

# Endon Hall Primary & Nursery School

'Learning Together and having fun'



## Curriculum Policy

**Policy in place:** Sept 2015

**Policy reviewed:** Feb 2018

**Review date:** Feb 2019

### Introduction

At Endon Hall Primary School our aim is to provide a curriculum that meets the needs of our children and their context and has the right balance of knowledge, skills and understanding running through it. We believe we have a creative approach to curriculum delivery, including a cross-curricular approach where this is relevant. We ensure that the statutory National Curriculum content is covered, whilst providing additional skills and opportunities that we believe are important, and that meet our children's needs, in order that children become independent and responsible citizens who will continue to learn effectively throughout their lives. We have developed a curriculum tailored to the unique context of our school. We have a consistent approach to curriculum delivery, so that children move through the school building upon their skills and experiences. Ensuring that all children learn in a safe, secure and enriching environment is essential.

### Curriculum delivery at Endon Hall Primary School exploits:

- **Our Curriculum Drivers**
  - Possibilities/Opportunities
  - The Environment
  - The Arts
- **Building Learning Power**
  - Resourcefulness
  - Resilience
  - Reflectiveness
  - Readiness
  - Relationships
- **Outdoor learning**
- **Theme based learning** (where appropriate)
- **Health & Well - being** (Healthy Schools, Social Moral Spiritual and Cultural learning, Fundamental British Values)

We use termly whole school theme weeks and residential visits (throughout Key Stage 2) to further enrich our curriculum.

Our 'curriculum drivers' are areas that we value as a school; they give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole. They are:

- **Possibilities:** Children cannot aspire to things they have never encountered. We aim to expose children to a range of opportunities and possibilities, and to instil in them with a longer term desire to make the most of opportunities they may encounter in the future.
- **Environment:** We value the environment and feel passionate about its management.
- **The Arts:** We are passionate about a broad, cultural, education for our children.

## **We believe effective learning takes place when:**

- Children feel cared about, happy, secure, motivated and stimulated
- Expectations are high
- There is a purpose to learning and children understand the purpose
- Learning is linked across different subjects by a common theme that children understand
- Learning is experiential, practical, hands on and engaging
- Skills are developed across various subjects and applied in different contexts
- Children know what they are going to learn and why (referred to as 'the bigger picture')
- Children understand what they need to do to be successful (success criteria)
- Tasks are sufficiently open ended to elicit a variety and depth of response to meet the needs and learning style of all learners, enabling mastery
- Children are helped to assess their own learning and the learning of others (through self and peer assessment)
- Children receive feedback that helps them identify what they have done well and what they need to do next to help them progress
- Children have time to reflect and review their learning
- The learning environment is well organised, stimulating, positive and used as a tool for learning
- Children experience a variety of learning situations both indoors and outdoors
- Children are encouraged to take responsibility for their own learning and progress.

## **Creative Curriculum**

Our curriculum is:

- Skills based
- Rooted in knowledge and understanding
- Experiential
- Creative
- Engaging
- Collaborative

All our curriculum prerequisites translate into a series of thematic units of work, linked to an overall topic and usually spanning a term. Links are made to children's prior learning, their own experiences and their interests. Discovering what they would like to learn and using this as a starting point upon which further learning builds, allows children to develop their knowledge, skill and understanding, in as wide a sense as possible. We use varied teaching approaches to engage children, plan for progression in learning, link core and foundation subjects (where appropriate), reinforce basic skills and hone skills across learning contexts.

We aim to give children a yearning for lifelong learning. Therefore, Building Learning Power, Co-operative Learning and Life Skills are weaved throughout the curriculum. These are skills, we believe, that are not content driven, but important ways of working that children need to master in order to succeed in life.

Specialists plan, deliver and assess Art and Design, Design and Technology, Physical Education, Dance, French and Music (Staffordshire Performing Arts); ensuring that opportunities are exploited and that progression in skills is clear. Our teachers' subject specialisms and interests have been identified and are utilised to maximise the delivery of these subjects across the school, from Year 1 to Year 6. Our teachers deliver History, Geography, Computing, and PSHE on a rotational basis over a week, ensuring each teacher has a set time slot to deliver the curriculum to each year group. We believe that, planning and delivering learning within teachers' subject specialisms and interests ensures that children receive a rich and balanced curriculum, delivered by passionate staff. It also ensures sound coverage and progression in these subjects across the school. Standalone sessions are in place for the delivery of Religious Education and Science, where subject specific work needs to be undertaken e.g. experiments in Science. These are delivered by the class teacher.

