



Spaxton Primary School Curriculum Intent



'Together we flourish and achieve'

Our curriculum is based on 3 simple yet powerful ideas.

1. Our curriculum exceeds the ambition of the National Curriculum by meeting the specific needs of our community to help children to grow.
2. The purpose of the Spaxton curriculum is for children to develop a deep body of knowledge and build 'cultural capital' so they do well in the education system and in life.
3. It is always in draft form and evolving.

What is our curriculum intent?

Our school vision is built on the teachings of St Paul around love and compassionate care. We believe that through this culture and ethos, all can flourish and achieve. We also believe that children can develop their character in our Christian setting through the driver of 'knowing more and remembering more'. In essence, our curriculum reflects the vision and ambition for our school.

Leaders in our school have set out powerful knowledge to be gained by the time children leave our school by setting out the following:

Statements of intent in the document below, set out what children must know, understand and do and indicates which knowledge exceeds the ambition of the National Curriculum, reflecting our spiritual mission to grow children and meet the needs of our community. This is set out in green text within the document below.

English

Know

1. Know and enjoy range of high-quality texts from:
 - **fiction texts:** historical fiction, plays and drama, origins of storytelling, power and conflict, poetry and performance
 - **Non-fiction texts:** reference texts (R.S.H.E and **No Outsiders texts**, newspapers, online research and additional high-quality models)
2. Know the generic and grammatical features of a range of text types (fiction, poetry, plays, writing to inform, discuss and persuade and other high-quality text types)
3. Know how punctuation provides clarity as well as to achieve certain writerly effects on the audience.
4. Know how grammar provides clarity as well as to achieve certain writerly effects on the audience.
5. Know most rules and strategies to successfully spell
6. Know the importance of reading, speaking and writing independently as well as collaboratively
7. Know the importance of reading a range of texts for: purpose, comprehension and prosody
8. Know the importance of communicating confidently and effectively
9. Know when is the right time to edit and improve both independently and collaboratively
10. Know the importance of engaging an audience
11. Know the importance of valuing progress and having a sense of pride/achievement
12. Know the importance of presentation and handwriting
13. Know when a strategy has or has not been successful and adapting it to be resilient and try a different way.
14. Know the impact of creating hybrid texts (mixture of non-fiction and fiction)
15. Know the importance of having an exposure to a repertoire of texts that build cultural capital
16. Know a range of culturally significant poems by memory

Understand

1. To understand different texts genres and purposes; experiencing a wide, high-quality, diverse range (as listed in, but not limited to, Stogursey School reading spine)
2. Understand how to write a range of text types (fiction, poetry, plays, inform, discuss and persuade) including the structure, grammatical features and linguistic features (Talk 4 writing/POR)
3. To understand and progressively learn punctuation skills (as listed in Stogursey School English progression document) and have opportunity to apply
4. To understand and progressively learn grammatical skills (as listed in Stogursey School English progression document) and have opportunity to apply
5. To understand and progressively learn spelling rules/patterns (as listed in Stogursey School English progression document) and have opportunity to apply
6. To understand how and have opportunities to read, speak and write collaboratively or independently
7. To understand and progressively learn reading skills (decoding/blending/segmenting as listed in Stogursey School English progression document)) and have opportunity to apply
8. To understand how to communicate effectively in a range of situations
9. To understand how to use a range of sources to identify, correct and improve written work independently and collaboratively
10. To understand how to perform/recite effectively, clearly and confidently in a range of situations
11. To understand that different people have different targets. To value progress/achievements of everyone, including having own sense of pride
12. To understand how to present written work neatly
13. To understand how to identify when a strategy isn't working and use metacognitive skills to try other strategies from different contexts.
14. Understand how to amalgamate text types to create a complex piece of writing (hybrid of fiction/non-fiction or varying text types)
15. To understand that many texts can educate about the world and world issues & understanding that building a repertoire of these texts will build knowledge of a range of cultures
16. To understand the cultural significance of a range of poems (which are learnt by memory)

Do

1. To have exposure to high-quality texts (as listed in the curriculum reading spine)
2. To progressively have opportunities to learn and write a wide-variety of text types (as listed in the English progression/curriculum overview) (Talk 4 writing/POR)
3. To progressively have opportunities to learn and apply punctuation (as listed in the English progression/curriculum overview)
4. To progressively have opportunities to learn and apply grammatical knowledge (as listed in the English progression/curriculum overview)
5. To progressively have opportunities to learn and apply spelling rules/patterns via Little Wandle and Jane Considine etc (as listed in the English progression/curriculum overview)
6. To have opportunities to work independently, paired or in groups
7. To progressively have opportunities to learn and apply reading skills (as listed in the English progression/curriculum overview) which were learnt using: Little Wandle and Talk for Reading (implementation Sept 2022)
8. To have opportunities to progressively build communication skills in a range of curricular areas and in a range of situations (Oracy 21 implemented Sept 2022)
9. To use resources available effectively to edit and amend work effectively (peer and independently)
10. To have opportunities to perform aloud and respond to critical feedback
11. To have opportunities to share feedback (critical and praise) and share a sense of pride and achievement for all pupils through: feedback and praise, peer and self-reflection, house points, class stars
12. To have regular opportunities to present written work neatly and practise (cursive y2+) handwriting
13. To have opportunities to access help and support freely (including peers, aids such as: dictionaries, books, walls, classes, etc) and opportunities to learn how to do so effectively
14. To have opportunities in writing to amalgamate text types to create a complex piece of writing (hybrid of fiction/non-fiction or varying text types)
15. To have opportunities to access many texts which can educate about the world and world issues & build a repertoire of these texts to build knowledge of a range of cultures
16. To have exposure to cultural significance of a range of poems (which are learnt by memory)

