progressively in each Key Stage.

To ensure high standards of teaching and learning in history we implement a progressive curriculum through the school. History is taught as part of a termly overarching topic using 'Cornerstones maestro' to help us to design, deliver and manage our primary history curriculum through creative, exciting and engaging projects, e.g. 'Magnificent Monarchs' (year 2) and 'Ground-breaking Greeks' (year 5.) This online system also helps us to ensure broad coverage of the history curriculum's key objectives and enquiry skills.

At Havelock, we provide a variety of learning experiences both inside and outside of the classroom in order to create memorable learning opportunities and to further support and develop their understanding, including educational visits to museums and other historical sites.

History assessment is ongoing each term in order to inform teachers' planning, lesson activities and differentiation throughout the school year, as well as regularly monitoring and evaluating the effective use of resources and good teaching practice around the school.

### Impact

At Havelock, children are encouraged to show that they are confident and enjoy talking about their learning in history using subject specific vocabulary. The impact of history learning is monitored through a variety of ways such as pupil interviews and book looks. Work in books also evidences developing skills being acquired in an appropriate sequence.

Through dedicating time to an abundance of historical topic-based learning and out of school historical trips and experiences, children at Havelock will be able to gain a thorough knowledge and appreciation of important historical people and events in our locality, our country, and other parts of the world, and how this has affected and has influenced our lives today.

## Maths

### Intent

The 2014 National Curriculum for maths aims to ensure that all children:

- become fluent in the fundamentals of mathematics;
- are able to reason mathematically;
- can solve problems by applying their mathematics.

At Havelock these skills are embedded within our maths lessons and developed consistently over time. We are committed to ensuring that children are able to use their mathematical skills and knowledge confidently in a range of different contexts. We want to raise standards across the school and provide more opportunity to revisit fluency skills and reasoning tasks. We intend to use a variety of teaching methods and resources that allow all pupils equal access to mathematics. Children will be appropriately challenged and supported through varied fluency, reasoning and problem-solving activities. Irrespective of personal starting points, children will explore maths in depth, and use a range of mathematical vocabulary to reason and explain their methods and make links.

We want all children to enjoy mathematics, to recognise the importance of maths in the wider world and to experience success. We are committed to developing the children's curiosity and resilience for the subject, as well as their ability to reason and problem-solve.

### Implementation

**EFFECTIVE MATHS**

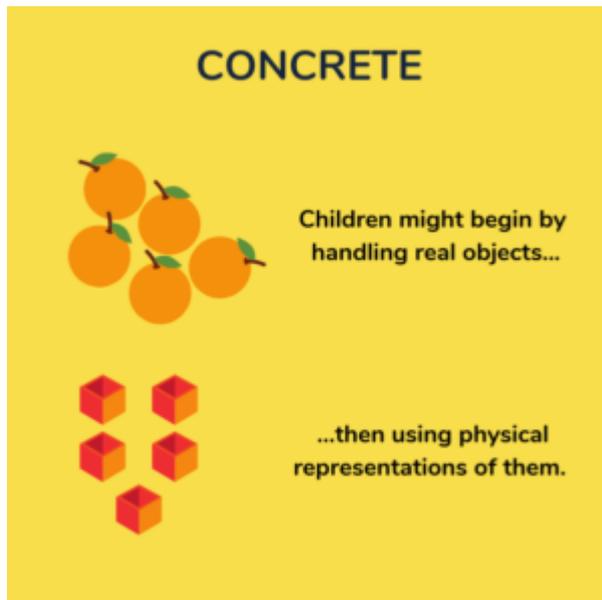


At Havelock, we teach mathematics based on the aims and objectives from the 2014 National Curriculum. We implement our approach through high quality teaching and by embedding a mastery approach across the school. The delivery of appropriately pitched work for all groups of learners is supported by the materials from the **White Rose Maths and Effective Maths** schemes of learning, as well as other high-quality resources.

Mathematical concepts are introduced and built upon through a series of direct teaching sessions. These lessons are planned and delivered in accordance with the progression maps. Mathematical topics are taught in blocks, to enable the achievement of mastery over time. We challenge pupils by asking them to explore mathematical concepts in more depth. This focus on depth eventually leads to greater progress because it gives all learners the chance to become secure in their understanding.

In lessons, we use concrete apparatus and visual representations to help children visualise and internalise mathematical concepts. Through the use of apparatus and representations, our pupils gain confidence as independent learners to use resources and solve problems. This is known as the CPA (concrete<pictorial<abstract) approach. A variety of manipulatives

or apparatus can be used whenever needed, including place value counters, ten frames, number lines, Numicon and Diennes.



As part of the CPA approach, new concepts are introduced through the use of physical objects or practical equipment. These can be physically handled, enabling children to explore different mathematical concepts. These are sometimes referred to as maths manipulatives and can include ordinary household items such as straws or dice, or specific mathematical resources such as dienes or numicon.



Once children are confident with a concept using concrete resources, they progress to drawing pictorial representations or quick sketches of the objects. By doing this, they are no longer manipulating the physical resources, but still benefit from the visual support the resources provide.

Some teachers choose to leave this stage out, but pictorial recording is key to ensuring that children can make the link between a concrete resource and abstract notation. Without it, children can find actually visualising a problem difficult.

Finally, children learn to use abstract symbols to solve problems.

$$10 + 7 = 17$$

Once children have a secure understanding of the concept through the use of concrete resources and visual images, they are then able to move on to the abstract stage. Here, children are using abstract symbols to model problems – usually numerals. To be able to access this stage effectively, children need access to the previous two stages alongside it.

For the most effective learning to take place, children need to constantly go back and forth between each of the stages. This ensures concepts are reinforced and understood.

Whilst the large majority of children progress through the curriculum content at the same pace, varied starting points and timely teacher interventions are utilised to help move children on. Some children with SEND will receive personalised learning. Independent work provides the means for all children to develop their fluency further, before progressing to problem-solving and reasoning which is modelled by the class teacher. Each lesson provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory and investigative tasks.

Practice and consolidation play a central role in helping to commit learning to long-term memory. In addition to daily maths lessons, children will practise their mental and arithmetic knowledge in order to reinforce and consolidate previous learning; increase fluency, speed and accuracy; and improve confidence. Regular use of Times Tables Rock Stars, Numbots, MyMaths and Flashback 4 will enable children to practise and retain the number skills and strategies needed to be successful in their learning.

### **Impact**

Ongoing assessment takes place within each maths lesson, including effective marking and feedback. Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention. These are fed into subsequent planning to ensure the gaps in the children's learning are diminishing.