We plan for outdoor learning wherever possible, both within our school grounds and beyond. Outdoor learning encourages risk taking, problem solving, cooperation, team building, resilience and self-awareness. A range of educational and residential visits, linked to current topics, are in place to extend learning, engage learners and develop a range of skills.

## **Curriculum Planning**

Topic webs provide an overview of termly National Curriculum content for each year group by subject and these form our medium term plans. Where links are purposeful, English and Maths lessons feature the foundation subject curriculum and children are encouraged to see and make connections between the relationships of skills across multiple subject areas.

## **Theme Weeks**

Theme weeks are planned at least twice yearly, to provide opportunities for whole school shared learning, across different year groups and key stages, linked to a particular topic or theme. They often culminate in a whole school celebration. The children start their academic year with a whole school theme. Theme weeks often encompass spiritual, moral, social and cultural issues whilst also promoting fundamental British values. Opportunities are provided for children to debate their own thoughts and beliefs in a respectful manner. The children explore the theme in creative ways and produce work that is displayed in communal areas around the school; to engage the children through a multi-sensory approach.

## **Progress and Achievement**

Children's progress across the curriculum is monitored on a regular basis, in accordance with our Assessment Policy. We encourage children to take responsibility for their own learning and to support the learning of others. A range of Assessment for Learning strategies are used e.g. self and peer marking. The children regularly peer mark and are encouraged to comment on each other's work using appropriate vocabulary. Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve, assessing achievement against objectives and success criteria, the use of talk partners and end of topic teacher/child evaluation. Through these, both children and adults are able to recognise the progress being made.

## **Assessment and Recording**

Assessment is an integral part of the teaching process and is outlined fully in our Assessment Policy. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's learning in the core subjects is on-going, to inform next steps and ensure progress is being made. Feedback is given to the children as soon as possible, and marking of work will follow the school's Marking Policy. Children are assessed termly in the foundation subjects and subject leaders are expected to know and understand the attainment of children in relation to the National Curriculum.

## **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels, including the Able and Talented and children identified as having a Special Educational Need or Disability (SEND).

## **Curriculum Review**

Termly monitoring of each subject is managed by subject leaders. Coordinators build a picture of scope and standards within their subjects through book scrutinies, assessments and/or learning walks where applicable.

## **Provision for SEND**

We aim to raise English and Maths standards by linking purposefully key skills in these subjects with the foundation subjects. We aim to do this for all children through Quality First Teaching in class. Some children may need additional or different support beyond the daily English teaching in the classroom and we therefore provide a range of class and/or school support strategies to enable children to make progress, and wherever possible, to catch-up with their peers (see SEND and Inclusion Policy/Provision Map). Some children may require further support in the acquisition of basic English or Maths skills. Therefore, increased support, documented within a personal plan, is made available; incorporating focused support in school and/or support from external agencies. The impact of any additional provision is ascertained using standardised scores at the start and end of any programmes put in place.

## **Equal Opportunities**

We believe that all children should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability.

## **Monitoring and Evaluation**

Ongoing evaluation and monitoring of curriculum delivery is undertaken by the Headteacher and Senior Leadership Team. Monitoring takes place in accordance with the school's formal and informal monitoring cycle and includes lesson observations (formal and informal), book scrutinies, data analysis, external assurance, scrutiny from the Governing Board, consultation with staff, children, parents/carers, and external agencies.

## Appendix

### **Art**

Art is planned, delivered and assessed by a specialist Art practitioner, with links made to termly topics. The aims of Art are consistent with our school philosophy 'Learning together and having fun'.

Our aims for Art at Endon Hall Primary School are:

#### **Subject Aims**

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative and innovative art programme which will foster enthusiasm for art and design amongst all children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To develop children's design capability
- To ensure Art is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects

#### **Curriculum**

We use Chris Quigley's objectives that simplify the curriculum into key areas. This ensures that, for Art, the children will always be working towards three objectives:

- **To develop ideas**
- **To master techniques**
- **To take inspiration from the greats**

Children become familiar with these skills as they move through the school and progression in these skills are developed appropriately. The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

#### **Early Years**

During the Early Years, through the Expressive Art and Design aspect of the curriculum, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of construction, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, the children will be encouraged to develop their own creative ideas.

