



Chalkwell Hall Infant School

CURRICULUM POLICY

Agreed by Full Governing Body: Summer 24

Review date: Summer 27

This policy outlines our approach to the curriculum at Chalkwell Infant School and largely refers to practice in KS1. It should be read in conjunction with a number of other policies, namely the EYFS policy, English, Mathematics and PSHE policies.

Curriculum Aims

At Chalkwell Hall Infant school, our curriculum is shaped by our key drivers. These drivers were developed over time by considering the needs of the children in our school and the community that we serve. The drivers steer the focus of what is important to us and our learners, and shape the depth and breadth of our provision:

- **Our Values – the REACH vision**
- **To prepare today's learners for tomorrow's world**

Our motto is '**reach for the stars**' linked to our REACH vision and values. These values can be seen, heard and felt within everything we do in school.

Respect

- We learn to take responsibility for ourselves, and for each other
- We build strong relationships and learn in a secure and safe learning environment
- We seek to understand and accept similarities and differences
- We value partnerships with families and the community and take every available opportunity to celebrate and share our learning together
- We promote equality of opportunity, respect for ourselves, each other and our local and global community

Enjoy

- We are positive, we smile and have fun
- We inspire in order to motivate
- We encourage, challenge and take risks
- We sing, we laugh and we play

Achieve

- We have high expectations of ourselves, and each other
- We believe that we can, so we do
- We foster persistence, determination, resilience and humour
- We celebrate our efforts
- We are lifelong learners
- We develop our skills independently and collaboratively
- We sometimes fail so we can learn from our mistakes

Care

- We care about ourselves, and each other
- We develop hope, empathy and compassion
- We care about what happens, both in school and beyond
- We build strong relationships
- We foster a nurturing, secure and safe learning environment

Healthy

- We are a 'Healthy School'
- We learn about being healthy both physically and mentally
- We focus on the wellbeing of children and adults in the school community
- We prioritise 'time' for wellbeing
- We promote healthy lifestyles

Preparing Today's Learners for Tomorrow's World

It is important to us that we prepare our children for the next steps in their learning in the short, medium and long term. We have a strong focus on developing the children's basic skills in Maths and English in order to build a strong learning foundation, be it tomorrow, next week, or next year. We know that many factors of future life, including technologies and potential careers don't yet exist, and therefore we see it as our responsibility to prepare our pupils with wider skills and dispositions that may help them in their future lives.

Using these drivers our curriculum intends to:

- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Reflect our high expectations through encouraging independent learning, self-discipline and ambition

- Offer all our pupils a broad and balanced curriculum which focuses on developing basic skills, enables pupils to develop knowledge and understanding, and acquire skills that they can apply in different situations
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave Chalkwell Infants fully prepared for the next stage of their education
- Develop pupils' key skills and knowledge across subjects and themes through different opportunities and rich experiences sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Inspire and motivate our pupils through a thematic based approach using 'hooks' to entice and engage our learners
- Provide a variety of opportunities in order to bring learning to life, broaden their experiences and make their learning enjoyable and memorable
- Provide a stimulating and challenging learning environment where children are not afraid to take risks or make mistakes
- Develop pupils' communication and relationship skills so they can express themselves to others and work alongside an assortment of people
- Support pupils' spiritual, moral, social and cultural development and focus on wellbeing and development
- Promote the British Values as a thread through all subjects and curriculum areas
- Extend learning outside of the school day, offering a range of clubs after school in order to give the children a taste of different experiences in languages, sports and the creative arts
- Provide opportunities for children to represent the school in a variety of contexts, e.g. Pupil Voice, House Captains and sports tournaments.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) Statutory Framework.

The Key Stage 1 curriculum covers English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, Physical Education and Music. We follow The Southend-on Sea Agreed Syllabus for Religious Education and teach PSHE both discretely and throughout our curriculum (see Appendix 1 for our approach to Science and Foundation subjects 3I's documents).

We follow the Early Years Foundation Stage Statutory Framework in Reception (See EYFS Policy).

Curriculum Approach

We believe that engaging children into learning is a priority. This means that we put the children's wellbeing to the fore so that our children are secure and ready to learn. We can then interest and excite the children into wanting to learn, and we offer a stimulating and challenging curriculum which inspires and motivates them. We believe in a curriculum approach where pupils' key skills and knowledge are developed across different subjects, themes and opportunities, and that their **character** and **knowledge** of the world is developed beyond the National Curriculum. We believe that through rich experiences we are able to inspire rich minds and pave the way for future learning and development.

BIG Questions

Throughout the year we explore deep concepts about important life values as a planned approach, rather than ad hoc. We do this by asking 'BIG questions', and by exploring each question in different ways we encourage deep thinking at an early age. Diversity, inclusion, social justice, equity and our global community are the concepts behind our BIG Questions which are explored through a range of key texts, activities and opportunities, e.g. a peaceful protest. If appropriate the concepts are linked to other curriculum learning, for example by exploring significant female figures in history. Through these concepts we plan to develop pupils'

character and understanding of the world so that we can stand together regardless of age, disability, race, sexuality, gender or religion.

The Knowledge Curriculum

Our curriculum coverage (see Appendix 2 for broad overview) and themes provide us with 'hooks' to motivate and entice our pupils into engaging in the learning process. Our aim is to give the children a variety of opportunities in order to bring their learning to life, broaden their experiences of the world and to make their learning experiences enjoyable and memorable.

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. Our focus on developing these basic skills is not to the detriment of the wider curriculum and our other priorities. It is more that we see these skills as central to accessing the wider curriculum, and we structure our learning time so that the most can be made of each moment of the day, for example flexible lesson duration depending on the intended learning outcomes.

Based on our broader aims and intent as a starting point, we are clear on the intent of all of our curriculum subjects. This means for each subject there are 2 to 3 intent statements which underpin our priorities and starting points for each subject. (see Appendix 3).

Children are taught individual subjects discretely to ensure they develop skills and knowledge within each subject discipline. Where it makes sense, our learning is linked across subject themes and the BIG question. Other subjects might get taught in isolation, e.g. RE and PE. Our coverage is carefully plotted across the programme of topics so that the National Curriculum is covered in different ways, but is not the extent of the children's learning.

Opportunities to retrieve knowledge are built into lessons so that it can be committed to the long term memory. Other opportunities, such as 'where in the world is...?' sessions are planned in order to revisit learning around continents, oceans and seas etc over and over again (see mini policies in Appendix 1 for opportunities).

In the EYFS, we answer the BIG questions, as well as other focuses, such as seasonal events and the children's emerging interests.

The Character Curriculum

We want to ensure that a child leaves Chalkwell Hall Infant School having the knowledge and skills to take them on their next steps in learning, but also the knowledge of the world and attributes that will support their access to future learning and experiences. Our 'Character Curriculum' moves beyond the subject content of the National Curriculum.

The BIG Questions are used to develop the character of the child and give them an insight, at an early age, into global and social issues in a planned and deliberate way ensuring that these concepts are taught and that issues aren't covered in an isolated or tokenistic way.

Preparation Skills

To ensure a strategic approach to '**preparing today's learners for tomorrow's world**' we have developed our own programme of '**Preparation Skills**'. This curriculum is based around key life and learning skills and our **REACH values** and incorporates approaches from evidenced based research, such as the EEF and Building Learning Power (BLP) by Guy Claxton. From EYFS to Year 2, we build children's awareness of certain skills and attributes that will help them as they progress through life and education. We want to develop their skills so that they know what to do, when they don't know what to do. These key skills linking to our REACH vision run through our teaching and learning and are revisited in a spiral approach each year.

Spiritual, Moral, Social and Cultural and British Values

We believe it is essential that our pupils are equipped with the tools they need to support them in growing up in modern British society. As a result of this, we want all pupils that attend our school to have the opportunity to develop a strong set of values and principles, and question and understand what it means to grow up in British society.

Our curriculum is designed to ensure that our pupils have the opportunity to learn and reflect on the British values that underpin our lives and to recognise the valuable role that they play as emerging citizens in British society and in doing so 'prepare' them for their next steps

The children's SMSC development is planned for and supported throughout our curriculum. Through regular worship, references in RE and other lessons, thinking about the BIG Question, as well as seizing upon opportunities in other areas of the curriculum, children are taught the values of SMSC.