End of block White Rose and Effective Maths assessments, as well as other assessments, are used to identify gaps in knowledge. These ensure precise teaching and targeted focus for all children in whole class teaching sessions and smaller intervention groups. Regular monitoring of the children's learning will take place.

We recognise that high quality teaching for all and a consistent practice in maths are essential in improving outcomes for all children. The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills.

At Havelock, we want all children to experience challenge and success in mathematics by developing a growth mindset and learning to take a risk. Children can underperform in maths because they think they can't do it or are not naturally good at it. Teachers reinforce an expectation that all children are capable of achieving high standards in maths. Engaging activities help to promote the enjoyment of maths. Regular and ongoing assessment informs teaching to support and enable the success of each child with carefully scaffolded and challenging activities. These factors ensure that we are able to maintain the high standards we strive for as a school and the children experience achievement and a secure understanding of the fundamental skills needed in maths throughout primary school and to prepare them for the next stage of their education.

### **Times Tables**

Being fluent with times tables facts is extremely important if children are to be successful mathematicians. The national expectation is that children should know all the times tables facts to  $12 \times 12$  by the end of Year 4.

The programmes of study from the National Curriculum state the year group expectations as follows:

#### **Year 2**

*Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.*

#### **Year 3**

*Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.*

#### **Year 4**

*Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .*

As children continue with their learning in KS2, a lot of the rich, interesting maths is all about the multiplicative relationships and these are hard to fully grasp without the fluent recall of the tables. All Year 4 children will have to sit a Multiplication Tables Check from 2021. This check consists of 25 questions, up to  $12 \times 12$ . The children get 6 seconds from the time the question appears to input their answer on a computer. This means that children must be able to read, recall and enter their response within the given time. In the check, there is a focus on questions from the 6, 7, 8, 9- and 12-times tables.

## **Modern Foreign Languages**

### **Intent**

At Havelock, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning.

### **Implementation**

Our MFL curriculum has been designed to progressively develop skills in French.

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. The Catherine Cheater scheme and Twinkl are used to teach French, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

### **Impact**

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners.. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and written outcomes.

## Music

### Intent

Music is an important part of the curriculum at Havelock Schools. Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great classical composers and modern musicians. Pupils will also learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Pupils will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The Music Education aims to ensure that all children:

- Sing with a wide range and with a variety of expression
- Sing confidently in parts
- Read staff notation
- Experience playing an instrument in a class ensemble
- Hear a youth or professional orchestra or band live

In addition, there are opportunities for those children showing musical aptitude to be able to develop their musicianship through singing in the school choir, receiving instrumental lessons through an outside peripatetic music tutors or performing as part of a concert.

### Implementation

At Havelock Schools, our music curriculum is delivered by both classroom teachers and music specialists, in conjunction with our local music hub (NMPAT).

Music is taught by classroom teachers using the Kapow scheme of learning. This allows all pupils to access a wide range of music from across all genre's and time periods.

The Kapow Primary scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum.

Kapow Primary music scheme allows teachers to take a holistic approach to music in which the following strands; performing, listening, composing, the history of music and the inter-related dimensions of music are woven together to create engaging and enriching learning experiences. Children are taught how to sing fluently and expressively, and play tuned and untuned accurately and with control. They will begin to recognise and name the inter related dimensions of music – pitch, duration, tempo and timbre and use these in their improvisations and compositions.

At Havelock we follow a spiral curriculum whereby previous skills and knowledge are returned to and built upon. Children progress by tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff and other musical notations as well as the inter-related dimensions of music and more. Lessons incorporate independent tasks, paired and group work as well as improvisation and teacher led performances.

In addition, pupils in Year 4 will be taught to play an instrument, as a class, by specialist teachers from Northamptonshire Schools Music service throughout the Spring term.

## **EYFS**

The teaching of Music is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions and questioning. Throughout all of these areas of learning and at the heart of our EYFS are the "*Characteristics of Effective Learning*".

## **Teaching Style**

Excellent curriculum music teaching, within Havelock Schools, is based upon the principles that; music should be taught from a young age, music should be taught in a logical and sequential manner, there should be pleasure in learning music, the voice is the most accessible universal instrument. Music lessons should be practical with all children and adults partaking in active musical activities – listening, singing and playing instruments.

## **Enrichment Opportunities**

Enrichment events are an essential part of the Music Curriculum which enhances the knowledge-rich curriculum. The enrichment events provide pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning. For example, whole school events, such as Harvest and Christmas services, nativities and productions and larger events such as Young Voices.

## **Cross Curricular**

Where appropriate, the Music Curriculum is used to enhance the learning in other subjects. E.g. counting songs in maths, putting music into historical contexts, and topic linked songs across the school. Music is also a very useful tool in PSHE subjects and assemblies.

## **Impact**

It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6.

Impact will be assessed through a multi-faceted approach including performances, informal observations in lessons, opportunities through practical music-making, listening to children talking and playing, and watching children respond. These

should show development of musical skills, particularly singing, and improvement in social skills such as cooperation and team-work.

Pupil voice is also important in the review of provision for music.

Evaluations of schools with a strong musical ethos have shown there can be positive impacts on pupil wellbeing, confidence and self-esteem, as well as improved attendance.

Music Leads monitor the quality and impact of the Music Curriculum and assess the extent to which pupils sing, play, compose and recognise various composers/musicians and their music.

## **Physical Education**

Havelock Schools believe that Physical Education (P.E), experienced in a safe and challenging way, is essential to children's wellbeing, physical development and can be essential in developing the 'whole child'.

In PE lessons our aim is to make physical activity inclusive and enjoyable for all children. Lessons are differentiated through different challenges and support to suit the needs of all pupils. We aim to develop fundamental skills in our PE lessons and then apply these in a variety of different situations.

We offer competitive opportunities outside of lessons and aim to gain success at external competitions, as we feel it is important to give children the opportunity to compete. We regularly field teams in a variety of sports and often gain successes in local competitions.

### **Intent**

At Havelock Schools, Physical Education is taught through the Real PE scheme of work which offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The Real PE scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are starting to be applied in specific sports and taught using the Cambridgeshire Games PE scheme alongside Real PE .

At Havelock, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention of Twinkl Move to ensure that every child has access to at least 2 hours of physical education every week.

### **Implementation**

Detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise.

Lessons are planned to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE.