Mathematics

By the time children leave our school, they will:

Know

1. Key facts stored in long-term memory that will aid successful maths work
2. Strategies to answer increasingly complex word problems about unfamiliar contexts and real-life scenarios.
3. That tables and charts represent data and provide information.
4. The composition of numbers up to 10 million.
5. That there are different standard units of measurement.
6. The written methods for all four operations.
7. The underlying structures of a question.
8. That they have the ability to do well in Maths.
9. The language of reasoning to justify or prove their answer.
10. Mathematical vocabulary, being able to read, spell and pronounce words correctly
11. Methods for adding, subtracting, multiplying and dividing fractions.
12. 2D and 3D shapes and other non-number concepts, recognising, describing and drawing/building as well as knowing the properties of different shapes including comparing, classifying and their dimensions, angles.
13. Equivalents between fractions, decimals and percentages.
14. Scaling up/ down structures including those involving ratio and proportion.
15. Strategies for tackling the 5 types of problem solving including pattern seeking.
16. Strategies for finding patterns in algebra problems.

Understand

1. The Patterns and connections of different key facts
2. the underlying structures of different word problems
3. the different types of tables and charts and which are most appropriate to answer a question.
4. that numbers can be composed of multiple different numbers.
5. how to read, write and convert between different standard units.
6. that the 4 operations can be represented in different ways
7. that different manipulatives can be used to support finding the answer to a question.
8. that making errors is part of learning and to have belief in their ability
9. the relevant mathematical language to use when answering a question.
10. that they can use the working wall and/or knowledge organisers to support them to use mathematical language.
11. the different methods to use when adding, subtracting, multiplying and dividing fractions.
12. the different properties of 2d and 3D shapes
13. Which FDP facts are equivalent.
14. How scaling up/ down problems can be presented.
15. What is known and what is not known in tackling unfamiliar problems
16. The different terms for algebra and that pattern seeking is at the heart of it.

Do

1. Easily recall useful facts to answer questions with automaticity
2. have a toolkit of methods to approach word problems.
3. construct and interpret increasingly complex tables and charts and answer questions about them.
4. be flexible with the composition of numbers to aid answering questions
5. convert units of measure.
6. use an appropriate method to answer questions.
7. Use manipulatives to support finding an answer.
8. be resilient and persevere with different types of questions.
9. write and/or verbally explain their working out in full sentences using mathematical language
10. use mathematical vocabulary correctly with support from the working wall and/or knowledge organisers and make relevant corrections in their work.
11. answer a variety of increasingly complex questions independently involving fractions
12. apply their knowledge of 2d and 3d shapes to different questions and scenarios.
13. Solve FDP problems, being flexible, interchangeably using equivalents being efficient.
14. Solve scaling up/ down problems including those involving ratio and proportion.
15. Use composite knowledge from other areas of Maths to tackle unfamiliar problems successfully.
16. Carry out algebra problems successfully.

Science

Working Scientifically

By the time children leave our school, they will:

Know

- 1) That there are 5 different types of Scientific enquiry
- 2) That scientific ideas have to be proven/ disproven using evidence
- 3) That asking a scientific question with the intention of answering it is an effective starting point
- 4) That choosing a most appropriate enquiry will help answer the question
- 5) That recognising and controlling variables produces more accurate results
- 6) That choosing scientific equipment also produces accurate results
- 7) That the collection of data provides evidence to prove and disprove hypotheses
- 8) That evaluation and explanation of data is crucial in proving/ disproving a scientific idea
- 9) That next steps offer further insights into the phenomena being studied.
- 10) **That certain career pathways require children to think, talk and act like a scientist.**

Science Content

By the time children leave our school, they will:

Know

- 1) the functions of the main parts of the digestive, musculoskeletal and circulatory systems ; know the different reproductive processes and life cycles in animals
- 2) the effects of diet, exercise, drugs and lifestyle on how the body functions
- 3) the main parts of plants, including those involved in reproduction and transporting water and nutrients
- 4) the observable features of plants, animals and microorganisms
- 5) how food chains work
- 6) the requirements of plants for life and growth ; and know the impacts both positive and negative of environmental changes to plants
- 7) how things change over time using the concepts of inheritance, variation, adaptation and evolution as evidence for this
- 8) properties of everyday materials including different types of rocks
- 9) **different soil types and the potential for growing food**
- 10) the states of matter, how they change and where we see evidence of this in everyday life
- 11) what dissolving is
- 12) the difference between reversible and irreversible changes
- 13) how we see and the concept of light and shadows
- 14) how sounds are made and heard
- 15) how pitch and volume are created and can be changed
- 16) examples of contact forces and those that act at a distance and gravity
- 17) how levers, gears and pulleys work
- 18) how simple circuits work
- 19) the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and how day and night happens.