See SMSC and Fundamental British Values document

Spiritual – Explore beliefs and experience; respect faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral – Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social – Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural – Appreciate cultural influences, appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Each subject team has identified how SMSC and British Values can be explored and supported in their subject disciplines.

Medium and Long Term Planning

In Key Stage 1, the long term plan maps out the key coverage of each subject across the two years of Key Stage 1 and the approach to exploring the concept/BIG questions. Staff have carefully considered *when* and *why* something is taught when it is, in order to sequence learning and cumulatively build upon the learning and experiences in each year group and build their knowledge and understanding over time.

Each term staff plan meaningful and purposeful sequences of lessons using their knowledge of the curriculum to meet clear objectives and deliver 'core knowledge'. Journeys of learning towards an objective are broken down into their component parts.

For some aspects of the curriculum, schemes of work for the basis of our teaching:

Whole school:

- 'Read, Write Inc.' to teach Phonics and reading
- Charanga for Music
- The Southend-on Sea Agreed Syllabus for Religious Education
- Penpals Handwriting

Key Stage 1

- Maths No Problem
- 'Purple Mash' scheme for Computing
- PSHE Association – thematic approach

Delivery

Our learning has been structured to expose children to a wide knowledge of the world, and allow for opportunities to retrieve, revisit and build knowledge over time. Each subject is driven by a clear intent that leads the teaching and learning in that subject.

Subjects are planned by breaking down overarching learning objectives into their smaller component parts that build over the course of a unit of work. Learning is planned so that knowledge is revisited throughout the year in order to commit it to the long term memory.

We believe that learning should happen in the most appropriate location to meet the intended learning objectives. This means that we maximise the use of the local community and environment to deliver parts of

our curriculum, including our own school grounds, the park (for PE and other focuses), the beach, the local shops, cafes and residential areas. When possible, we make use of both the local train station and bus services.

As a seaside town school, we offer swimming lessons to our Year 2 children.

Curriculum Leadership ~~Subjects and Teams~~

The Deputy Headteacher oversees the curriculum provision in the school. Year Group Leaders take responsibility for the subjects and curriculum in their year groups. They work together to ensure continuity and progression from EYFS to Year 2. YGLs evaluate the curriculum termly and drive improvements in subject areas. We also run a number of wider curriculum projects, e.g. Eco Schools and the REACH Council.

At CHIS we have developed skills progression frameworks in Key Stage 1 for Pre Key Stage, Year 1 and Year 2. These act as a way of assessing and making judgements about whether a child is working at 'our expectation' of an age appropriate level in a given subject. We call these grids 'Foundation Assessment Frameworks for Progression' (FAFs for Progression – See an example in Appendix 4). Each FAF for Progression outlines opportunities to promote SMSC and British Values through its subject teaching.

(See also Assessment Policy and policies for English and Maths)

Curriculum Enrichment and Enhancement

Each term, visits are planned to take learning beyond the classroom and to 'hook' and excite interest. Visits might be local, or further afield and are based on learning focuses and intended learning objectives. We also invite visitors into school. These visitors might be from our locality to celebrate different faiths, as well as artists, poets and professions of all kinds. Our aim is to show the children the broadest range of careers and life choices.

We know that increasing the children's general knowledge of the world helps to increase their 'cultural capital' and increase their learning more rapidly (Chris Quigley), therefore we maximise opportunities to learn about word meanings, different text types, wider topics and vocabulary and current affairs.

Throughout the year, each year group receives a termly block of whole class music tuition delivered by a specialist music tuition. In this block the children learn to play tuned percussion instruments, for example the ukulele.

A trained sports coach supports the teaching and learning in PE. Teachers receive ongoing CPD as a result of the coach modelling approaches to PE teaching which the teachers then take the lead on. The sports coach also supports additional training opportunities for events, e.g. the Borough Sports event.

Throughout the year we participate in themed weeks, examples of this are: Children's Mental Health Week, Enterprise, Book Week and Science Week. We also celebrate wider events, such as Black History Month and world events, such as the Olympics.

We provide opportunities for all children to become involved in projects, e.g. Eco Schools. There are also a number of opportunities for individuals to lead or represent the school as Eco Warriors, Play Team Minis at lunchtimes,, House Captains and REACH Council representatives.

We offer a range of clubs after school in order to give the children a taste of different experiences in languages, sports and the creative arts. We participate in a range of tournaments and competitions within our borough and signpost children with particular talents to wider clubs and providers.

We have developed strong community links; our choir performs at a variety of locations, including the train station and supermarkets. We actively support the local food bank and other charities through fundraising events.

The Curriculum at Lunchtime – OPAL

Our school believes that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment. We believe that lunchtime play provision should be welcoming and accessible to every child. We are an OPAL school (Outdoor Play and Learning) with a commitment to a planned lunchtime provision.

The OPAL Primary Programme rationale is that “... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.”

The ‘Recovery’ Curriculum

As a result of supporting pupils’ both academically and emotionally during the school closures and return to school as a result of the Covid 19 pandemic, the school developed its own Recovery Curriculum to focus on supporting the children’s wellbeing needs.

Years on, we continue to ensure there is a strong emphasis on supporting children emotionally through frequent opportunities for wellbeing and mindfulness in addition to the PSHE curriculum based on the children’s emerging and ongoing needs and has placed ‘wellbeing’ in its own right firmly within our curriculum.

Assessment and Standards

(See also Assessment Policy and English and Maths Policies)

Teachers use the FAFs for Progression containing evidence of best practice to decide if children have reached our expected standard within a subject. Teaching staff moderate their findings and evaluate the teaching and learning each term in order to inform the next steps in planning in both the long and short term. We identify the barriers to learning for those children that have not made the expected standard.

Monitoring and Evaluation

(See also the Monitoring and Evaluation Policy and English and Maths Policies)

A variety of monitoring and evaluation activities take place to ensure consistency and quality of the curriculum on offer. YGLs/SLT monitor and evaluate the standards in their relevant subjects. Assessment of standards and progress within the foundation subjects is through looking at a range of evidence including, learning walks, planning and book scrutinies and conversations with teachers, learners and leads.

Teaching staff routinely moderate the EYFS and KS1 English and Maths within school, with other schools in the Pier to Peer group and at the Local Authority.

CPD

There is a drive to focus on the curriculum as part of our continuous school improvement. We embrace opportunities for new learning to further enhance our curriculum and approach to teaching and learning based on evidenced based research and best practice. Within our cycle of CPD there are opportunities for subject development depending on need:

Weekly ongoing subject CPD is provided through year group meetings when teaching teams discuss the content of lessons over the coming weeks and how to teach it well.

Inclusion

Teachers set high expectations for all pupils. Planning takes into account children’s differing starting points, abilities and needs. Teachers plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and minimise barriers to learning. Teachers adapt learning and provide scaffolds, e.g. writing prompts and next step questions to encourage deeper thinking. Teachers take into account the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

The Treehouse is a small learning provision providing individualised learning and support for children whose needs might differ significantly from those of their peers perhaps academically and/or socially and emotionally. A small team supports the learning for the duration of the morning session, sometimes extending into lunchtime and the early afternoon. There is a focus on English and Maths as well as gross motor, fine motor, speech and language and social skills. The mornings include sensory breaks and opportunities for children to work on their Individual Support Plan targets. In the afternoons, the children mostly access their

mainstream class and join in foundation subject lessons independently or with LSA support (depending on their need). Treehouse staff liaise with class teachers to ensure that children who learn in the Treehouse have access to the wider learning opportunities back in class if this meets their needs.

Our BIG questions encourage a focus on diversity and inclusion, social justice and equity and children have the opportunity to explore these themes, at an age appropriate level each year of their time in the infant school.

Roles and Responsibilities

The Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Board will also ensure that:

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

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

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

The Deputy Headteacher leads the curriculum and implementation within the school. Teaching staff ensure that the school curriculum is implemented in accordance with this policy.