#### **Key Stage 1**

During Key Stage 1, Art and Design expands children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

## **Key Stage 2**

During Key Stage 2, Art and Design fosters children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

### **English**

Discussion is an important aspect of Speaking and Listening. It is an important way for the children to develop understanding of their own and others' work and different viewpoints and perspectives on the world that are represented in the work of artists, craftspeople and designers. With careful planning, Art and Design tasks can provide an opportunity for children to develop and apply their English skills.

### **Design and Technology**

There are close links between these subjects. Design and Technology helps children's learning in art by honing skills for working with tools, equipment, materials and components. It also helps develop competence in designing, measuring, marking out, cutting and shaping a range of materials.

### **ICT**

The use of ICT helps children's learning in Art and Design as it is a source of different equipment and tools to produce and manipulate images, and to play with ideas and possibilities for the creative use of materials and processes. Using the computer, images can be modified freely and rapidly creating a range of effects. We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using the digital camera to record their observations. Children have access to the internet to find out more about artists and designers.

### **Spiritual, Moral, Social and Cultural development (SMSC)**

The teaching of Art and Design offers opportunities to support social development through the way we expect children to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople, and through particular projects/theme weeks aimed at developing cultural awareness.

### **Health and Safety**

Endon Hall Primary School's Health and Safety policy highlights general safety awareness and procedures. The health and safety of children is of paramount importance and children are taught to handle equipment and materials safely under the supervision of the class teacher and other adult helpers. Activities are risk assessed to ensure safe practice in different areas of school life. It is the responsibility of all staff to follow guidelines. Visits are planned and implemented in line with the school policy and Staffordshire Entrust guidelines.

## Computing

Computing is planned, delivered and assessed by a specialist teacher for Year groups 1-6, linking to the class topic when appropriate and purposeful. The aims of Computing are consistent with our school philosophy 'Learning together and having fun'.

Our aims for Computing at Endon Hall Primary School are:

### Subject Aims

- To enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum
- To use computing technologies as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their computing capabilities in all areas specified by the curriculum Programmes of Study
- To ensure Computing technologies are used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents/carers and other agencies

### Curriculum

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that, in Computing, the children will always be working towards the four objectives:

- **To code**
- **To communicate**
- **To connect**
- **To collect**

Children become familiar with these skills as they move through the school and progression in these skills are developed appropriately. The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Computing, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

### Curriculum Planning and Organisation

- Children will be given the opportunity to explore computational thinking in a creative way, linking learning across the curriculum
- All classes have access to iPads and laptops, which are timetabled for at least one session per week
- Years 1 to 6 have a set of 5 Stylus tablets with keyboards
- Sessions are delivered by class teachers, linking learning to topics and real-life contexts

### Health and Safety

Endon Hall Primary School's Health and Safety policy highlights general safety awareness and procedures. The health and safety of children is of paramount importance and children are taught to handle equipment and materials safely under the supervision of the class teacher and other adult helpers. Activities are risk assessed to ensure safe practice in different areas of school life. It is the responsibility of all staff to follow guidelines. Visits are planned and implemented in line with the school policy and Staffordshire Entrust guidelines.

## **Design and Technology**

Design and Technology is planned, delivered and assessed by a specialist Design and Technology practitioner with links made to termly topics. The aims of Design and Technology are consistent with our school philosophy 'Learning together and having fun'.

Our aims for Design and Technology at Endon Hall Primary School are:

### **Subject Aims**

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making
- To enable children to talk about how things work, and to draw and model their ideas
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures
- To explore attitudes towards the made world and how we live and work within it
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society
- To ensure Design and Technology is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To foster enjoyment, satisfaction and purpose in designing and making

### **Curriculum**

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that for Design and Technology, the children will always be working towards the three objectives:

- **To master practical skills**
- **To design, make, evaluate and improve**
- **To take inspiration from design throughout history**

Children become familiar with these skills as they move through the school and progression in these skills are developed appropriately. The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Design and Technology, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

### **Early Years**

During the Early Years, young children will be given the opportunity to explore tools and materials. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, the children will be encouraged to develop their own creative ideas.

### **Key Stage 1**

During Key Stage 1, Design and Technology is about expanding children's communication, design and evaluation skills through providing opportunities to create purposeful, functional and appealing products for themselves and others.

### **Key Stage 2**

During Key Stage 2, Design and Technology is about developing children's communication, design and evaluation skills by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Design and Technology in the world around them and how key events and individuals have impacted on it.