### **Impact**

REAL PE is based on the idea that there are six aspects of learning that a child needs in order to progress: physical, cognitive, health and fitness, creative, social, and personal. REAL PE addresses all these aspects throughout the year through games, challenges, and reflection. A more formal summative assessment spreadsheet is included to help monitor the impact against National Curriculum aims.

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.

The high quality and consistent approach to PE teaching, that is a feature of the Real PE lessons, should significantly improve attainment in knowledge and skills in PE. The impact of using the full range of Real PE resources, including display materials, will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary displayed, spoken and used by all learners, the learning environment will be more consistent across both key stages.

## **PSHE**

### **Intent**

At Havelock, our well-planned PSHE curriculum is designed to equip all of our pupils for the real world and to meet all of our pupils' needs. We want our children to have high aspirations; a strong belief in themselves and to realise that anything is possible if they put their mind to it:

### **What do we want for our pupils?**

- To develop a confidence in sharing their own thoughts and opinions with others
- To show tolerance of others' beliefs and life choices
- To develop skills and attributes to keep themselves healthy and safe
- To develop an attitude of a responsible citizen
- To build positive, respectful relationships with other people

### **Implementation**

Our PSHE curriculum builds on prior learning by following the progressive frameworks outlined in the Jigsaw PSHE scheme of work. The scheme of work covers the following strands:

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

This scheme of work has been amended and adapted to ensure that it meets the needs of all of our pupils at Havelock. It has been timetabled carefully, so that it links to events such as Anti-Bullying week, World Mental Health day and Internet Safety Week. Time has been taken to ensure that all areas of the curriculum are being covered across both key stages and that they are being taught at an age-appropriate level.

Although regular time-tabled sessions will be a necessity, PSHE must also be taught incidentally and teachers must be flexible and respond to pupils' needs and current world affairs. Our School values and Celebration Assemblies which promote our values will also support the teaching of PSHE across the school.

It is also important that PSHE is taught in other areas of the curriculum, not just as a discrete lesson. At Havelock Schools we aim to promote and reflect British Values in all that we do. We pride ourselves on a whole school approach to promoting the spiritual, moral, cultural and social development of our pupils.

### **Links with SMSC and Fundamental British Values**

Our Cornerstones Curriculum puts SMSC and Fundamental British Values at the heart of everything our pupils do. Many of our Imaginative Learning Projects promote aspects of SMSC and FBV. For example, in Year 1 children learn about how to listen others and work cooperatively in the 'School Days' project. Whilst in Year 6 pupils learn about discrimination and how to challenge in 'Maafa' project.

### **Impact**

The impact of our curriculum will not only be seen in pupils' work but by looking at the type of people our pupils become. Our pupils will become confident, tolerant, independent and well-rounded individuals who are prepared for life and for their next steps. We want our children to be able to approach a range of real-life situations with confidence and to apply their skills when navigating themselves through modern life.

The impact of PSHE lessons will be measured by:

- Looking at evidence of pupils' work (each teacher will collect evidence in a PSHE folder e.g. keep one example of a child's work after each lesson)
- Pupil voice (PSHE lead to interview the children termly about their learning)
- Self-assessment (children to complete regular questionnaires and self-assessment activities)
- Looking at achievements of pupils both in and outside of school
- Celebration assemblies – how has the children's behaviour/learning behaviour improved? What have they achieved this year that they have struggled with before?
- How children apply their PSHE skills in other subjects and situations they are faced with.

## **Reading and Phonics**

### **Intent**

- Reading is a key life skill and at Havelock we are dedicated to enabling our children to become successful lifelong readers who can access literature in many forms.
- We recognise that mastery in phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts across the curriculum. We aim to achieve this through focused, systematic teaching of synthetic phonics.
- It is essential to us that the children's experience of reading and literature is positive throughout the school. We strive to enrich their relationship with books and create happy and positive associations around reading for the children to take on into the next stage of the lives.
- We are committed to having a wealth of quality texts in the classrooms and library for children to read and enjoy at school and borrow to take home in addition to the reading scheme books.

### **Implementation**

#### **Phonics**

Progression in phonics skills and knowledge are taught following the "Read Write Inc" (RWI) programme. RWI is a complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. It teaches synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation supported with regular handwriting sessions. The programme is designed for children aged 4-7. However, at Havelock, we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Children in our Early Years Foundation Stage (EYFS) and KS1 will receive daily RWI lessons based on their phonic knowledge. This ensures that all children are taught the skills they require in order to become fluent readers. Lessons include a Speed Sound lesson, word reading time, story book time (guided reading) and an element of writing. Regular assessment takes place to ensure that children are grouped correctly and given sufficient challenge and support.

#### **Reading Books**

Children who are working on the RWI programme read a decodable reading book linked to the sounds they have been taught. Alongside this, children also bring home a story book that they have chosen which is a book they can share with an adult or older sibling.

In addition to creating a love of reading and giving a broader reading experience, we operate a nationally recognised book banding system in Key Stage 1 for those pupils who have completed RWI. This incorporates well-known children's literature as well as books from the Oxford Reading Tree, Rigby and Collins. The bands allow for growth in progress and periods of consolidation. The children are aware of the book banding system and are very enthusiastic about moving through the colour bands.

Children use the school library which is well resourced and accessible to all. Children are encouraged to take a book home to share with their parents/carers and family on a regular basis.

In Key Stage 2, we use Accelerated Reader which is online tool that helps teachers manage and monitor children's independent reading practice. Every child picks a book at his/her own level and reads it at his/her own pace. When finished, children take a short quiz on the computer. (Passing the quiz is an indication that the child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help set targets for each child and direct ongoing reading practice.

As children move through Key Stage Two, children continue to develop their fluency in reading by being immersed in whole class reads, guided reading, broader independent reading of a variety of texts e.g. Fiction and Non-Fiction and the use of more complex reading comprehension activities. Through whole class reads, vocabulary and thematic activities are extended and embedded. The school ensures children are exposed to and experience high quality texts and vocabulary, which are also linked to other curriculum areas.

### **Impact**

- The children enjoy stories, being read to and reading themselves – fostering a lifetime love of reading.
- They develop and maintain enthusiasm and interest in books and reading and are familiar with a range of different genres and authors.
- They have experience of reading non-fiction books for pleasure and for learning and can use them effectively.
- They know how a library functions and treat the library, and class book corners, with respect
- The children can confidently decode and phonically sound out and blend words by the end of Year 1 with increasingly sophistication and fluency by the end of Year 2.
- They develop inference and retrieval skills in their reading comprehension in increasing complexity from Reception up.