This policy links to the following policies and procedures:

- EYFS Policy
- SEND Policy
- English Policy
- Maths Policy
- PSHE/RSE Policy
- SMSC and Fundamental British Values @CHIS
- Assessment Policy
- Monitoring and Evaluation Policy
- Teaching and Learning Policy

- Homework Policy
- Equalities Policy
- Inclusion Policy
- Mental Health and Wellbeing Policy

Appendices:

1. Mini policies for:

Science

Art and Design

History

Geography

Computing

Music

Design and Technology

RE

(Please note that English, Maths and PSHE have their own policies)

2. 2 year rolling programme of topics and concepts

3. Subject Intent Statements for Science and Foundation subjects

4. Examples of FAFs for Progression for Science and the Foundation subjects

5. Precis of the Curriculum Policy

Science @ Chis

Subject Intent:

Science	In practice this means a clear focus on:
Curiosity and enquiry – We will inspire and challenge pupils to become independent thinkers, encouraging them to ask questions about the world around them and seek answers through investigation and exploration	Independent thinking, asking questions and suggesting ways to find out. Lots of investigation
Analyse and explain – There will be a focus on developing analytical thinking skills and equipping pupils with the scientific language and understanding in order to explain their ideas	Promoting analytical skills, scientific vocab and explanations
Making connections – Pupils will use their knowledge of Science to develop their understanding of the locality and the world in which they live.	How scientific concepts link within science, other subjects and their lives

Implementation:

Science is taught at Chalkwell following the National Curriculum for KS1. The learning journeys describe a sequence of knowledge and concepts that build upon children’s prior knowledge and understanding. The ‘working scientifically’ skills are broken down using our Foundation Assessment Framework (FAF) to ensure that across a year and a key stage, children are taught skills progressively.

Some scientific topics are taught across the whole year depending on the changes in the natural world (e.g. deciduous and evergreen plants and trees), making the learning relevant and purposeful. There are opportunities to work scientifically throughout all topics, and skills are constantly practised, revised and improved.

Science is taught in weekly discrete lessons, however we also encourage science to be taught and explored ‘in the moment’ as much as possible, based on children’s interests, for example, by providing opportunities in Linked Learning Time. We want our children to be curious about the world around them and seek answers to their own questions. Our lessons nurture curiosity and provide children with hands-on, interactive and interesting scientific experiences. We encourage children to learn from their peers and delve deeper into their own curiosities and questions. Each classroom has a science working wall to showcase the journey of scientific discovery the children move through. Children will record their developing scientific understanding in their own science books. Each year, ‘Science Week’ is celebrated as a whole school event to highlight the natural curiosity of the children and their environment around them. Each class has an Eco-School representative who promotes the scientific principles of environmental conservation.

We introduce our children to scientists, both old and new, to encourage children to understand how science benefits the wider world. We invite scientists from different fields in the community to support children to make relevant links to science in the wider world and how it impacts our society.

Impact:

Children are curious about the world around them and have the confidence to explore their own questions and seek answers using their strong conceptual scientific knowledge and understanding. Children are able to see science all around them and understand how they can use their enquiry skills to make sense of the world and their ideas. Children are able to talk about the impact that science and scientists have on everyday life.

Art and Design @ Chis

Subject Intent:

Art and Design	In practice this means a clear focus on:
Evaluate and appreciate – Children will think critically and evaluate the works of other artists and craftspeople as well as works of their own	Appreciating and evaluating the works of others will always form part of the teaching and learning in art and design
Inspire and explore – Children will be inspired to explore different art and craft media through the work of other artists	Using the work of other artists to look at approaches to art and crafts and explore then in their own work
Develop proficiency – There will be a focus on practising and refining their skills to enable them to become proficient in drawing and painting	Ongoing opportunities to draw, paint and use other art and design techniques

Implementation:

The Art and Design curriculum uses the work of other artists and craftspeople and genres of art and design to deliver the National Curriculum content, inspire children's interests and develop their own art and crafting skills. Teaching staff teach the elements of art, e.g. line, shape, pattern through exploration inspired by the work of others.

Every unit of work starts with the work of another artist. This is introduced to the children in different ways, including only revealing small parts of a painting to pique interest. Children are given the opportunity to say what they can see, for example the colours and shapes. The children guess what the picture or sculpture might be, and even make stories about what the painting or art work might be about.

Teachers draw the children's attention to how the piece of art was created and what media, materials and techniques might have been used. Children learn about artists and their lives and look at a range of works by that person.

Using these works of art as a springboard for learning, children develop their own skills in drawing, painting and sculpture, for example using thick paint to depict the rough sea.

Art and Design is taught to the whole class. Children might work on the same focus, e.g. all painting, or work in an art carousel where they have the opportunity to try different art and design activities. Works of art are often revisited and embellished over time, rather than producing a finished piece in one lesson.

Through their Key Stage 1 journey, children are exposed to a broad range of artists and craftspeople and have the opportunities to work in different scales and in 2d and 3d.

Impact:

Children develop a broad knowledge of artists and craftspeople from different periods of time, places and genres helping to understand the impact of art on history and culture and broadening their understanding of the world around them.

Every unit of work allows children to develop proficiency in the different areas of art and design by continually revisiting and practising skills, e.g. drawing and painting. Every child is able to apply and use their new skills creatively in their own works of art.

Computing @ Chis

Subject Intent:

Computing	In practice this means a clear focus on:
Digital literacy and expression – There will be a focus on developing and practising basic IT skills so that they can explore their own ideas through their use of technology	Basic skill practise and opportunities to develop and explore own ideas
Solve problems and make links – Pupils will have repeated, practical experiences to use their computational thinking to solve problems and practise computational procedures	Lots of opportunities to solve problems and practise skills away from the computer
Responsible and Active – Pupils will become safe and responsible digital citizens who are ready to meet the challenges of their digital futures and actively take part in a rapidly changing digital world	Ongoing focus of online safety as a thread through all computing/link to PSHE

Implementation:

Computing is an integral part of our curriculum which helps to prepare our learners of today for tomorrow's digital world. We use the Purple Mash scheme as a basis for our computing teaching which allows us to teach computing skills with consistency and progression. We have a focus on practising basic IT skills in order for children to become confident users of ever changing technology. The skills taught enable children to use technology effectively and purposefully. Children learn to create, save and manipulate information. These learnt skills are then applied and explored further within other foundation lessons when using technology. Children learn to recognise that technology can be used in a wide variety of ways, both inside and outside of their homes and classrooms.

Computing is taught to whole classes and children are encouraged to support each other. Each child has a laptop/Ipod to use and they log on to the school system using their class username and password. Online safety is weaved throughout our curriculum so that children develop into responsible digital citizens, are aware of the potential risks and know what to do to protect themselves whilst working online. Children are taught how to safely and securely save and share their work within the boundaries of Purple Mash.

Children have access to a range of computing equipment including laptops, iPads and control technology such as Bee Bots. The children are able to continue to build on their skills during Mr Horne's daily lunchtime computing club, the Oxford Owl reading platform and the Purple Mash website which can be accessed online at home. They are able to create new documents as well edit the work they have created during their computing lessons.

Impact:

Children understand that different technologies can be used for different purposes in and outside of the school environment. Every child has the opportunity to develop their basic digital key skills such as typing, using a mouse/trackpad and turning a range of technologies on and off. They are able to use their skills to work creatively and solve problems involving computational thinking. Children will become responsible digital citizens who are able to use technology safely and purposefully.

Design Technology @ Chis

Subject Intent:

Design and Technology	In practice this means a clear focus on:
Problem solving – Pupils will develop their knowledge and understanding of products in meaningful contexts	Real and relevant contexts and problems
Deconstruct and design – There will be a focus on exploring and ‘deconstructing’ products and understanding their key components. Children will use their knowledge to create their own designs	Ongoing evaluation of their own products, e.g. not just at the end. Opportunities to explore others’ products
Make and evaluate – Children will learn and practise techniques and apply these when making their products. Pupils will be encouraged to take risks, evaluate and modify their ideas	Skills practise with lay the way and directly relate to make projects. There will be ongoing opportunities to evaluate and improve their products
Cooking and Nutrition	In practice this means a clear focus on:
Life Skills – Children will begin to develop skills and techniques needed to prepare food and an early appreciation of learning to cook	Opportunities to learn the basic techniques of chopping, grating, peeling and stirring and an early appreciation of food and the joy of cooking
Origins – Children will understand where their food comes from and what constitutes a healthy, varied diet	All food preparation will be centred around where food comes from and how it contributes to a healthy and varied diet

Implementation:

Children’s skills and knowledge in DT is plotted over the two years in KS1, for example, children weave and learn simple sewing techniques in Year 1 building towards using sewing to create a product in Year 2. DT lessons are planned to excite and inspire children while carefully considering the full DT process to include opportunities to deconstruct and research, design, make and evaluate. Where appropriate, links are made to curriculum themes to facilitate the learning and anchor the children’s learning to real-life challenges. An end-product is created in each unit.