Understand

- 1) What the strengths and limitations are of each enquiry
- 2) Whether a suggested investigation will be robust enough to prove/ disprove any scientific idea
- 3) That questions need to be appropriate for the enquiry and to enable the scientific idea to be proven/ disproven
- 4) Whether a suggested enquiry type will sufficiently prove/ disprove any scientific idea
- 5) What dependent and independent variables are
- 6) That there is a range of equipment and their uses
- 7) That data collection must be fair and accurate and sometimes repeat readings are required
- 8) Where evidence proves and does not prove a scientific idea. Also, to understand where evidence is inconclusive.
- 9) Next steps may be to repeat the test or to test a different variable.
- 10) The language of being a scientist.

Understand

- 1) how these parts help towards fulfilling the life processes and in order to stay alive
- 2) what constitutes a healthy body and an unhealthy one
- 3) the importance of the different parts of a plant
- 4) the different classifications for different plants and animals
- 5) the relationships between producers, primary and secondary consumers, identifying prey and predators
- 6) preferable conditions for living things to thrive
- 7) the basic ideas of inheritance, variation, adaptation and evolution
- 8) Where evidence proves and does not prove a scientific idea. Also, to understand where evidence is inconclusive.
- 9) Why plants may thrive or not thrive in different sorts of soil
- 10) How state changes happen using real-life examples
- 11) The usefulness of separating mixtures out
- 12) Why some changes are reversible and others are irreversible
- 13) the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows
- 14) the idea that sounds are associated with vibrations, and that they require a medium to travel through
- 15) the ideas of pitch and volume
- 16) examples of different sorts of forces
- 17) how forces can be altered using levers, gears and pulleys
- 18) how electrons flow through components within a simple circuit
- 19) other astronomical phenomena including the phases of the moon, seasons and shadow lengths as proof of the time of day

Do

- 1) Confidently carry out each of the 5 enquiries
- 2) Carry out investigations to test Scientific ideas
- 3) Ask quality scientific questions
- 4) Choose one of the 5 types of enquiries to test a Scientific idea
- 5) Identify and control variables
- 6) Accurately use scientific equipment
- 7) Collect different sorts of scientific data proficiently
- 8) Evaluate and explain scientific data stating whether it proves or disproves scientific ideas
- 9) Decide on next steps
- 10) Think, talk and behave like a scientist.

Do

- 1) name and describe the functions of the main parts of the digestive, musculoskeletal and circulatory systems ; and describe and compare different reproductive processes and life cycles in animals
- 2) describe the effects of diet, exercise, drugs and lifestyle on how the body functions
- 3) name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients
- 4) use the observable features of plants, animals and microorganisms to group, classify and identify them into broad groups, using keys or other methods
- 5) construct and interpret food chains
- 6) describe the requirements of plants for life and growth ; and explain how environmental changes may have an impact on living things
- 7) use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved ; and describe how fossils are formed and provide evidence for evolution
- 8) group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties
- 9) choose different soil types for growing plants in order to grow food
- 10) describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle
- 11) identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components
- 12) identify, with reasons, whether changes in materials are reversible or not
- 13) show how light travels in scientific diagrams
- 14) show how sound travels in scientific diagrams
- 15) describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source
- 16) describe the effects of simple forces that involve contact (air and water resistance, friction) , that act at a distance (magnetic forces, including those between like and unlike magnetic poles) , and gravity
- 17) identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force
- 18) use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams
- 19) describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night.

Computing

By the time children leave our school, they will:

Know

- 1) That they can use programs to accomplish specific goals.
- 2) That they can solve problems by decomposing them into smaller parts.
- 3) To use sequence, selection and repetition in programs.
- 4) To use logical reasoning to explain how some simple algorithms work.
- 5) About different computer networks, including the internet.
- 6) That a variety of search technologies exist
- 7) to select, use and combine a variety of software.
- 8) To use technology safely, respectfully and responsibly.
- 9) **That there are different career opportunities within computing.**

Understand

- 1) How to design, write and debug programs that accomplish a specific goal.
- 2) How to solve problems by decomposing them into smaller parts.
- 3) How to use sequence, selection and repetition in programs.
- 4) To use logical reasoning to explain how some simple algorithms work.
- 5) About different computer networks, including the internet.
- 6) How to use search technologies effectively.
- 7) How to select, use and combine a variety of software for an end goal.
- 8) How to use technology safely, respectfully and responsibly.
- 9) **Specific career opportunities within computing.**

Do

- 1) Children will design, write and debug programs that accomplish a specific goal.
- 2) Children will solve problems by decomposing them into smaller parts.
- 3) Children will use sequence, selection and repetition in programs.
- 4) Children will use logical reasoning to explain how some simple algorithms work.
- 5) Children will use a variety of computer networks, including the internet.
- 6) Children will use search technologies appropriately and effectively.
- 7) Children will select, use and combine a variety of software to produce one outcome.
- 8) Children will use their knowledge of e-safety to stay safe online.
- 9) **Children will explore and research different career options using computing.**