- Children achieve expected or above expected standard in their reading assessments in Year 2 and Year 6 SATs.

## **Religious Education**

### **Intent**

Our primary aim within RE is to engage pupil in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

### **Implementation**

The religious education in our school will contribute dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We will do this by offering the following experiences and enrichment opportunities:

Experiences and enrichment opportunities:

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these
- children will produce art work in response to their learning

### **Impact**

We envision our RE curriculum impacting the children in the following ways:

- Know about and understand a range of religions and worldviews so that they can:
  - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals

- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and worldviews so they can:
  - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
  - Appreciate and appraise varied dimensions of religions.
  
- Gain and deploy the skills needed to engage seriously with religions and worldviews so that they can:
  - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

By the time our children leave primary school we want them to have the skills and knowledge to be able to not only express their views and beliefs but to be able to respect and understand the views of other people locally and worldwide. We want them to have an interest and desire to learn more about the religions and world beliefs in the local, national and wider global community

## Science

### Intent

Our vision at Havelock Schools is to instil a lifelong love of Science within our pupils. We want our children to be curious, inquisitive and enthusiastic learners. We aim to enable them to suggest and use different lines of enquiry in order to answer their own questions. We offer a broad, rich and progressive Science curriculum that covers all areas of the national curriculum. We make cross curricular links through our Cornerstones topics and the implementation of additional Science units. We want to equip our learners to understand the importance and use of Science today and in the future.

### Implementation

We collect evidence of Science in many ways at Havelock Schools. Our books show recording and photographs of Science investigations and alongside this we also conduct practical assessments at the end of every unit to ensure that we are meeting the working scientifically goals as well as assessing the pupils understanding of the current Science topic. We are a well-equipped school and the Science coordinator regularly checks the resources and shares this list with the staff. We cover a Science topic in every half term and these are often linked to our Cornerstones topic.

### EYFS

The teaching of Science is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions and questioning. Throughout all of these areas of learning and at the heart of our EYFS are the "*Characteristics of Effective Learning*". Our foundation stage team make links to the Year 1 and 2 Science curriculum as we believe that Science should be introduced to children at an early age. Examples of the foundation stage's wide variety of learning include: Forest School sessions, role play linked to various settings, small world play (bugs and materials), cooking opportunities and a selection of observational experiments .

### Teaching Style

Teachers use assessment for learning to tailor their lessons and to cater for the abilities of their current class. We also introduce Scientific vocabulary for every topic and spend time explaining the meaning of these words so children can use them in their own work. Science is monitored regularly and feedback and next steps are given to teachers. Working Scientifically is at the core of our teaching of Science. Children are provided with opportunities to develop their questioning, predicting/hypothesising, recording and explanation skills.

Our outdoor environment plays a key role in our science teaching and is used for many of our topics including habitats, classification and forces. Additional

opportunities are provided to develop scientific skills and knowledge, such as science weeks and educational visits linked to the science curriculum.

### **Cross Curricular**

Our Science curriculum is heavily cross curricular. If possible, we try to link it to the term's topic and we frequently use our data handling skills to help us to record and analyse results. Other subject links include: Literacy, Music, History, DT, PE, PSHE, Geography and Outdoor learning.

### **Impact**

By the end of the curriculum all pupils will have a coherent knowledge and understanding of the three science disciplines: biology, chemistry and physics. This knowledge, alongside scientific skills, will be able to ask perceptive questions, think critically and gather evidence, drawing relevant conclusions. This will be assessed through practical assessments (half term) alongside written outcomes. Evidence of this learning will be recorded within the pupil's books.

## Writing

### Intent:

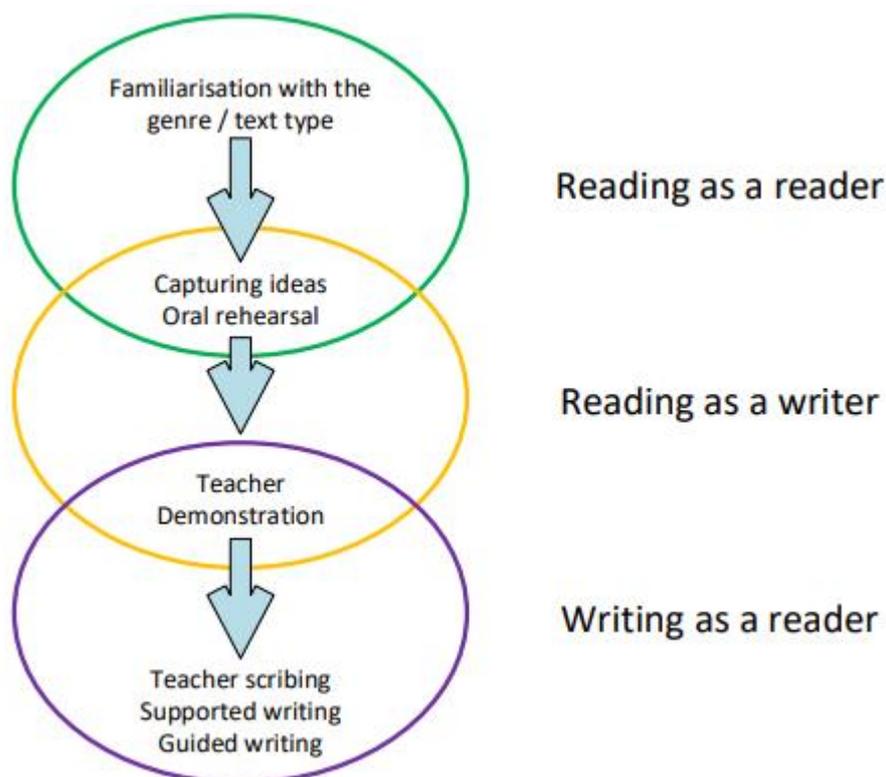
At Havelock Schools School we know that writing underpins all curriculum areas and is an essential skill for children. When children enter our school, we encourage a love of writing and provide as many opportunities for children to write as possible. The development of writing is at the heart of our curriculum and we strive to give children ambitious and varied writing opportunities to enhance their writing skills as they move through our school.

We ensure that our English units allow for children to experience and then develop their writing in a wide range of genres. We plan for meaningful writing tasks across all curriculum areas. We expect high standards of writing in all subjects.

We refer to the Pathfinders Trust's Writing Progression documents to ensure that children are taught in small sequenced steps. Our aim is to enable our children to be confident, ambitious and creative writers by the time that they leave our school.