DT is taught explicitly as a whole class subject, but small group work may occur where appropriate. Children are encouraged to work with their peers in mixed ability pairs or groups, but children can also be required to work independently. Children will have the opportunity to consolidate and deepen their learning and understanding through child initiated exploration of resources in Linked Learning Time, e.g. playing with wheels and axles. Children have the opportunity to prepare food as part of their learning journey in DT.

Children may record their designs and evaluations, but much of the learning will happen through practical activities, whole class discussions, partner work and individualised feedback and discussions with the teacher. End-products are shared and evaluated.

Beyond the curriculum we offer construction, Lego and open ended exploration with craft materials to nurture and encourage children’s interests in Design and Technology. Basic DT skills are encouraged in other areas of the curriculum, including cutting and joining, manipulation of malleable materials and building and constructing. Teachers find opportunities to discuss topics of DT significance in their everyday discussions, including talking about buildings, structures and inventors and engineers.

Impact:

Children develop their knowledge and understanding of Design Technology and experience real-life, hands-on learning. They understand that perseverance is required to make a successful product, which can always be improved, echoing our REACH values. Children will how DT relates to real-life and what their part in that could be, preparing them well for tomorrow’s world.

Geography @ Chis

Subject Intent:

Geography	In practice this means a clear focus on:
Interest and discovery – We will motivate pupils to learn about the world by exposing them to wide range of places	The children will have a range of places to explore through geography focuses, WITW is... and their class country
Investigate and explore – Children will use a range of resources to help them find out about the world	Using a variety of resources to find out about places
Connect and Compare – Children will focus on the similarities and differences of local, national and global places around the world.	Ongoing comparisons of local, national and global places around the world linked to physical and human features, location, continents, oceans and seas.

Implementation:

The Geography curriculum uses studies of our local area, the United Kingdom and other countries around the world to inspire children to be curious about the world that they live in and its people.

Each unit is based on the subject content of the National Curriculum which focuses on locational knowledge, human and physical geography and place knowledge. Subject specific vocabulary and geographical skills are integral to lessons and are taught throughout. Teachers plan regular opportunities for children to ~~revisit, recall~~ **retrieve** and consolidate their learning and newly acquired knowledge.

Teachers provide first-hand experiences for children to learn more about their local area. In addition to these experiences, children are exposed to a range of sources, such as photos, information books, maps, globes, articles and video clips to allow them to interpret and explore the world around them.

Geography is taught to the whole class and children are encouraged to learn from each other. Children participate in a variety of ~~differentiated and~~ open-ended activities that may be written, spoken or practical. Teachers carefully plan which parts of the learning journey will be recorded, through photographs, mindmaps or children's written work and drawings.

The development of the children's knowledge of the world is ongoing. Through the use of Geography learning walls, children are able to see and make connections between their locality and places and people across the world. We regularly look at 'Where in the world is... [class mascot]? This is a short, discrete lesson in which children explore areas of a relevant country, or somewhere mentioned in the news. This ensures regular opportunities to look at places relation the the equator, oceans, seas and continents, helping children to remember these with automaticity. These mini sessions help to ensure that cultural and national stereotypes are challenged. We use these sessions to explore the heritage of children in our school whose families originate from other parts of Britain and other countries. Children are given the opportunity to celebrate and share their national and cultural heritage. Geography also forms part of the drop down saints' days in order to continually reinforce children's knowledge and understanding of the UK, its capital cities and surrounding seas.

Impact:

By revisiting learning, over time children are able to remember the required knowledge of the Geography curriculum. Children gain a deep understanding of the locality of the school widening to Southend as a city, and how this relates to the rest of the UK. Children gain a deep understanding of the wider world so they can engage in news, travel and understand its diversity.

History @ Chis

Subject Intent:

History	In practice this means a clear focus on:
Time and chronology – There will be a focus on developing an understanding of chronology and the passing of time	Ongoing referral to the passing of time, time lines, chronology.
Evidence and the past –Children will explore the past and the different ways it is represented. Children will be encouraged to ask questions and answer them using sources to develop their understanding	Using a variety of sources of information and evidence as the main way to find out about the past. Opportunities to ask and answer historical questions.
Connections, changes and impact –Children will focus on the similarities and differences of periods of time and identify the impact of events and individuals on the world	Ongoing comparison between periods of time. Exploring the idea of legacy and impact

Implementation:

The History curriculum uses the impact of significant people and events from the past to deliver the National curriculum content, inspire children's curiosity and understanding of the passing of time.

Every History unit studies a significant person, event or period of time in detail. Within each unit there are carefully planned activities that capture the children's interests and promote historical enquiry. Children's curiosity to find out about the past is encouraged through the use of sources, such as pictures, books, biographies and artefacts to find out the answers to their questions. Through these findings, children can then begin to compare similarities and differences from the past and what impact these people or events had on our world today.

History is taught to the whole class in discrete lessons often linked to other themes in the curriculum. All children are encouraged to think critically about the past from what they know and can see from the use of sources. Children focus on a range of skills in one lesson, and are asked to show their learning through discussions and recording.

Developing the children's understanding and knowledge of the past is ongoing. Through the use of class timelines, children are able to develop an understanding of the passing of time and see where people and events fit chronologically. During their time in Key Stage One, children are taught about a range of people and events from living memory and beyond. When appropriate, we take a 'Step Back in Time' in a short, discrete history session exploring people or events from the past. This helps us to cover a wide range of significant individuals and events broadening the children's knowledge of their world over time.

Impact:

Children develop a broad knowledge of people and events from different places and periods of time that had an impact on our world today. Each unit allows the children to continually develop their understanding of History through continuously promoting enquiry, chronological understanding and comparison of periods of time.

Music @ Chis

Subject Intent:

Music	In practice this means a clear focus on:
Inspire and evaluate – Pupils will be inspired and encouraged to develop a love of music through listening, reviewing and evaluating a range of music and styles	Ongoing opportunities to listen to and appraise a range of music in music lessons and beyond, e.g. soft starts, assemblies, singing assemblies
Practise, refine and perform – There will be a focus on children having opportunities to regularly practise singing and playing instruments. Opportunities to perform will allow them to increase their self-confidence and sense of achievement	Ongoing and regular practise at singing and playing instruments. Ongoing opportunities to perform to different audiences

Implementation:

We deliver the National Curriculum for music using the scheme Charanga as a basis for teaching and learning. The units from Charanga are adapted to meet the needs of the curriculum. Teachers encourage a love of music, as well as opportunities for musical creativity and developing a sense of achievement.

Music is taught to the whole class. Lessons follow a predictable format with opportunities for children to listen to and appraise different pieces and styles of music. Children are given opportunities to give their opinion on pieces of music, as well as discussing what they can hear, how the song is constructed, if the song tells a story, the genre/style, and how it makes them feel etc. All children complete all of the activities and have the chance to work alone, in pairs, small groups and as a class. In each lesson children use a range of untuned percussion instruments and progress to playing tuned percussion, such as glockenspiels and the ukulele. Children have opportunities to perform and compose their own pieces using simple notation.

Each year groups receives a termly block of whole class music tuition from a music specialist. As part of these sessions, children learn to play a tuned percussion instrument in KS1, e.g. the ukulele, and explore the variety of untuned percussion instruments in the EYFS.

To support the children's long term learning, 'mini' music lessons are taught (provided through the Charanga scheme) with a tight focus on the interrelated dimensions of music.

Singing is celebrated through singing assemblies and by singing entering and leaving the hall for assemblies. Children sing and perform in school productions and assemblies and accompany these performances playing instruments. We have a school choir who practise at lunchtimes and who perform at a variety of events through the year, e.g. the SEESMA Infant Music Festival, Music-on-Sea's 'Southend Makes Music' concert at the Palace Theatre, singing at the local residential home.

Music is played to children at opportune moments throughout the day as part of their ongoing learning e.g. during soft starts, as they come in from break/lunch, changing for P.E during activity time etc.