Religious Education

By the time children leave our school, they will:

Know

1. the main factual information about different world faiths as well as non-faiths
2. expectations and methods of scholarly learning
3. how learning of faiths connects to own life
4. some answers to 'big questions' and accept when you do not have any answers
5. background knowledge around contentious and non-contentious topics before engaging in debate on it
6. values being exemplified in the content being taught
7. where the main faiths started and that the UK is also made up of many faiths as well as non-faiths
8. the main Bible stories that exemplify the school's vision and values
9. the main teachings of Jesus Christ
10. Christian theological concepts such as God, creation, the Trinity, incarnation, salvation and the Kingdom of God and People of God.
11. the church, the building as well as the people and what happens in Christian worship
12. main festivals in the church year and the colours of the church year
13. the main leaders of the church both internationally, nationally and locally and their significance
14. how main life events are held in all faiths studied
15. the contribution to wider society made by groups of people including faiths

Understand

1. the key people, vocabulary, key facts and other schema to do with the content studied
2. that to gain understanding of life's big issues, it takes scholarly behaviour and deep thinking to create this
3. that learning about religion can lead to learning from religion
4. that we may not ever have the 'correct answers' and that it is ok to change your mind
5. things from different points of view
6. how learning about values builds your own 'moral compass'
7. how different faiths connect to each other both geographically and historically
8. the importance of the stories to our school
9. how the New Testament provided a different message to the Old
10. the importance of these concepts in our school
11. the significance of the church in our community and its specialness
12. how these events are important to not just our community but to the UK as a whole, including those who aren't Christian
13. the messages of the Christian faith they deliver to our community
14. the similarities and differences of these events
15. the civic responsibilities of these communities.

Do

1. learn and remember key facts about different content in RE
2. act in a scholarly way
3. use RE to make reflections on the world, self and others
4. engage in respectful debate
5. respectfully disagree on issues and co-regulate with an EAA if finding the content too triggering
6. build an overall understanding of values that are important to different people as well as self
7. be curious and embrace learning about about people with similar and different faiths
8. remember the main Bible stories and gain an overall picture of the Bible and where stories take place within it
9. remember the messages of Jesus Christ
10. continually debate and discuss the theological concepts to gain a richer understanding of them
11. act with reverence in and around the church
12. participate in whatever capacity
13. develop good relationships with church leaders and visitors, taking on board what they tell us
14. compare with own beliefs on life's main events and own experiences
15. take civic action following study of this.

History

By the time children leave our school, they will:

Know

1. different achievements of civilizations studied
2. the key developments and trends in the time periods studied and the impact of those changes
3. how things have changed and stayed the same (continuity)
4. some key people, events and periods of history
5. where the time periods studied fit in relation to each other on a timeline
6. some key dates of the periods being studied
7. key features of the time periods studied
8. the local stories of our community in greater depth (De Courcey family, the founding of the school)
9. what different sources of evidence can tell us about the periods being studied
10. the limitations of certain evidence
11. that bias is useful to help us understand what was happening in the past

Understand

1. technological, scientific, cultural and aesthetic achievements and their significance
2. the positive and negative impacts of changes
3. the reasons for change and continuity
4. the significance of key people, events and time periods
5. 'the bigger picture' of what was happening in the world at different times
6. AD and BC as a concept and a key metric of chronology
7. a wider range of key features and compare and contrast across time periods previously studied
8. the significance of local stories and impact on the community
9. that despite our best efforts, the full truth will probably never be known about the past and is open to interpretation
10. pros and cons of primary and secondary sources
11. people may have ulterior motives for telling a different version of events when it comes to History.

Do

1. explain why those achievements were significant
2. explain causes and effects of changes
3. conduct enquiries into changes and their causes
4. use different sources to grow knowledge of key people, events and time periods
5. order time periods on an overall timeline
6. add and remember important dates to a timeline
7. articulate what has been learned about key features of periods being studied
8. visit and talk about local places of interest
9. interpret evidence including different viewpoints of the same thing being investigated (evidence, event, perception of person for example)
10. choose evidence for enquiries for a purpose
11. think critically about the content being presented and participate in rigorous discussions about it.

Geography

By the time children leave our school, they will:

Know

1. key places' locations in the world in relation to other places known
2. global phenomena and the processes by which they happen
3. different places by Geographical grouping such as countries, continents, tropics and biomes
4. significance of specific places in relation to global phenomena being studied
5. similarities and differences between places being studied
6. human and physical geography features
7. the impact of human activity on the planet
8. the benefits of different methods of fieldwork
9. about the climate emergency
10. about minimising your impact on the environment when conducting outdoor activities (Forest School, Adventurers for example).