### Implementation:

To ensure we have an agreed whole-school approach to the teaching of writing based on a range of research, we use the teaching sequence as outlined in the diagram below. This is outlined in detail in the Trust's Overview of the English Teaching Sequence and in supporting guidance documents. This provides a coherent model for linking and combining English knowledge and text-types into effective teaching and learning opportunities. This leads to meaningful and high-quality written outcomes, with each phase informing and leading into the next.



We ensure the teaching of writing is effectively planned, responsive to learners' needs and incorporates all the key elements needed to be a successful writer. We develop success criteria which can be applied across a range of subjects and contexts for real audiences and purposes.

'Writer-talk' is encouraged throughout all phases. This is the articulation of thinking and it also encapsulates the creative processes involved in all stages of the act of writing. It is talk that helps children to think and behave like a writer (and indeed consider themselves to be one). 'Writer-talk' involves externalising these thoughts and making them explicit, through 'reading as a writer' and 'writing as a reader'.

### **Phase 1:**

During the first phase of the teaching sequence a range of reading comprehension strategies such as:

summarising, imagining, predicting and making connections are taught explicitly (further information can be found in the reading statement). Children are immersed in the text type and are encouraged to 'read as a reader'. Further models are also shared with the children, so they broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on.

### **Phase 2:**

The explicit stages of the writing process are modelled by the teacher. Phase 2 encourages children to 'read as a writer' which involves identifying the underlying patterns of both the overall organisation, as well as how the writer creates different effects. 'Reading as a writer' is most helpful when focused on the purpose and audience of a piece of writing; understanding what response the writer wishes to elicit in the reader and how they achieve this. It often correctly considers choices made at word and sentence level, although these are always seen in their text-level context. During this phase, teaching also focuses on the areas for development identified in the cold write (see Assessment section below). The text is broken down into key sections so that the structure becomes obvious and can be used as a basic planner. Writing check-lists or tool-kits are also created and these contain transferrable strategies and techniques. During this stage, children are immersed in language and encouraged to specifically notice, rehearse and learn language patterns needed to write powerfully. As part of our teaching we place emphasis on the importance of talk and assessment for learning and ensure that we develop dynamic and supportive writing environments. We use a range of drama strategies preceding writing in order to engage and inspire the children and help develop skills such as visualisation and empathy.

Within this phase, the development of spelling, punctuation and grammar is planned in conjunction with the National Curriculum objectives as appropriate for the age/attainment of the children. Throughout the process, children work on daily spelling, vocabulary building and sentence work in relation to the initial assessments of their writing, as well as the demands of the text type.

### **Phase 3:**

In this phase children are given the opportunity to apply the writing skills they have developed in Phase 2 as they build up to the writing outcome of the unit. This phase encourages children to 'write as a reader'.

'Writing as a reader' involves children applying the understanding gained in Phase 2 when making choices about planning, creating and improving their own writing; understanding what response, as a writer, they wish to elicit in the reader and how they can achieve this. This is particularly important for greater depth writers. Writing is explicitly modelled by the teacher using a range of approaches as follows:

#### **Shared Writing**

Teachers model the planning, writing and editing process: demonstrating reflective writing by making mistakes and plunging deeper for better words; re-reading and editing constantly; demonstrating how to compose sentences with subordination for time and reason. This takes place during whole class teaching, where ideas are shared and discussed. The sessions are delivered with pace and are interactive, with (for example) the teacher making intentional errors and children using individual whiteboards for the quick composition of ideas.

These ideas are recorded and refined by the teacher, modelling the skills needed to be a writer. The shared writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar. Children then have the opportunity to practise and extend their own writing independently, or in a guided group.

We use the following three strategies for shared writing:

Teacher demonstration:

- Teachers demonstrate how to write a text – how to use a particular feature or compose a text type – maintaining a clear focus on the objective(s).
- They think the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another.
- The teachers write the sentence, reread it and change it again if necessary.
- They demonstrate at least two sentences. Teachers do not take contributions from the children at this point but will expect the children to offer their opinions
- on choice of words or construction of sentences.
- Every so often shared writing is used to orchestrate a number of different objectives, calling upon all that has been learned so far.
- The length of time spent on demonstration will depend on the type of writing, the objective and the attention span of the children.
- Teachers do not try to pack in too much teaching in these sessions to ensure children have opportunity to write themselves.

Teacher scribe:

- Children make contributions based on initial modelling.
- Fuller class participation takes place with use of planning pages to note down words, clauses, sentences.
- Contributions and their merits are discussed and refined.

#### Supported composition:

- Teachers use the children's ideas when creating the text.
- They discuss and list success criteria.
- They refer to vocabulary generated and recorded on working walls, writing journals for ideas, building in discussion time.
- Children work in pairs or individually to write a limited amount of text, focused on the teaching point.
- Examples are shared with the class, misconceptions identified and corrected.
- Opportunities are provided for practise until most children have mastered the objective and can apply it when they write.
- Longer sessions can be used to create whole texts or plans.

#### Guided Writing:

In guided writing both the class teacher and TA conduct a learning objective-focussed guided group. In this session, a common learning need is targeted with a small group of children. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process is repeated as necessary. Children then evidence their progress independently, using the guidance to inform their own writing. Children are given time to reflect and respond to marking.

#### **Independent Writing:**

In independent writing sessions the children create their own piece of writing, sharing their writing with a partner and exploring suggestions for improvements. As the children write, they continue to orally rehearse, making changes where necessary. During this time, children are expected to edit their work carefully, considering their teacher's feedback and the effect their word choice has on the reader. Finally, the children write the text type independently and apply what they have learnt across the curriculum. Children are encouraged to edit for publishing. The unit ends with a 'independent write' that is assessed by the teacher.

#### **Spelling:**

In addition to the teaching of spelling within the teaching sequence and the focus on the development of highquality synthetic phonics, a whole-school approach to the teaching of spelling has been developed. Spelling is taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Children are given spellings to learn each week and are given a spelling test the following week.

#### **Grammar and Punctuation:**

Grammar and punctuation knowledge are taught primarily through English lessons. Teachers plan to teach the required knowledge through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation knowledge as stand-alone lessons, particularly when focussing on identification of specific elements.

Evidence in Writing books demonstrates that children are developing grammar and punctuation knowledge on an ongoing basis. In order to emphasise the specific knowledge that is being taught, writing tasks are underpinned by clear success criteria. These are used for assessment purposes. The expectations for extended writing will vary across year groups but will always involve children being expected to apply the knowledge that was modelled to them, and thereby meet the given success criteria.