Impact:

Children experience a rich palette of musical genres from different periods of time and cultures. They are able to understand and dissect music using musical vocabulary. Children develop proficiency in music by continually revisiting and practising skills. Every child has the opportunity to perform in some way, be it through class performances of pieces explored in music lessons, in school productions or by being part of the school choir.

Physical Education @ Chis

Subject Intent:

PE	In practice this means a clear focus on:
Healthy, active lifestyles – Pupils will be encouraged and inspired to be active individuals	Ongoing focus and reminders of health and activity as part of the PE lesson and other focus, e.g. REACH, Preparing..., Daily Mile
Competition and cooperation – Pupils will develop the confidence and skills required to compete alongside and against other individuals, understanding the importance of good sportsmanship and a positive competitive attitude	Ongoing link to sport and associated skills, e.g. cooperation REACH Link to 'preparing'
Physical literacy – Pupils will develop an understanding of how to move their body in order to learn the fundamental movement skills required to be successful in physical and sporting activities	Ongoing reference to how their body works and how to use their body as a prerequisite to sporting activities

Implementation:

Our PE curriculum is delivered in a spiral format building 'fundamental movement skills' and knowledge from Reception into Year 1 and Year 2. In KS1 children work through units on throwing and catching, invasion and team games, athletics and dance and gymnastics. Year 2s have swimming lessons in the summer term.

Children are taught whole class, mixed ability PE. Depending on the focus this might be in the park, the playground or in the hall. From Reception children learn about the 3 S's: Safe, Sensible, Space which are referred to in all PE lessons. PE lessons allow for children to develop as individuals and to beat their own targets for themselves, in pairs and small groups and opportunities to participate in team games and develop good sportsmanship.

PE lessons are inclusive and accessible to all.

Within each lesson we highlight the effects that exercise has on mental and physical health in order to nurture healthy, active lifestyles. Links are made to learning in other subject areas, including PSHE and Science to extend and promote this understanding.

We have a sports coach who assists in the delivery of PE in each year group for a term. This provides ongoing CPD to teaching staff allowing them to acquire new knowledge and subject specific teaching strategies.

Throughout KS1, all children are provided with extra opportunities to extend their learning, foster passions and value healthy, active lifestyles. This includes: a wide variety of sporting clubs that are provided and promoted in school, as well as promoting external clubs available; recognition of sporting achievements outside of school; inter and intra competitions that take place regularly; and participation in a 'daily mile' everyday to support and acknowledge the positive impact of daily exercise on mental health. Children learn about key sporting figures in order to make the link between their own sporting experiences in school and potential excellence and involvement in sports in the wider world.

Impact:

Children develop the fundamental movement skills needed to become competent and confident in both co-operative and competitive physical activities. All children recognise the importance of these skills in their everyday lives and understand the impact of a healthy lifestyle, including how to make their own healthy, active choices.

RE @ Chis

Subject Intent:

RE	In practice this means a clear focus on:
Discover and understand – There will be a focus on developing knowledge and understanding about the different religions and beliefs across the world	Children are motivated to learn and develop their knowledge of world religions.
Connections – Pupils will compare what is the same and what is different as we explore aspects of belief and practice within a range of faiths	Ongoing comparison between religions and beliefs
Importance – Children will appreciate and respect people whose religions and views might differ from their own. Children will explore the influence religion has on their own and other people's lives	Opportunities for children to explore and discuss their ideas on faith and spirituality

Implementation:

The RE curriculum, through which we deliver the Southend Agreed Syllabus, enables children to learn in depth about aspects Christians and Muslims (as well as giving broader coverage to the other major faiths and personal worldviews), and to consider their similarities and differences. To facilitate this we use stories and books, artefacts, visit places of worship and meet members of religious communities. Assemblies led by vicars and others from our local churches often support our termly learning with extra spiritual insights that shed new light on our learning.

The RE curriculum is divided into six units of study which are adapted for Year 1 and Year 2. Where appropriate, focuses are linked to the whole school themes and their concepts, but in some cases they have to stand alone.

The RE curriculum is implemented as whole class, mixed ability learning primarily through books and stories and discussion based activities. Lessons introduce the important beliefs and practices of a faith, its stories, celebrations and rites of passage. We find out how some believers might practice their faith and how it affects some believer's actions. We are mindful that the spiritual awareness and development of children does not necessarily follow their chronological age and teachers are encouraged not to limit the spiritual expression and insights that individual children may aspire to.

RE supports our school's REACH values and British Values. We ensure that children from all the different religions and worldviews are represented in our school and are valued as we explore learning from different viewpoints. In teaching acceptance and tolerance of the views of others, we remember that the family backgrounds of our children range from those with active and differing faiths to those with none.

Learning journeys in RE are recorded using class floor books. Teachers capture the essence of class discussions and children's individual responses and quotes. Children have the opportunity to vote, capture their thoughts etc using post its and drawings which are presented in the floor book.

Impact:

RE plays its part in developing our pupils into rounded citizens by increasing their knowledge of the diversity of the world around them, by giving opportunities to provoke and discuss challenging questions about the meaning and purpose of life, by encouraging exploration of their own beliefs (whether they are religious or non-religious), by building their sense of identity and belonging, by teaching a developing respect for those around them, and by prompting consideration of their responsibilities to themselves and to others.

Appendix 2 – KS1 Curriculum Coverage

Year 1		
AUTUMN	SPRING	SUMMER
Concept: Diversity and Inclusion <i>As part of this topic children will learn about identity and belonging for themselves and different groups in their community and society</i> -Similarities and differences between people in the local setting and in wider contexts -What contributes to self identity and belonging -Celebrating difference -How can we all be included?	Concept: Social Justice and Equity <i>As part of this topic children will learn about responsible citizenship, equality and justice</i> -The need to respect the rights of others -What fairness means -Gender equality -Basic human rights and how some people have these denied -Explore the word 'freedom' and what it means to different people in different places	Concept: Our Global Community <i>As part of this topic children will learn about the world around us and their role and responsibilities within it</i> -Positive and negative impact of people's actions on the environment -the causes of environmental neglect and how we can overcome these issues through actions -How change can be made through different organisations -The small actions we can take to help make a change
BIG Question: Year A: What does difference mean? Is being the same better? Year B: What is the same and what is different about us?	BIG Question: Year A: Are we all equal? Year B: Is it fair?	BIG Question: Year A: Who can save the planet? Year B: Why should we look after our planet?
Preparation Skills: Communication, regulation, team work, motivation	Preparation Skills: Problem solving, positive thinking, resilience	Preparation skills: Create, leadership, organise
Science Everyday materials	Science Spring 1 – Plants Spring 2 – Animals including humans	Science Plants and seasonal change
Art Portraits, Exploring line, shape, colour and form (2d relief) through the work of other artists	Art Illustration, Exploring line, colour, space, form and pattern through the work of other artists and <i>Illustrators (link to History)</i>	Art Seascapes – Exploring texture, colour, space through the work of other artists (<i>Link to History</i>)
Computing Autumn 1 – Online Safety, Basic Skills Autumn 2 – Maze Explorers Online safety	Computing Spring: Coding Online safety	Computing Summer 1 – Pictograms Summer 2 – Spreadsheets Online safety
DT Autumn 1 – Basic Joining Skills	DT Spring 1 – Mechanisms – Sliders	DT Textiles and sewing

Autumn 2 – Freestanding Structures	and Levers Spring 2 – Food and nutrition	
Geography Near my school	Geography The features of my local area	Geography Our City, houses and homes
History Autumn 1 – The life of a significant individual, Rosa Parks Autumn 2 – Significant event beyond living memory, Remembrance	History Spring 1 – The life of a significant individual, <i>Beatrix Potter</i> Spring 2 – Comparison of aspects of life, Childhood	History The life of a significant individual, Grace Darling and her legacy
Music Playing Instruments 'In the Groove'	Music Glocks tuition	Music Improvisation and Composition 'Round and Round'
PE Athletics: Exercise effects on the body	PE Dance and Gymnastics	PE Throwing, catching and invasions and team games Sports Day
PSHE Relationships: Families and Friendships; Safe Relationships; Respecting Ourselves and Others	PSHE Living in the Wider World: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work	PSHE Health and Wellbeing: Physical Health and Mental Wellbeing; Growing and Changing; Keeping Safe
RE Year A – Who is a Christian and what do they believe? Year B – How and why do we celebrate?	RE Year A – How and why do we remember sacred stories and sacred times? Year B – Who is a Muslim and what do they believe?	RE Year A – What can we learn from and about other faiths? Year B – How should we care for others and the world, and why does it matter?
Ongoing Learning Science – Seasonal changes and weather patterns. 'Working scientifically' throughout science learning Geography – 'Geography in the news', observation of seasons, weather, locational and place knowledge on-going throughout each term History – 'Step Back in Time' looking at individuals, events and ways of life linked to learning and emerging interests Computing – Online safety and basic digital literacy skills		