Understand

1. how near or far away from Stogursey these places are
2. using specific terminology, how these phenomena are caused and the consequences for them occurring
3. where these places are in the world in relation to areas studied
4. why places are the way they are and why they cause certain phenomena
5. why places are similar and different to each other
6. the benefits and drawbacks of such aspects of human and physical geography being studied
7. the causes and consequences of human activity
8. the benefits of using different fieldwork methods when investigating places
9. what is needed to reverse climate change and the consequences of not doing enough
10. the benefits to learning of outdoor education, balanced with minimising impact.

Do

1. locate places around the world accurately
2. explain how the phenomena studied are created, change and happen
3. build own picture of where places are around the world
4. explain the significance of places and phenomena being studied
5. build a picture of what places are like around the world, describing vividly
6. describe human and physical geography and explain their importance in enquiries
7. explain how humans make use of natural resources including other humans
8. choose the right method for successful completion of fieldwork
9. take positive action on the climate emergency
10. participate responsibly in outdoor education

Design Technology

Know

1. A range of food preparation techniques.
2. What makes a healthy meal.
3. That recipes can be adapted.
4. Where and how a variety of ingredients are grown, reared, caught and processed.
5. That the design process is important in producing well made products.
6. That innovative design comes from research and testing.
7. That the design process is important in producing well made products.
8. That the design of innovative design comes from research and testing.
9. That designs can be aimed at particular individuals or groups.
10. That structures can be strengthened, stiffened, reinforced using particular techniques.
11. That gears, pulleys, cams, levers and linkages can be used to make mechanical system.
12. That products can incorporate electrical systems.
13. That the design has changed over time and has changed the world.
14. That well-made products last longer and that we can adapt products for sustainability.

Understand

1. The safe use of kitchen tools
2. Key ways in which recipes can be changed to suit the consumer and add flavor and change flavours.
3. Understand the principles of the healthy plate and the balance of macro elements of food.
4. Which cooking methods are most beneficial to health.
5. Which foods are inexpensive and where to find out food costs.
6. How cooking food changes its texture, taste, nutritional value and health implications.
7. Seasonality
8. The impact of a designer on the world eg Isambard Kingdom Brunel.
9. That design is a process that may involve several stages.
10. That evaluating products to a given criteria will inform design.
11. How cams, levers, linkages work.
12. The methods to strengthen joints.
13. How circuits, switches, bulbs, buzzer and motors work.
14. That products should be reused or adapted to prevent waste.

FL

Do

1. Prepare vegetables for a variety of recipes.
2. Prepare a meal to fit on the healthy plate.
3. Cook – bake, roast, fry, boil food safely and well to comply with a recipe.
4. Make a range of meals within a given budget.
5. Use cheap ingredients to make nourishing meals.
6. Follow an ingredient from raw to finished product eg plant potatoes then prepare and eat them/ Catch a fish, gut and fillet then cook one.
7. Plan and plant a vegetable plot
8. Study the work of a designer who has influenced major change.
9. Make puppets
10. Cut cardboard, wood, paper, textiles using appropriate tools.
11. Mock up designs.
12. Use a range of techniques to strengthen a design or model
13. Create sculptures from found objects
14. Make a moving toy which uses cams, levers, pulleys and linkages.
15. Design and make an electrical system with a real purpose e.g. a dollhouse, burglar alarm, room lighting system.

Art

Know

1. Know that art is to be appreciated, created and shared and reflects experiences and imagination
2. Know that art is created from a wide range of mediums such as but not limited to:
 - Paint, sketches, sculpture,
3. Know and appreciate a range of high-quality art/artists (modern and historical) from:
 - **Drawing Painting:** Rosalind Monks, Lucy Arnold, Joseph.W.M.Turner, Claude Monet, John William Waterhouse, Chelsey Bonestell, Roman art,
 - **Sculpture:** Guiseppe Arcimboldo, Edward Landseer, David Best, Antony Gormley, Danny Osbourne,
 - **Mixed Media:** Antony Gormley, Lorenzo Manuel Duran, Local historical portraits (Luttrell Family – varied artists), A variety on display at The Louvre Religious (varied culture) artwork
4. Know and appreciate a range of high-quality architects and designers in history:
 - Isambard Kingdom Brunel (science)
 - Egyptian architecture
 - Prehistoric architecture
 - Victorian architecture (inc I.K.B)
 - Roman architecture
 - Anglo-Saxon & Viking architecture
 - Ancient Greek architecture
 - Castles
 - London architecture (royalty and iconic structures)
5. Know a variety of painting techniques such as:
 - Dry brush, splattering, print, water, stippling, bubble, dabbing, overlay, sgraffito **and more**
6. Know about the seven formal elements of art: line, colour, pattern, shape, form, space and texture
7. Know the processes involved in a wide variety of printing techniques such as (but not limited to): sponge, roller and poly tiles
8. **Know the affect art can have within the community**
9. **Know career opportunities which are available to artists**
10. Know that a range of materials can be used to create a product
11. Know that painting, sculpture and drawing can be used to express their ideas, experiences and imagination
12. Know the links between well-known artists, architects and designers' work and their own
13. Know that reflection, editing and practise can help with mastering artistic skills