### **Vocabulary Development:**

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. Throughout the teaching sequence all children encounter core books and model texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning. Vocabulary from the text is carefully planned and is taught both explicitly (pre-taught) and implicitly (at the point of reading). The words selected to be explicitly taught include tier 2 words (words which have more than one meaning depending of the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area. The pupils are encouraged to use and apply this ambitious vocabulary in their own writing.

### **Feedback:**

Where possible, feedback is completed within the lesson, unless children have completed a key writing piece when a 'deep mark' is completed. All feedback is given in line with our marking and feedback policy. Children should be clear on what they can do well and what they need to improve within their writing.

### **Assessment:**

We use a range of strategies to assess the children's writing and employ effective formative and summative assessment procedures at the beginning, during and at the end of a unit of work. The unit ends with an assessed 'independent write'. This is then compared to the cold write in order for the children to see the knowledge they have developed and acquired and the progress they have made.

Teachers and leaders work together to jointly standardise and moderate the children's writing. Summative assessments for writing are then submitted to the senior leaders at the end of each term. Exemplification materials have been developed by the Pathfinders Trust for all year groups for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a

child is working within age-related expectations, above or below. They base their judgements on the quality of the extended write that children produce at the end of each unit and determine to what extent children have met the agreed success criteria for that genre of writing.

### **Leadership of Writing**

All Leaders in our academy prioritise the teaching of writing and it is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of writing through learning walks in English, work scrutinies and pupil voice. They evaluate the impact of this provision through the analysis of (i) end of year cohort data and (ii) individual pupil progress throughout the year (on going assessments).

### **Impact**

We are ambitious for all our children and strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs. By the end of KS2 we expect our children to:

- Enjoy writing and view themselves as effective, competent writers;
- Have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in Writing during their time at Havelock Schools

Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages

## Appendix B - Havelock Schools Curriculum Map 2023-2024

**Reception** [FS long term Curriculum Map 2023-24.docx \(sharepoint.com\)](#)

		Term 1		
Driver Project		<b>Let's Explore</b> (63 activities)		<b>Marvellous Machines</b> (65 activities)
Mini Project		Build It Up		Puppets and Pop Ups
		Term 2		
Driver Project		<b>Long Ago</b> (66 activities)		<b>Ready Steady Grow</b> (65 activities)
Mini Project		Stories and Rhymes		Signs of Spring
		Term 3		
Driver Project		<b>Animal Safari</b> (66 activities)		<b>On the Beach</b> (65 activities)

Mini Project		Crawl and Wiggle		Move it		Moving On
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## Year 1

	Term 1		Term 2		Term 3	
Driver Project	 <b>Childhood History (26 lessons)</b>		 <b>Bright Lights, Big City Geography (28 lessons)</b>		 <b>School Days History (32 lessons)</b>	
English	<b>Puffin Peter</b> Descriptive sentences <b>Look up!</b> Nathan Bryon CLPE Narrative sentences	<b>Leaf</b> Sandra Dieckmann CLPE Narrative <b>How to Find Gold</b> Viviane Schwarz CLPE Narrative	<b>Katie in London</b> James Mayhew Narrative <b>Claude in the City</b> Alex T Smith CLPE Narrative	<b>Pussy Cat Pussy Cat Where have you been?</b> Russel Punter Questions <b>Out and About</b> – Shirley Hughes CLPE Poetry	<b>The Curious Garden</b> Peter Brown Instructions and Narrative <b>Jack and the Beanstalk</b> Anna Milbourne Narrative	<b>The Last Wolf</b> Mini Grey CLPE Narrative <b>The Snail and the Whale</b> Julia Donaldson CLPE NF Fact file and Narrative
Maths	 Autumn White Rose Maths		 Spring White Rose Maths		 Summer White Rose Maths	
Science	Everyday Materials	Human Senses	Seasonal Changes		Plant Parts	Animal Parts
Art & Design	Mix It	Funny Faces and Fabulous Features	Rain and Sunrays		Street View	
D & T	Shade and Shelter		Taxi!		Chop, Slice and Mash	
Geography	Our Wonderful World		Geography covered in main Project		Geography revision and retrieval practise	
RE	The Creation Story (Christianity)	The Christmas Story	Jesus as a friend	Easter - Palm Sunday	Shabbat	Rosh Hashanah and Yom Kippur
Computing 	Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting Unit 1.3 Pictograms		Unit 1.4 Lego Builders Unit 1.5 Maze Explorers Unit 1.6 Animated Story Books		Unit 1.7 Coding Unit 1.8 Spreadsheets Unit 1.9 Technology outside school	
Music 	Under the Sea Musical Vocabulary	All about me Pulse and Rhythm	Animals Classical Music, Tempo and Dynamics	Fairy Tales Timbre and Rhythmic Patterns	Superheroes Pitch and Tempo	By the Sea Vocal and Body Sounds
PE	Real PE – Unit 1. Cognitive Skills /	Real PE – unit 2. Creative Skills /	Real PE – Unit 3. Social Skills /Dynamic balance	Real PE - 4. Applying Physical Skills/	Real PE – unit 5. Health & Fitness /	Real PE – unit 6. Personal Skills /

	Coordination and one leg static balance Real Dance	Dynamic balance to agility & static balance seated Dodgeball and Bench ball	on a line & Static balance stance Real Gym Unit 1 Hand apparatus and low apparatus	Coordination ball skills & counterbalance with a partner Real Gym Unit 2 Partner work & large apparatus	Coordination sending and receiving & agility reaction, response. Country Dancing – Summer festival	Agility ball chasing & static balance Cambridge Fundamentals 3 – rolling receiving and striking.
PSHE	Protective Behaviours Jigsaw Being Me in The World Anti-Bullying Jigsaw Celebrating difference		Jigsaw Dreams and Goals Jigsaw Healthy Me		Jigsaw relationships Jigsaw Changing Me Revisit protective Behaviours	