AUTUMN	SPRING	SUMMER
Concept: Diversity and Inclusion <i>As part of this topic children will learn about identity and belonging for themselves and different groups in their community and society</i> -Similarities and differences between people in the local setting and in wider contexts	Concept: Social Justice and Equity <i>As part of this topic children will learn about responsible citizenship, equality and justice</i> -The need to respect the rights of others -What fairness means -Gender equality	Concept: Our Global Community <i>As part of this topic children will learn about the world around us and their role and responsibilities within it</i> -Positive and negative impact of people's actions on the environment -the causes of environmental

-What contributes to self identity and belonging -Celebrating difference -How can we all be included?	-Basic human rights and how some people have these denied -Explore the word 'freedom' and what it means to different people in different places	neglect and how we can overcome these issues through actions -How change can be made through different organisations -The small actions we can take to help make a change
BIG Question: Year A: What does difference mean? Is being the same better? Year B: What is the same and what is different about us?	BIG Question: Year A: Are we all equal? Year B: Is it fair?	BIG Question: Year A: Who can save the planet? Year B: Why should we look after our planet?
Preparation Skills: Communication, regulation, team work, motivation	Preparation Skills: Problem solving, positive thinking, resilience	Preparation skills: Create, leadership, organise
Science Animals, including humans (healthy humans)	Science Spring 1: Uses of Everyday materials Spring 2: Plants	Science Summer 1: Animals, Including Humans (animals) Summer 1 & 2: Living things and their Habitats
Art South African Art – Exploring colour, line, texture through the work of other artists	Art Fire – Exploring line, shape, texture and space through the work of other artists	Art Animals (linked to Science) – exploring line, shape, space, colour, texture and form inspired by Henri Rousseau's 'Tiger in a Storm'
Computing Autumn 1: Effective searching Autumn 2: Spreadsheets	Computing Spring: Coding	Computing Summer: Presenting ideas
DT Autumn 1: Food and nutrition – Healthy foods Autumn 2: Mechanisms: Wheels and axles (Deconstruct & Explore)	DT Mechanisms: Wheels and axles (design and make)	DT Textiles
Geography Locational Knowledge <i>The wider world, continents and oceans</i>	Geography Locational knowledge and geographical skills	Geography Kampong Ayer, Brunei – Place knowledge comparing local area to a small area of a contrasting non-european country
History Autumn 1 – The life of a significant individual, <i>Nelson Mandela</i>	History Significant event beyond living memory, The Great Fire of London	History Local history, seaside holidays in the past

Autumn 2 – Significant event beyond living memory, Remembrance		
Music Playing Instruments Ukulele tuition <i>South African music ('Hands, Feet and Heart')</i> <i>Christmas</i>	Music Playing Instruments 'The Friendship song'	Music Playing Instruments, improvisation, composition 'I Wanna Play in a Band'
PE Throwing and Catching, Invasion and Team Games	PE Dance and Gym	PE Athletics Swimming Sports Day
RE Year A – Who is a Christian and what do they believe? Year B – How and why do we celebrate?	RE Year A – How and why do we remember sacred stories and sacred times? Year B – Who is a Muslim and what do they believe?	RE Year A – What can we learn from and about other faiths? Year B – How should we care for others and the world, and why does it matter?
PSHE Relationships: Families and Friendships; Safe Relationships; Respecting Ourselves and Others	PSHE Living in the wider World: Belonging to a community; Media Literacy and Digital Resilience; Money and Work	PSHE Health and Wellbeing: Physical Health and Mental Wellbeing; Growing and Changing; Keeping Safe
Ongoing Learning Science – Seasonal changes and weather patterns. 'Working scientifically' throughout science learning Geography – 'Geography in the news', observation of seasons, weather, locational and place knowledge on-going throughout each term History – 'Step Back in Time' looking at individuals, events and ways of life linked to learning and emerging interests Computing Online safety safety and basic digital literacy skills		

Appendix 3

Subject Intent Statements @ CHIS

Science	In practice this means a clear focus on:
Curiosity and enquiry – We will inspire and challenge pupils to become independent thinkers, encouraging them to ask questions about the world around them and seek answers through investigation and exploration	Independent thinking, asking questions and suggesting ways to find out. Lots of investigation
Analyse and explain – There will be a focus on developing analytical thinking skills and equipping pupils with the scientific language and understanding in order to explain their ideas	Promoting analytical skills, scientific vocab and explanations
Making connections – Pupils will use their knowledge of Science to develop their understanding of the locality and the world in which they live.	How scientific concepts link within science, other subjects and their lives
Art and Design	In practice this means a clear focus on:
Evaluate and appreciate – Children will think critically and evaluate the works of other artists and craftspeople as well as works of their own	Appreciating and evaluating the works of others will always form part of the teaching and learning in art and design
Inspire and explore – Children will be inspired to explore different art and craft media through the work of other artists	Using the work of other artists to look at approaches to art and crafts and explore then in their own work
Develop proficiency – There will be a focus on practising and refining their skills to enable them to become proficient in drawing and painting	Ongoing opportunities to draw, paint and use other art and design techniques
Computing	In practice this means a clear focus on:
Digital literacy and expression – There will be a focus on developing and practising basic IT skills so that they can explore their own ideas through their use of technology	Basic skill practise and opportunities to develop and explore own ideas
Solve problems and make links – Pupils will have repeated, practical experiences to use their computational thinking to solve problems and practise computational procedures	Lots of opportunities to solve problems and practise skills away from the computer
Responsible and Active – Pupils will become safe and responsible digital citizens who are ready to meet the challenges of their digital futures and actively take part in a rapidly changing digital world	Ongoing focus of online safety as a thread through all computing/link to PSHE
Design and Technology	In practice this means a clear focus on:
Problem solving – Pupils will develop their knowledge and understanding of products in meaningful contexts	Real and relevant contexts and problems
Deconstruct and design – There will be a focus on exploring and 'deconstructing' products and understanding their key components. Children will use their knowledge to create their	Ongoing evaluation of their own products, e.g. not just at the end. Opportunities to explore others' products

own designs	
Make and evaluate – Children will learn and practise techniques and apply these when making their products. Pupils will be encouraged to take risks, evaluate and modify their ideas	Skills practise with lay the way and directly relate to make projects. There will be ongoing opportunities to evaluate and improve their products
Cooking and Nutrition	In practice this means a clear focus on:
Life Skills – Children will begin to develop skills and techniques needed to prepare food and an early appreciation of learning to cook	Opportunities to learn the basic techniques of chopping, grating, peeling and stirring and an early appreciation of food and the joy of cooking
Origins – Children will understand where their food comes from and what constitutes a healthy, varied diet	All food preparation will be centred around where food comes from and how it contributes to a healthy and varied diet
Geography	In practice this means a clear focus on:
Interest and discovery – We will motivate pupils to learn about the world by exposing them to wide range of places	The children will have a range of places to explore through geography focuses, WITW is... and their class country
Investigate and explore – Children will use a range of resources to help them find out about the world	Using a variety of resources to find out about places
Connect and Compare – Children will focus on the similarities and differences of local, national and global places around the world.	Ongoing comparisons of local, national and global places around the world linked to physical and human features, location, continents, oceans and seas.
History	In practice this means a clear focus on:
Time and chronology – There will be a focus on developing an understanding of chronology and the passing of time	Ongoing referral to the passing of time, time lines, chronology.
Evidence and the past – Children will explore the past and the different ways it is represented. Children will be encouraged to ask questions and answer them using sources to develop their understanding	Using a variety of sources of information and evidence as the main way to find out about the past. Opportunities to ask and answer historical questions.
Connections, changes and impact – Children will focus on the similarities and differences of periods of time and identify the impact of events and individuals on the world	Ongoing comparison between periods of time. Exploring the idea of legacy and impact
Music	In practice this means a clear focus on:
Inspire and evaluate – Pupils will be inspired and encouraged to develop a love of music through listening, reviewing and evaluating a range of music and styles	Ongoing opportunities to listen to and appraise a range of music in music lessons and beyond, e.g. soft starts, assemblies, singing assemblies
Practise, refine and perform – There will be a focus on children having opportunities to regularly practise singing and playing instruments. Opportunities to perform will allow	Ongoing and regular practise at singing and playing instruments. Ongoing opportunities to perform to different audiences