### **English**

Design and Technology provides a natural opportunity for children to practise and improve basic skills such as speaking and listening, evaluating and appraising.

### **Mathematics**

Activities aim to develop skills such as creative problem solving, measuring and counting.

### **Design and Technology across the curriculum**

Through evaluating the process and their final products children will be encouraged to improve their own learning and performance. Children will apply knowledge and skills from Art and Design, Science, ICT and English in Design and Technology.

### **Computing**

Children are given opportunities to apply their understanding of computing to program, monitor and control their products.

### **Spiritual, moral, social and cultural development (SMSC)**

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on key events and designers.

### **Health and Safety**

Endon Hall Primary School's Health and Safety policy highlights general safety awareness and procedures. The health and safety of children is of paramount importance and children are taught to handle equipment and materials safely under the supervision of the class teacher and other adult helpers. Activities are risk assessed to ensure safe practice in different areas of school life. It is the responsibility of all staff to follow guidelines. Visits are planned and implemented in line with the school policy and Staffordshire Entrust guidelines.



## Geography

Geography is planned, delivered and assessed by a specialist teacher for Year groups 1-6, linking to the class topic when appropriate and purposeful. The aims of Geography are consistent with our school philosophy 'Learning together and having fun'.

Our aims for Geography at Endon Hall Primary School are:

### Subject Aims

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment
- To develop geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry
- To be able to apply map reading skills to globes and atlas maps and identify geographical features
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions
- To ensure Geography is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge

### Curriculum

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that, for Geography, the children will always be working towards the three objectives:

- **To investigate places**
- **To investigate patterns**
- **To communicate geographically**

Children become familiar with these skills as they move through the school and progression in these skills are developed appropriately. The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Geography the children learn a range of skills, concepts, attitudes and methods of working.

### Early Years

Geography is taught in Reception through the Knowledge and Understanding of the World aspect of the Early Years curriculum, and as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

### Key Stage 1

During Key Stage 1, children investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### Key Stage 2

During Key Stage 2, children investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Children carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography,

including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Children will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

### **English**

Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, when making notes and following instructions. Children need to communicate in ways appropriate for the task and audience, for example writing to a newspaper about a local issue. Discussion, drama and role-play are aspects of the Programmes of Study as children develop an understanding of different viewpoints and perspectives. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork.

### **Mathematics**

Opportunities occur for children to apply their mathematical skills when analysing data, reading maps, plans, thermometers, and rain gauges. The use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.

### **History**

There are close links between the two subjects. A study investigating how an aspect of the local area has changed over a long period of time, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History, they use and develop their mapping skills and learn the location of places.

### **Art**

There are close links between these subjects. Geography creates an abundance of material to use in art, for example flora and fauna, landscapes and maps. Children also develop an understanding of different places and cultures through their work on artists, designers and craftspeople.

### **Computing**

The use of Computing can help children's learning in Geography, providing access to unlimited information. Geographical skills can be developed when using mapping CD-ROMs and encyclopaedia. Databases, weather charts, satellite images, tourist information and the latest news of events from around the world can be accessed through the Internet. Children use Computing in geography to enhance their skills in data handling, in presenting written work and by using equipment to record their work in the form of digital cameras, iPads etc. There are also possibilities for sharing work with other schools in the immediate locality, the UK and abroad.

### **Spiritual, moral, social and cultural development (SMSC)**

**Spiritual development:** Through helping children to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

**Moral development:** Through helping children to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

**Social development:** Through helping children to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically-developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative working, making the most of different strengths and interests within a team.

**Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

### **Health and Safety**

Endon Hall Primary School's Health and Safety policy highlights general safety awareness and procedures. The health and safety of children is of paramount importance and children are taught to handle equipment and materials safely under the supervision of the class teacher and other adult helpers. Activities are risk assessed to ensure safe practice in different areas of school life. It is the responsibility of all staff to follow guidelines. Visits are planned and implemented in line with the school policy and Staffordshire Entrust guidelines.

## History

History is planned, delivered and assessed by a specialist teacher for Year groups 1-6, linking to the class topic when appropriate and purposeful. The aims of History are consistent with our school philosophy 'Learning together and having fun'.