## Year 2 2023-24

	Term 1		Term 2		Term 3	
Driver Project	 <b>Movers and Shakers History (31 lessons)</b>		 <b>Coastline Geography (37 lessons)</b>		 <b>Magnificent Monarchs History (29 lessons)</b>	
English	<b>Narrative</b> A Mouse called Julian By Joe Todd-Stanton CLPE <b>Instructions</b> (final piece – Eton Mess)	<b>Description (narrative)</b> – Rapunzel By Bethan Woolvin CLPE <b>Questions</b> The Lonely Beast Chris Judge CLPE	<b>Non Chronological report</b> Moth – an Evolution story Isabel Thomas CLPE <b>Poetry</b> Tell me a Dragon Jackie Morris	<b>Narrative</b> Pattan's Pumpkin By Chitra Soundar CLPE <b>Description – Settings</b> The Secret Sky Garden Linda Sarah CLPE	<b>Narrative/description</b> The Hodgeheg Dick King Smith CLPE <b>Description – Settings/character</b> Literacy Shed	<b>Recount</b> Forest School <b>Narrative</b> The Robot and the Blue Bird David Lucas CLPE (writing from a different view point)
Maths	 Autumn White Rose Maths		 Spring White Rose Maths		 Summer White Rose Maths	
Science	Human Survival	Habitats	Uses of Materials	Plant Survival	Animal Survival	
Art & Design	Mix It	Still Life	Flower Head		Portraits and Poses	
D & T	Remarkable Recipes		Beach Hut		Cut, Stitch and Join	Push and Pull
Geography	Let's Explore the World		Geography covered in main Project		Geography revision and retrieval practise	
RE	What did Jesus teach?	Christmas - Jesus as gift from God	Passover	Easter- Resurrection	The Covenant (Judaism)	Rites of Passage and good works (Judaism)
Computing	Unit 2.1 Coding weeks Unit 2.2 Online Safety Unit 2.3 Spreadsheets		Unit 2.4 Questioning Unit 2.5 Effective Searching		Unit 2.6 Creating Pictures Unit 2.7 Making Music Programs Unit 2.8 Presenting Ideas	

						
Music Kapow 	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
PE	Real PE – Unit 1. Cognitive Skills /Coordination and one leg static balance Real Dance	Real PE – unit 2. Creative Skills / Dynamic balance to agility & static balance seated Dodgeball and Bench ball	Real PE – Unit 3. Social Skills /Dynamic balance on a line & Static balance stance Real Gym Unit 1 Hand apparatus and low apparatus	Real PE – Unit 4. Applying Physical Skills/ Coordination ball skills &counterbalance with a partner Real Gym Unit 2 Partner work & large apparatus	Real PE – unit 5. Health & Fitness / Coordination sending and receiving & agility reaction, response.  Country Dancing – Summer festival	Real PE – unit 6. Personal Skills / Agility ball chasing & static balance Cambridge Fundamentals 3 – striking.
PSHE	Protective Behaviours Jigsaw Being Me in The World Anti-Bullying Jigsaw Celebrating difference		Jigsaw Dreams and Goals Jigsaw Healthy Me		Jigsaw relationships Jigsaw Changing Me Revisit Protective Behaviours	
<b>Year 3</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
Driver Project	 <b>Through the Ages History (39 lessons)</b>		 <b>Rocks, Relics and Rumbles Geography (33 lessons)</b>		 <b>Emperors and Empires History (38 lessons)</b>	
English	Stone Age Boy- Narrative & descriptive writing Wild Cherry Moon- Poetry  Booktalk: Reading skills with reading dogs (Twinkl Stoneaged sheets) There's a pebble in my pocket  Explanations?		Escape from Pompeii Volcano Factiles The Firework Maker's daughter Whole class reading: A Pebble in my pocket and a linked poem Escape from Pompeii Pompeii by Bastile Information texts/webpages		History Hackers Roman Rescue- Narrative WCR Alice in Wonderlans  Circle- Narrative Persuasive texts- Save the Amazon Rain -Forest  WCR The last tree  The kapok tree	
Maths	 Autumn White Rose Maths		 Spring White Rose Maths		 Summer White Rose Maths	
Science	Skeletal and Muscular Systems		Rocks and relics	Forces and Magnets	Plant Nutrition and Reproduction	Light and Shadows
Art & Design	Prehistoric Pots Contrast and complements		Ammonite	People and Places	Mosaic Masters	Beautiful botanicals
D & T	Cook Well, Eatwell		Making It Move		Greenhouse	
Geography	One Planet, Our World		Geography covered in main Project		Geography revision and retrieval practise	

RE	Divali (Hinduism)	Christmas	Jesus' Miracles	Easter – Forgiveness	Hindu Beliefs	Pilgrimage to the River Ganges (Hinduism)
Computing 	Unit 3.1 Coding Number of Unit 3.2 Online Safety Unit 3.3 Spreadsheets		Unit 3.4 Touch-Typing Unit 3.5 Email (including email safety)		Unit 3.6 Branching Databases Unit 3.7 Simulations Unit 3.8 Graphing	
Music 	<b>Creating compositions in response to an animation (Theme: Mountains)</b>	<b>Developing singing technique (Theme: the Vikings)</b>	<b>Ballads</b>	<b>Pentatonic melodies and composition (Theme: Chinese New Year)</b>	<b>Jazz</b>	<b>Traditional instruments and improvisation (Theme: India)</b>
PE	Real PE - 1. Cognitive Skills 2. Creative Skills Cambridge Units		Real PE – 3. Social Skills 4. Applying Physical Skills Cambridge Units		Real PE – 5. Health & Fitness 6. Personal Skills Cambridge Units	
PSHE	Protective Behaviours Jigsaw Being Me in The World Anti-Bullying Jigsaw Celebrating difference		Jigsaw Dreams and Goals Jigsaw Healthy Me		Jigsaw relationships Jigsaw Changing Me Being brave Revisit protective behaviours	
Modern Foreign Languages	J'apprends le français Couleurs et nombres		Le Petit Chaperon Rouge Les Saisons		Les glaces Les fruits	

## Year 4

	Term 1		Term 2		Term 3	
Driver Project	 <b>Invasion History (39 lessons)</b>		 <b>Misty Mountain, Winding River Geography (33 lessons)</b>		 <b>Ancient Civilisations History (26 lessons)</b>	
English	Once Upon an Ordinary School Day Anglo Saxon Boy – Detailed Character Description  The Lion, the Witch and the Wardrobe Retell Narrative, character description, setting.		Float – Daniel Miyares Narrative, Instructions, dialogue  Explanations – range of texts and examples		The Boy at the Back of the Class  Letter Poem Recount Persuasive leaflet	
Maths	 Autumn White Rose Maths		 Spring White Rose Maths		 Summer White Rose Maths	
Science	Digestive System	Sound	States of Matter	Grouping and Classifying	Electrical Circuits and Conductors	
Art & Design	Contrast and Complement	Warp and Weft	Vista	Animal	Statues, Statuettes and Figurines	Islamic Art