them to increase their self-confidence and sense of achievement	
PE	In practice this means a clear focus on:
Healthy, active lifestyles – Pupils will be encouraged and inspired to be active individuals	Ongoing focus and reminders of health and activity as part of the PE lesson and other focus, e.g. REACH, Preparing..., Daily Mile
Competition and cooperation – Pupils will develop the confidence and skills required to compete alongside and against other individuals, understanding the importance of good sportsmanship and a positive competitive attitude	Ongoing link to sport and associated skills, e.g. cooperation REACH Link to 'preparing'
Physical literacy – Pupils will develop an understanding of how to move their body in order to learn the fundamental movement skills required to be successful in physical and sporting activities	Ongoing reference to how their body works and how to use their body as a prerequisite to sporting activities
RE	In practice this means a clear focus on:
Discover and understand – There will be a focus on developing knowledge and understanding about the different religions and beliefs across the world	Children are motivated to learn and develop their knowledge of world religions.
Connections – Pupils will compare what is the same and what is different as we explore aspects of belief and practice within a range of faiths	Ongoing comparison between religions and beliefs
Importance – Children will appreciate and respect people whose religions and views might differ from their own. Children will explore the influence religion has on their own and other people's lives	Opportunities for children to explore and discuss their ideas on faith and spirituality
PSHE	In practice this means a clear focus on:
Life skills, language and strategies – The focus will be on developing and preparing children with the life skills, language and strategies to deal with the demands of childhood and growing up	Ongoing development of skills to cope with life REACH Link to 'preparing'
Personal attributes – Children will recognise and reflect on their personal attributes and how to develop them in order to navigate the challenges and opportunities of the modern world. Children will also reflect on how these attributes are different to those of other people	Ongoing opportunities to reflect on own attributes REACH Link to 'preparing'
Preparing for the future – Pupils will develop the knowledge and skills they need to thrive as individuals, family members, members of society and as global citizens	Ongoing reflection on the children's role in life REACH Link to 'preparing'



Appendix 4 Example for FAF for Progression

Art and Design Foundation Assessment Framework for Progression

Long Term Coverage		
Evaluate and appreciate – Children will think critically and evaluate the works of other artists and craftspeople as well as works of their own Inspire and explore – Children will be inspired to explore different art and craft media through the work of other artists Develop proficiency – There will be a focus on practising and refining their skills to enable them to become proficient in drawing and painting		
	Year 1	Year 2
Autumn	Portraits, Exploring line, shape, colour and form (2d relief) through the work of other artists <i>Paul Klee</i>	South African Art, exploring pattern, colour, line shape and form through the work of others Link to History – Nelson Mandela Esther Mahlangu
Spring	Illustration, Exploring line, colour, space, form and pattern through the work of other artists and <i>Illustrators</i> (link to History) <i>Beatrix Potter – Quentin Blake – Morph</i>	Fire (linked to History), exploring colour, texture, space, line, shape through the work of other artists and historical sources The Great Fire of London, with Ludgate and Old St Paul's
Summer	Seascapes – Exploring texture, colour, space through the work of other artists <i>Link to History</i> (<i>Grace Darling</i>) Longstone Lighthouse Alex C Smith Grace and William Darling William Adolphus Knell (1802–1875)	Animals (linked to Science), exploring line, shape, space, colour, texture and form inspired by Henri Rousseau's 'Tiger in a Storm'

Key Stage 1 National Curriculum
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Pupils should be taught: • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Breadth of Study: Children will have opportunities to work both together and alone to create a range of artwork. They will create both 2d and 3d pieces in different sizes and using a range of media. There will be frequent and ongoing opportunities for children to develop their proficiency and refine their skills in drawing, painting and sculpture as well as other art and craft forms

Progression of knowledge, skills and understanding

Key Aspects	Year 1	Year 2
Exploring and Developing ideas	-Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials -Talk about what they might try in their art work next time to develop their future work, use sketch books to practise ideas -Begin to work creatively e.g. with a range of media and on different scales -Begin to name tools, techniques and elements	-Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials -Talk about and implement ideas through the use of sketch books to develop their work further -Show confidence in working creatively, e.g. with a range of media on different scales, applying new skills and techniques -Know the names of tools, techniques and elements -Understand how warm and cool colours can convey feeling/objects e.g red= fire or anger blue= water or sadness
Evaluate and Analyse	-Describe what they can see in the work of another artist, e.g. colours, shapes, recognisable figures -Begin to Identify the art elements of colour, pattern, texture, line, shape, form and space -Describe similarities and differences between the different pieces of the same artist and the work of other artists -Discuss how an artist or craftsperson achieved a particular effect, e.g. oil paint, printing, thick brushes -Explain personal opinions about a piece of art, craft or design in simple terms	-Ask and answer questions about a piece of art, craft or design -Recognise art elements and techniques within a piece of work -Compare and contrast the work of different artists -Begin to recognise how different artists worked in different ways, e.g. impressionist artists were interested in the effects of light for the first time -Explain personal opinions about a piece of art.craft or design using art vocabulary and the impact of techniques

Drawing	-Use drawing implements to begin to create different marks -Experiment with a variety of media to draw -Begin to use the 'look and draw' technique to draw with some support (naming, matching and drawing lines/marks from observations) -Start to show pattern and texture in drawing	-Create a variety of marks using drawing techniques -Use a variety of implements to draw with accuracy -Understand the 'look and draw' technique as a way of drawing and sketching -Invent new lines and create patterns, textures and detail using drawing techniques, e.g. lines and dots, lighter and heavier -Create different tones of light and dark using drawing and sketching techniques, e.g. shading, cross hatching etc -Draw for a sustained period of time
Painting	-Use a variety of tools and techniques including different brush sizes and types -Use a variety of tools to paint marks, e.g. spatulas, fingers, sponges and rollers -Choose and use the appropriate size paint brush -Work in different scales and on different surfaces -Name the primary colours and start to mix a range of secondary colours moving towards predicting the resulting colour -Use different types of paint, e.g. watercolours, thickened paint using sawdust	-Communicate ideas through painting with increasing understanding, accuracy and skill -Name different types of paint and their properties -Identify and use primary colours to correctly mix secondary colours and browns -Explore tint by adding white and shade by adding black -Experiment with paints and tools to create different outcomes, e.g. dabbing, scraping, sponging -Choose the correct tool to create the desired outcome, e.g. small brush for small brush marks, or large brush to colour wash -Create textured paint by adding sand, plaster and investigate different effects
Sculpture, 3D modelling	-Manipulate clay and other malleable materials by rolling, kneading, pinching and shaping -Experiment with design, texture and form -Explore the elements of shape and form -Experiment with, construct and join a range of materials, including recycled, natural and manmade materials, e.g. junk modelling, art straw sculpture	-Manipulate clay/malleable materials to create specific outcomes, e.g. pinch pots, coil pots and models -Impress and apply decoration techniques, including painting -Use 3D forms other than clay to create pieces of art, e.g. wire sculpture, soap carving, mod roc
Collage	-Sort and arrange materials creatively with a focus on colour -Safely use and explore a variety of tools and techniques, e.g cutting with scissors, tearing -Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc -Use collage to embellish their work in other artforms	Techniques: cutting, joining, tearing, curling, crumple, overlap -Sort and arrange materials creatively to create textured collages from a variety of media (crumple, overlap) -Use collage and layering effects with other art forms, e.g. drawing and painting, to add detail, texture, pattern or embellishments to their work