Our aims for History at Endon Hall Primary School are:

### Subject Aims

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To ensure History is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

### Curriculum

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that for History, the children will always be working towards the four objectives:

- **To investigate and interpret the past**
- **To understand chronology**
- **To build an overview of world history**
- **To communicate historically**

Children become familiar with these skills as they move through the school and progression in these skills is developed appropriately. The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through History the children learn a range of skills, concepts, attitudes and methods of working.

### Early Years

History is taught in Reception through the Knowledge and Understanding of the World aspect of the Early Years curriculum, and as an integral part of the topic work covered during the year. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### Key Stage 1

During Key Stage 1, children learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

### Key Stage 2

During Key Stage 2 children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview,

using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. As well as making its own distinctive contribution to the school curriculum, History contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

### **English**

History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop orally through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form. Roman numerals are taught in Mathematics.

### **Computing**

Children use Computing in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use iPads and laptops to record and use photographic images.

### **Spiritual, moral, social and cultural development (SMSC)**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. When teaching history, we contribute to the children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by Britain's multicultural society.

### **Health and Safety**

Endon Hall Primary School's Health and Safety policy highlights general safety awareness and procedures. The health and safety of children is of paramount importance and children are taught to handle equipment and materials safely under the supervision of the class teacher and other adult helpers. Activities are risk assessed to ensure safe practice in different areas of school life. It is the responsibility of all staff to follow guidelines. Visits are planned and implemented in line with the school policy and Staffordshire Entrust guidelines.

## Music

Music is planned, delivered and assessed by class teachers in Key Stage 1 and Year 6 and by a specialist Music practitioner from Staffordshire Performing Arts in Years 3, 4 and 5, with links made to termly topics. The aims of Music are consistent with our school philosophy 'Learning together and having fun'.

Our aims for Music at Endon Hall Primary School are:

### Subject Aims

- To develop musical skills and concepts through listening, composing and performing
- To develop the ability to exploit the opportunities offered by music for the creativity of imagination, sensitivity, inventiveness and delight
- To reinforce social skills through co-operation with others in the shared experience of making music
- To enhance critical awareness of the roles and functions of music in contemporary times, different times and diverse cultures
- To encourage musical self-esteem and satisfaction, alongside an enjoyable experience
- To teach the skills of all musical elements within each year, maintaining progression throughout
- To teach appropriate vocabulary to understand, discuss and make informed valued judgements on musical genre
- To enhance thinking skills and critical awareness of the roles and purposes of music in different times and cultures, through the work of various composers
- To build knowledge and links with the community through shared musical events
- To ensure Music is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To foster understanding, knowledge and skills through enriching activities which support other areas of the curriculum

### Curriculum

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that for Music, the children will always be working towards the four objectives:

- **To perform**
- **To transcribe**
- **To compose**
- **To describe music**

Children become familiar with these skills as they move through the school and progression in these skills is developed appropriately. The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

### The Early Years

Music is taught in Reception through the Expressive Arts aspect of the Early Years curriculum, and as an integral part of the topic work covered during the year. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

### Key Stage 1

In Key Stage 1 children learn to use their voices expressively, and have the opportunity to play tuned and untuned instruments expressively. They are encouraged to listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the interrelated dimensions of music.

### Key Stage 2

During Key Stage 2 children will continue to develop and hone the skills previously introduced. They will be given opportunities to play and perform in solo and ensemble contexts, improvise and compose music for a range of purposes using the interrelated dimensions of music and listen with attention to detail and recall sounds with increasing aural memory. Children will be taught to use and understand staff and other musical notations. Opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians will be encouraged. Additionally, children will develop an understanding of the history of music.

## **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

## **Mathematics**

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

## **Spiritual, moral, social and cultural development (SMSC)**

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies. Our children are aware that music can trigger many emotions. A weekly singing assembly for all children enables us to join together to share singing.

## **Music and Computing**

Computing enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills through the Internet. They often carry out work in other areas, in particular English, whilst listening to music. They listen to music on the Internet, and may record their own compositions to publish electronically. They might experiment with editing voice recordings, which involves the use of a digital sound recorder.

## **Health and Safety**

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## PE

Physical Education is planned, delivered and assessed by class teachers, alongside specialist coaches (Bee Active) and our Sports Apprentice, with links made to termly topics where appropriate. The aims of PE are consistent with our school philosophy 'Learning together and having fun'.