D & T	Fresh Food, Good Food		Functional and Fancy Fabrics		Tomb Builders	
Geography	Interconnected World		Geography covered in main Project		Geography revision and retrieval practise	
RE	Buddha's teachings	Christmas	The 8-fold path (Buddhism)	Easter – Salvation	The 8-fold path (Buddhism)	Prayer and Worship (Christianity)
Computing 	Unit 4.1 Coding Number of Unit 4.2 Online Safety Unit 4.3 Spreadsheets		Unit 4.4 Writing for Different Audiences Unit 4.5 Logo		Unit 4.6 Animation Unit 4.7 Effective Searching Unit 4.8 Hardware Investigators	
Music 	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
PE	Real PE - 1. Cognitive Skills 2. Creative Skills Real Gym – Rotation and Balance		Real PE – 3. Social Skills 4. Applying Physical Skills Real Dance - Circles Swimming –Feb - May		Real PE – 5. Health & Fitness 6. Personal Skills Finish swimming Cambridge Units Athletics - Pentathlon	
PSHE	Protective Behaviours Jigsaw Being Me in The World Anti-Bullying Jigsaw Celebrating difference		Jigsaw Dreams and Goals Jigsaw Healthy Me		Jigsaw relationships Jigsaw Changing Me Revisit Protective behaviours	
Modern Foreign Languages	Je Peux Les Legumes		Les Instruments Ancient history of GB		En classe Chez moi	

## Year 5

	Term 1	Term 2	Term 3
Driver Project	 <b>Dynamic Dynasties History (25 lessons)</b>	 <b>Sow, Grow and Farm Geography (36 lessons)</b>	 <b>Groundbreaking Greeks History (33 lessons)</b>
English	Dark Sky Park <b>Outcome:</b> Narrative - description Walter Tull <b>Outcome:</b> Biography  Windrush Child – Benjamin Zephaniah <b>Outcome:</b> To write a persuasive pitch Rose Blanche <b>Outcome:</b> 3 <sup>rd</sup> Person Narrative	Rose Blanche <b>Outcome:</b> 3 <sup>rd</sup> Person Narrative Nowhere Emporium: Narrative (review KPIs/Phase 2/Progression Document) <b>Outcome:</b> Narrative The Highwayman <b>Outcome:</b> Newspaper Report	Floodland <b>Outcome:</b> Narrative Ending Suffragette: The Battle for Equality <b>Outcome:</b> Discursive Text Centred Around Women's Equality  Tom's Midnight Garden <b>Outcome:</b> Narrative (Description of a setting to move events forward)

Maths	 Autumn White Rose Maths		 Spring White Rose Maths		 Summer White Rose Maths	
Science	Forces and Mechanisms		Earth and Space		Human Reproduction and Ageing	
Art & Design	Taojie		Tints, Tones and Shades		Line, Light and Shadows	
					Nature's Art	
D & T	Moving Mechanisms		Eat the Seasons (Growing)		Architecture	
					Eat the Seasons (Cooking)	
Geography	Investigating our World		Geography covered in main Project		Geography revision and retrieval practise	
RE	Belief into Action (Sikhism)		Christmas		Beliefs and moral values (Sikhism)	
					Easter – Salvation	
Computing	Unit 5.1 Coding Unit 5.3 Spreadsheets		Unit 5.4 Databases Unit 5.5 Game Creator		Unit 5.6 3d Modelling Unit 6.7 Concept Maps Unit 5.8 Word Processing	
Music	Composition notation (Theme: Ancient Egypt)		Blues		South and West Africa	
					Composition to represent the festival of colour (Theme: Holi festival)	
PE	Gymnastics Real PE - 1. Cognitive Skills 2. Creative Skills		Real PE – 3. Social Skills 4. Applying Physical Skills		Real PE – 5. Health & Fitness 6. Personal Skills Swimming	
PSHE	Protective Behaviours Jigsaw Being Me in The World Anti-Bullying week Mental Health Day Jigsaw Celebrating difference		Jigsaw Dreams and Goals Jigsaw Healthy Me		Jigsaw relationships Jigsaw Changing Me Recap Protective behaviours	
Modern Foreign Languages	Je me presente Quelle est la date aujourd'hui		La famille As tu un animal?		Au cafe Les vetements	

## Year 6

	Term 1	Term 2	Term 3
Driver Project	 <b>Maafa History (30 lessons)</b>	 <b>Frozen Kingdoms Geography (35 lessons)</b>	 <b>Britain at War History (34 lessons)</b>
English	'Clockwork' - Narrative 'Boy in the Girls Bathroom' - Poetry	'Arrival' – Narrative 'Lady of Shalott' – Newspaper	'The Fox' – Alternative ending/ narrative

	Persuasive Writing / Speech linked to Maafa		'Wonder' – Book Review 'Shackleton's Journey' - William Gill		'Mary Anning: Stone Girl, Bone Girl' - Biography 'Little Freak'.	
Maths	 Autumn White Rose Maths		 Spring White Rose Maths		 Summer White Rose Maths	
Science	Circulatory System	Light Theory	Electrical Circuits and Components		Evolution and Inheritance	
Art & Design	Tints, Tones and Shades	Trailblazers, Barrier Breakers	Inuit	Environmental Artists	Distortion and Abstraction	Bees, Beetles and Butterflies
D & T	Food for Life		Engineer		Make Do and Mend	
Geography	Our Changing World		Geography covered in main Project		Geography revision and retrieval practise	
RE	Beliefs and Practices (Islam)	Christmas	Beliefs and Meaning (Christianity and Humanism)	Easter- Gospel	Beliefs and moral values (Islam)	
Computing 	Unit 6.1 Coding Number of Weeks – 6 Main Programs – 2Code Unit 6.2 Online Safety		Unit 6.4 Blogging Unit 6.5 Text Adventures		Unit 6.6 Networks Unit 6.7 Quizzing	
Music 	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song	Baroque
PE	Real PE - 1. Cognitive Skills 2. Creative Skills		Real PE – 3. Social Skills 4. Applying Physical Skills		Real PE – 5. Health & Fitness 6. Personal Skills Swimming	
PSHE	Protective Behaviours Jigsaw Being Me in The World Anti-Bullying Jigsaw Celebrating difference		Jigsaw Dreams and Goals Jigsaw Healthy Me		Jigsaw relationships Jigsaw Changing Me Revisit Protective behaviours	
Modern Foreign Languages	Quel temps fait-il? La Date?		Me in the World SATs revision		Healthy Lifestyle Me at the weekend	