Understand

1. Understand that art is to be appreciated, created and shared and reflects experiences and imagination
2. Understand that art is created from a wide range of mediums such as but not limited to:
 - Paint, sketches, sculpture,
3. Understand the process, story (within art) and life of a range of high-quality art/artists (modern and historical) from:
 - **Drawing Painting:** Rosalind Monks, Lucy Arnold, Joseph W.M. Turner, Claude Monet, John William Waterhouse, Chelsey Bonestell, Roman art,
 - **Sculpture:** Guiseppo Arcimboldo, Edward Landseer, David Best, Antony Gormley, Danny Osbourne,
 - **Mixed Media:** Antony Gormley, Lorenzo Manuel Duran, Local historial portraits (Luttrell Family – varied artists), A variety on display at The Louvre Religious (varied culture) artwork
4. Understand and appreciate the importance and impact of a range of high-quality architects and designers in history:
 - Isambard Kingdom Brunel (science)
 - Egyptian architecture
 - Prehistoric architecture
 - Victorian architecture (inc I.K.B)
 - Roman architecture
 - Anglo-Saxon & Viking architecture
 - Ancient Greek architecture
 - Castles
 - London architecture (royalty and iconic structures)
5. Understand that there are a variety of painting techniques such as:
 - Dry brush, splattering, print, water, stippling, bubble, dabbing, overlay, sgraffito **and more**
6. Understand the seven formal elements of art: line, colour, pattern, shape, form, space and texture
7. Understand there are various processes involved in a wide variety of printing techniques such as (but not limited to): sponge, roller and poly tiles
8. **Understand the affect/impact art can have within the community and its importance**
9. **Understand the career opportunities which are available to artists**
10. Understand how a range of materials can be used to create a product
11. Understand that painting, sculpture and drawing can be used to express their ideas, experiences and imagination
12. Understand that links can and should be made between well-known artists, architects and designers' work and their own
13. Understand that reflection, editing and practise can help with mastering artistic skills

Do

1. Have opportunities to appreciate, create and share own art work which reflects experiences and imagination
2. Have opportunities to see and produce art work which is created from a wide range of mediums such as but not limited to:
 - Paint, sketches, sculpture,
3. Have opportunity to learn about the process, story (within art) and life of a range of high-quality art/artists (modern and historical) from:
 - **Drawing Painting:** Rosalind Monks, Lucy Arnold, Joseph.W.M.Turner, Claude Monet, John William Waterhouse, Chelsey Bonestell, Roman art,
 - **Sculpture:** Guiseppe Arcimboldo, Edward Landseer, David Best, Antony Gormley, Danny Osbourne,
 - **Mixed Media:** Antony Gormley, Lorenzo Manuel Duran, Local historial portraits (Luttrell Family – varied artists), A variety on display at The Louvre Religious (varied culture) artwork
4. Have opportunity to appreciate the importance and impact of a range of high-quality architects and designers in history:
 - Isambard Kingdom Brunel (science)
 - Egyptian architecture
 - Prehistoric architecture
 - Victorian architecture (inc I.K.B)
 - Roman architecture
 - Anglo-Saxon & Viking architecture
 - Ancient Greek architecture
 - Castles
 - London architecture (royalty and iconic structures)
5. Have opportunity to apply a variety of painting techniques such as:
 - Dry brush, splattering, print, water, stippling, bubble, dabbing, overlay, sgraffito **and more**
6. Have opportunity to apply the seven formal elements of art: line, colour, pattern, shape, form, space and texture
7. Have opportunity to apply various processes involved in a wide variety of printing techniques such as (but not limited to): sponge, roller and poly tiles
8. **Have opportunity to produce art work for the local community and its reflect upon its importance**
9. **Have opportunities to learn about career opportunities which are available to artists**
10. Have opportunity to use a range of materials to create a product
11. Have opportunities to apply painting, sculpture and drawing skills to express their ideas, experiences and imagination
12. Have opportunities to make links between well-known artists, architects and designers' work and their own
13. Have opportunities to reflect, edit and practise mastering their own artistic skills

MFL

By the time children leave our school, they will:

Know

1. the sounds French phonemes make and not confuse them with English phonemes
2. how words studied are spelled in French
3. a range of texts, poems, plays and songs in French and experience reading them for fun, understanding and purpose
4. the gist of what is being read in French
5. a wider range of French vocabulary collected from topics studied
6. **strategies for being understood better** including getting grammar correct as well as correct pronunciation
7. about French culture and customs in France and **other French-speaking countries**
8. **through repetition and regular practice to make aspects of language automatic.**

Understand

1. the different sounds the French graphemes can make and remember them
2. most spellings and phonically-decodable but others require memorisation
3. the main learning points from experiencing texts, poems, plays and songs in French
4. the key ideas of what a text, song, play or poem is communicating
5. that magpieing and collecting words is the best way to understand the topics and ultimately communicate the meanings of the topics
6. how words change to create meaning by their grammar and understand French spoken mannerisms (bof, ben) to create an authentic spoken impression
7. the similarities and differences between their cultures and ours
8. that aspects need to be repeated a lot to become automatic.