Our aims for PE at Endon Hall Primary School are:

### Subject Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others
- To ensure PE is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

### Curriculum

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that for PE, the children will always be working towards the objective:

- **To develop practical skills in order to participate, compete and lead a healthy lifestyle**

### Curriculum Planning and Organisation

- Each class is timetabled to have two PE sessions per week delivered by class teachers, alongside specialist coaches (Bee Active) and our sports apprentice.
- Each class is timetabled so that they have access to one term of weekly Dance sessions delivered by a Dance specialist
- Their planning links with topic themes covered by each class (where appropriate)
- They assess and feedback their assessments to class teachers
- The playground areas and field are used to facilitate activities such as outdoor activities and games
- Swimming lessons are provided by external qualified teachers for Years 3 and 4 for one and a half terms during the academic year
- Before and after school clubs offer further opportunities for children to experience and develop skills in different sports and activities including Rowing, Gymnastics, Dance and Taekwondo

### Health and Safety

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## Science

Science is planned, delivered and assessed by class teachers. It is delivered in a cross curricular way when appropriate and purposeful. The aims of Science are consistent with our school philosophy 'Learning together and having fun'.

Our aims for Science at Endon Hall Primary School are:

### Subject Aims

- To develop children's enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- To build on children's curiosity and sense of awe of the natural world
- To use a planned range of investigations and practical activities to give children a greater understanding of the concepts and knowledge of science
- To introduce children to the language and vocabulary of science
- To develop children's basic practical skills and their ability to make accurate and appropriate measurements
- To develop children's use of computing in their science studies
- To extend the learning environment for our children via our environmental areas and the locality
- To promote a 'healthy lifestyle' in our children
- To ensure Science is used, when appropriate, to improve access to learning for children with a diverse range of individual needs, including those with SEN and disabilities

### Curriculum

We use Chris Quigley's objectives that simplify the curriculum into areas. This ensures that for Science, the children will always be working towards the eleven objectives:

- **To work scientifically**
- **To understand plants**
- **To understand animals and humans**
- **To investigate living things**
- **To understand evolution and inheritance**
- **To investigate materials**
- **To understand movements, forces and magnets**
- **To understand the Earth's movement in space**
- **To investigate light and seeing**
- **To investigate sound and hearing**
- **To understand electrical circuits**

### The Early Years

Science is taught in Reception through the Knowledge and Understanding of the World aspect of the Early Years curriculum, and as an integral part of the topic work covered during the year. Science is a broad and exciting subject, especially for young children who are naturally curious and have questioning minds. It is therefore important that a wide range of experiences are introduced to children in the early years so that they can begin to develop their scientific knowledge. Inquisitive children can easily be encouraged to find things out for themselves by making observations, carrying out simple experiments and sharing their discoveries. It is also easy to extend activities and introduce ways of recording their findings.

### Key Stage 1

The principal focus of science teaching in key stage 1 is to enable children to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice. They are helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science is done through the use of first-hand practical experiences, but there is also some use of appropriate secondary sources, such as books, photographs and videos.



### **Lower Key Stage 2**

The principal focus of Science teaching in lower key stage 2 is to enable children to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

### **Upper Key Stage 2**

The principal focus of science teaching in upper key stage 2 is to enable children to develop a deeper understanding of a wide range of scientific ideas. They do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They also begin to recognise that scientific ideas change and develop over time. They select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Children draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

### **English**

Science contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through generating ideas for experiments and developing a hypothesis for practical experiments. They may record their findings in English, giving them an opportunity to apply core skills across the Foundation Subjects. They use reference books, the Internet, and develop research skills when finding out about Science. Science is also used to stimulate discussion or creative writing. Through working and exploring with others in a practical setting, children develop their ability to communicate ideas effectively.

### **Mathematics**

The teaching of Science contributes to children's mathematical understanding in a variety of ways. Children who study science are observing patterns and processes, which links well to learning in maths. They may apply theories and/or rules in science that will help with mathematical learning. Maths can be a methodical and experimental subject, as can science.

### **Spiritual, moral, social and cultural development (SMSC)**

Sometimes science and spiritual ideas cause conflict, but we encourage children to respect the views of others and see that science is able to stand alongside the spiritual beliefs of many. This is looked at from a neutral stand point within science lessons and includes experiencing awe and wonder, exploring the values and beliefs of others, understanding Human feelings and emotions, and using imagination and creativity in learning. In this way, children learn how science contributes to spiritual, moral, social and cultural development across various topics, within the areas of the science curriculum.

### **Health and Safety**

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