Do

1. pronounce words correctly relying on strong phonics knowledge to decode unfamiliar words
2. have a go at spelling words in French
3. widen the range of French material and choose to do this for fun
4. read and listen with understanding
5. use dictionaries and source material to magpie words for topic learning
6. develop authenticity in language work
7. gain an appreciation for French culture and show interest
8. take part in practice retrieval to gain automaticity and fluency in the subject.

PE

Know

1. The criteria needed for the 8 fundamental movement skills- 1 leg, seated, floorwork, stance static balance, dynamic balances on a line, jumping and landing, counter balance in pairs and coordination in sending and receiving.
2. Correct technique for front crawl to swim 25m
3. What is expected for successful personal, social, physical, cognitive, creative and health and fitness standards for their age.
4. Rules required to be met for specific sports and games.
5. Strategies and tactics to achieve goals.
6. That physical activity is an important part of maintaining a healthy body and a healthy mind.
7. That in the moment feedback needs to be acted on in order to improve efforts.
8. That competition is part of life and a fundamental part of being human whether against self or others.

Understand

1. Their own levels of challenge within the 8 fundamental movement skills
2. Why learning to swim is important.
3. Their own levels of challenge within the standards and where to go next with this.
4. A range of sports and the variations and exceptions within those rules.
5. That strategies and tactics are in response to the situation presented to them.
6. Why physical activities are important for health.
7. A range of feedback techniques.
8. That we can become dysregulated during competition if winning or losing.

Do

1. Carry out the 8 fundamental movement skills proficiently
2. Swim 25m unaided
3. Carry out standards for personal, social, physical, cognitive, creative and health and safety goals.
4. Follow rules agreed in sports and games.
5. Use tactics and strategies to become more successful in sports.
6. Participate in a range of sports both in class and in enrichment time.
7. Use feedback to improve.
8. Handle the emotions of winning and losing successfully.

Music

By the end of Year 6 Young People will:

Know

1. Know a range of religious and non-religious songs.
2. Know that the voice can be used expressively and creatively.
3. Know that there are a range of tuned and untuned instruments.
4. Know a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
5. Know that sounds can be combined and created using inter-related dimensions of music.
6. Know that music can be performed as solo, duet or ensemble contexts.
7. Know that music can be created using the voice or an instrument.
8. Know that music can be recorded in a written form and can be read back to recreate a sequence of sounds
9. Know that music has developed throughout history to the current age.
10. Know that music can be appreciated in a range of situations to enhance or for enjoyment
11. Know that statement 6 can be applicable to a range of tuned and non-tuned instruments.

Understand

1. Understand that there are a range of religious and non-religious songs which sometimes contain a lesson/message or story.
2. Understand that the human voice can be used expressively and creatively.
3. Understand that there are a range of tuned and untuned instruments.
4. Understand that there is a range of music available to them which consist of but is not limited to: high-quality live music and recorded music which can be drawn from different traditions and from great composers and musicians.
5. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: **pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations**
6. Understand that music can be performed as solo, duet or ensemble contexts.
7. Understand that music can be created using the voice or an instrument.
8. Understand that music can be recorded in a written form (staff and other forms of notation) and can be read back to recreate a sequence of sounds
9. Understand that music has developed throughout history to the current age.
10. Understand that music can be appreciated in a range of situations to enhance or for enjoyment
11. Understand that statement 6 can be applicable to a range of tuned and non-tuned instruments.

Do

1. Do learn and a range of religious and non-religious songs which sometimes contain a lesson/message or story through:
 - Weekly singing worship
 - Yearly productions such as but not limited to: Christmas, Easter, Harvest, Christingle, Summer Production,
 - Class singing opportunities
 - Music lessons
 - Singing festival (Bridgwater)
 - External musical opportunities (Halsway Manor, guitar lessons, violin/cello lessons, workshops, etc)
2. Do use the human voice at every opportunity (explicit music lessons or singing worship etc) to explore and produce expressive and creative sounds.
3. Do have opportunities to play a range of tuned and untuned instruments.
4. Do listen to, discuss and explore a range of high-quality live music and recorded music which is drawn from different traditions and from great composers and musicians, such as but not limited to:
 - Ludwig Van Beethoven
 - Wolfgang Amadeus Mozart
 - Pyotr Ilyich Tchaikovsky
 - Local/family/school bands and/or musicians
 - Rend Collective
5. Do have opportunities to play musical instruments to explore how music is created, produced and communicated, including through the interrelated dimensions: **pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations**
6. Do have opportunities to produce/perform music in solo, duet or ensemble contexts.
7. Do have opportunities within and beyond music lessons to create musical sounds using the voice and/or an instrument.
8. Do have opportunities to learn to read and record notation (staff and other forms of notation).
9. Do have opportunities within music lessons to learn that music has developed throughout history to the current age and listen to a range of these with the opportunity to reflect on what has been heard.
10. Do have opportunities to listen to and appreciate music in a range of situations to enhance (for example school plays, fetes, events) or for enjoyment.
11. Do have opportunities to conduct statement 6 with a range of tuned and non-tuned instruments. To learn violins or cellos with an external tutor. Pupils also have extra-curricular access to guitar lessons via the school.

Oracy

By the time children leave our school, they will:

Know

1. that physical changes to your voice can lead to better communication
2. that physical changes to your body language can lead to better communication
3. that choosing appropriate vocabulary can lead to better communication
4. that choosing appropriate grammar and register can lead to better communication
5. rhetorical techniques that may lead to better linguistic choices when speaking
6. that choosing content carefully with intention and meaning as well as building on the views of others leads to better communication
7. the possible structures of talk
8. how clarifying and summarising can be a useful talking tool
9. how reasoning through talk leads to better thinking
10. that guiding, turn-taking and managing interactions is an important social and emotional part of oracy
11. that being an active listener enhances all learning
12. that developing confidence in speaking develops character
13. that gaining 'live feedback' from an audience is key to improving the quality of oracy.

Understand

1. how different voice techniques lead to better communication
2. the effect of use of body language in delivering messages verbally and the social cues from non-verbal communication
3. a range of synonyms and how they might be used in different situations
4. how the formality level changes depending on the situation, audience and context
5. the effect the rhetorical techniques have on audiences
6. that content generation is a dynamic process that is ever-changing and although a loose plan of talk can be formed, a speaker must be flexible with it
7. ways of structuring talk
8. ways of clarifying and summarising to show you have listened
9. that reasoning is the way we shape and change our views and that this is a good thing
10. the emotional impact on others of getting talking right and wrong
11. the negative impact of not being an active listener
12. the social benefits of shaping your character through better talk
13. when the audience have received the message of your talking.

Do

1. develop fluency, pace of speaking, tonal variation, clarity of pronunciation and project your voice.
2. use gestures, posture, facial expressions and eye contact when speaking
3. use appropriate vocabulary
4. use correct register and grammar when speaking
5. use rhetorical techniques such as metaphor, humour, irony and mimicry
6. select content to convey meaning and intention and build on the views of others
7. structure and organise talk effectively
8. seek out information by questioning, clarifying and summarising
9. give reasons to support views, critically examine ideas and others' views
10. work well with others through guiding, turn-taking and managing interactions
11. respond appropriately and listen actively
12. be self-assured and develop liveliness and flair
13. take account of level of understanding of the audience.

PSHE

By the time children leave our school, they will:

Know

1. About the spectrum of career opportunities
2. That being able to articulate yourself aids in self-regulation of emotions but also expressing identity, diversity, race, and safety.
3. Examples of healthy relationships and start to detect unhealthy ones (peer pressure, genuine bullying)
4. About good and poor mental health and cope better with change.
5. About the importance of physical health, supported by adult guidance.
6. Areas of the body that are private; how the body grows and changes over adolescence.
7. What could improve well-being.
8. That people may have a different identity, race, family background, sexuality, what stereotypes and discrimination are, the Equality Act and some of the protected characteristics. To know values that are important to them.
9. How it feels to belong to a community
10. Accept different identities and celebrate any you may have.
11. About different types of families.
12. How to stay safe online.
13. How money works, risks and the impact of poor financial decisions.

Understand

1. People have many choices to succeed in life.
2. The language of emotions, identity, diversity, race, and safety under guidance of emotionally-available adults.
3. To understand how friendships work, change sometimes for the best and not the best.
4. To understand that trauma, stress and physical factors can affect mental health.
5. To understand the benefits of a healthy and physical lifestyle.
6. To understand physical and emotional changes and what is acceptable and not acceptable when talking about private parts of the body.
7. To understand what affects your wellbeing.
8. To understand the negative impact that stereotypes and discrimination has on individual and the wider world.
9. That belonging to a community is a key tool of wellbeing and that membership changes
10. Accepting who you are is another key to wellbeing.
11. That families should provide stability, love and security.
12. The opportunities and risks online.
13. Positive and negative outcomes associated with financial risk.

Do

1. To experience new things and be open to change
2. To engage in our front-line mental health service in school to maintain strong mental health
3. To continuously work on friendships, creating quality new ones, maintaining existing ones and breaking ones amicably when they aren't working out and to seek help if experiencing or witnessing bullying.
4. Build protective factors to offset trauma, be compassionate and start to be emphatic, self-regulating with emotionally available adults.
5. To take part in a healthy lifestyle.
6. To comply with safeguarding rules in and out of school
7. To start to take ownership of own wellbeing.
8. To seek adult help to challenge stereotypes and discrimination.
9. To continually develop your place in the community.
10. To value their's and other's identity.
11. To contribute towards a positive functioning home-life
12. Carry out the online safety messages being taught in and out of school.
13. To be enterprising, motivated and graft. Work hard but be kind on themselves and others in the pursuit of a successful career and money.

Early Years

By the end of Reception, children will be able to:

1. Create and retell their own stories using a growing range of story language.
2. Persevere, be resilient and take risks.
3. Design and create a model using the material of their choice and share it with others
4. Read and write simple sentences with independence.
5. Understand in depth numbers to 10.
6. Recognise, compare and explore mathematical patterns.
7. Know they are part of a community.
8. Sequence events from their own life and others.
9. Discuss, share and give feedback on their own and others work.