Textiles pattern, texture, line, shape, form and space.	Vocabulary: materials, fabric, cut, trim, shape -Explore and experiment with techniques that use textiles such as, finger knitting, fabric crayons, fabric painting etc -Begin to sort, cut, trim and shape fabrics and experiment with ways of joining them -Thread a needle -Use simple stitching to add beads or embellishments	Vocabulary: materials, techniques, decoration -Explore and experiment with techniques that use textiles, such as weaving, dyeing, wax resist etc -Develop techniques to join fabrics and apply decoration, e.g. use a simple running stitch -Accurately, cut and shape materials to achieve the desired effect and add detail with decorations
Printing	Vocabulary: press, roll, rub, stamp, natural, man-made -Safely use a variety of objects including natural and man-made to create prints -Explore printing techniques, for example monoprints, block printing, -Use printing to create repeating patterns Create relief rubbings	Vocabulary: repeating, overlapping, patterns, carbon-printing, relief -Print and create patterns (include repeating and overlapping of shapes) using a variety of objects onto different objects/textiles -Use a variety of techniques, for example; carbon printing, relief, press and fabric printing and, mono-printing rubbings
Digital Art and Media	Vocabulary: image, photo, editing tools -Create and explore images (photos and paint) -Explore editing tools and in paint programs and use appropriate sized 'brushes' and effects -Take a portrait or self portrait using photography -Understand and explore moving images, e.g. stop motion	Vocabulary: photo, video, sound, editing tools, detail, texture -Independently, create images (paint and photo), video and sound -Use the tools and other software to add effects, pattern, detail, texture, text etc -Use photography to create a picture, e.g. still life, landscape or family group photo

Pre Key Stage
 EYFS EAD Creating with Materials Skills and Knowledge Map – Links to Art and Design Exploration -Manipulates materials to achieve a planned effect -Constructs with a purpose in mind, using a variety of resources -Uses simple tools and techniques competently and appropriately -Selects appropriate resources and adapts work where necessary -Practise new skills with less support, developing knowledge of the process of making [for example, selecting and gathering suitable resources –and tools for a piece of work] Evaluation -Knowing that paintings, sculptures and drawings have meaning

-Using a growing art vocabulary and begin to express meaning in their own work

Art Elements

-Explores what happens when they mix colours

-Purposefully choosing colours or techniques.

-Working in two or three dimensions they may intentionally represent or symbolise an object or an emotion

-Selects tools and techniques needed to shape, assemble and join materials they are using

-Experiments to create different textures

-Imitate the use of tools, materials and simple actions [for example, cutting]

SMSC Development	
Spiritual Development	In Art the work of children becomes a spiritual encounter as it develops from the initial learning of skills. Their learning in art is inspired by the work of artists, designers and craftspeople. They begin to experience admiration, respect and a sense of wonder in the work of others when they see the level of achievement and progress. Children start to understand that this standard of work does not happen immediately but requires resilience and hard work. Children are able to celebrate their achievements and sense of personal satisfaction through the showcasing of artworks around the school, on the website and in opportunities to enter competitions and events.
Moral Development	Children are taught that great work requires hard work and care. Working on longer projects provides the opportunity to build resilience. Children are encouraged to show compassion when assessing the work of others and to be respectful of each other's opinions. Children are taught to understand how their comments can build up or destroy another's self belief. Displays around the school and in classrooms show a variety of different art works. This promotes children to be positive about their work and increases self esteem.
Social Development	Children are given opportunities to work collaboratively to create pieces of work requiring cooperation and communication. They are encouraged to discuss works of art from famous artists, expressing their opinions and sharing their ideas about the artwork.
Cultural Development	Children are given opportunities to explore a wide range of art and artists from different cultures and eras. The units of work link various cultures and civilizations from around the world. This provides an opportunity to gain a greater understanding and respect for different ways of life and culture. Children also begin to recognise the impact on our community, nation and world.
British Values Opportunities	
Democracy	Children are aware of and consider the views and values of others, particularly when working collaboratively. They may take votes and hold discussions when making decisions about their work, and collaborative projects.
Rule of Law	Children understand the school rules and guidelines and recognise their importance in keeping themselves and others safe. During projects and activities, children access tools and materials making sure they are following class rules. Children know and understand the consequences of not following these rules.

Respect and Tolerance	Children are encouraged to show respect and admiration for their own work and the work of others. Children understand people have different views and opinions and that these make them who they are. They are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. Children are encouraged to behave in a way that positively impacts the work and productivity of others. When giving feedback, they are constructive and respectful of others' feelings and viewpoints.
Individual Liberty	Children are given the opportunity to express their individuality through their work. They are given opportunities to make their own decisions and choices. Whilst making their own choices, they also know that there are boundaries and the children respect these.

Appendix 5 – A Precis of our Curriculum Policy

The Knowledge Curriculum

A precis of our Curriculum Policy

Intent	National Curriculum, Knowledge and Skill Progression	Themes and Concepts	Subject and their 'Subjectness'	Teaching and Learning	Curriculum Enrichment and Enhancement
At Chalkwell we REACH for the stars. We Respect, Enjoy, Achieve, Care and are Healthy. We focus on preparing our learners of today for tomorrow's world. This vision and these values were developed over time by considering the needs of the children in our school and the community that we serve. They steer the focus of what is important to us and our learners, and shape the depth and breadth of our provision	We deliver the National Curriculum, PSHE, RE and more through a carefully plotted, progressive plan of learning journeys and coverage. In Key Stage 1, we use skills progression documents relating to each year group to ensure correct pitch and depth of learning and to judge outcomes of age related expectations	We develop key skills and knowledge across different subjects, themes and opportunities. Each term we ask 'BIG questions' which ensure children are given the opportunity to learn about and explore a range of concepts and issues beyond the National Curriculum content in a planned and strategic way. These questions allow us think about the wider world and our place within it, for example, learning around social justice and equity	Subjects are taught discretely to ensure children develop skills and knowledge within each subject discipline. Where it makes sense, our learning is linked across subjects and possibly with English and maths too, and other subjects might get taught in isolation, e.g. RE and PE. Some of our learning is based on schemes, such as Read, Write, Inc; Maths No Problem!; Purple Mash	Subjects are planned by breaking down overarching learning objectives into their smaller component parts that build into a learning journey over the course of a unit of work. Learning is planned so that knowledge can be revisited throughout the year in order to commit it to the long term memory. Opportunities are planned to make the most out of the time available, for example short spelling games, exploring a place or moment in history	We enhance the curriculum whenever we can through visits and visitors to school, themed weeks and the celebration of national and world events. We learn in the most appropriate place for the learning, including the park and the beach. We participate in a range of school events and offer a broad variety of extra curricular clubs and activities along with opportunities to represent the school community



Our Character Curriculum

How we develop a 'child of Chalkwell'

Vision and Values At Chalkwell we REACH for the stars and focus on preparing our learners of today for tomorrow's world . These concepts drive our curriculum and help us to ensure that our offer and experiences are focused on preparing our children to be mindful, knowledgeable and responsible citizens with an understanding of the community, the world that they live and their place within it 	Topic Concepts - The BIG questions We ask BIG questions that explore deep concepts about important life values and underpin the learning beyond the curriculum. These BIG questions focus on areas, such as diversity and inclusion, e.g. what is the same and what is different about us? By exploring these concepts we plan to develop pupils' character and understanding of the world so that we can stand together regardless of age, disability, race, sexuality, gender or religion.	Preparation Skills Curriculum Our life skills curriculum is a strategic approach to prepare our learners for tomorrow's world so that that children leave our school understanding skills and attributes that can support them to be successful, continuous learners . Children will be able to draw on their understanding of these skills, equipped with different strategies to support them in everyday life. Children will know what to do, when they don't know what to do	PSHE and Wellbeing Statutory PSHE teaching and learning is based on a thematic model where children learn about relationships, living in the wider world and health and wellbeing . Supporting wellbeing and mental health is a priority . Our daily timetable is centred around opportunities to develop children's wellbeing and mental health in response to the emerging needs of the class and individuals as well as planned opportunities for wellbeing and mindfulness	Getting Involved and Leadership We provide opportunities for children to get involved beyond the National Curriculum, e.g. Eco Schools, the choir, representing the school at tournaments and events. There are opportunities for children to lead as a result of democratic processes, e.g. the REACH Pupil Council, Sports Captains, Eco Warriors and House Captains 
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Developing the children's understanding of British Values and their spiritual, moral, social and cultural development is a thread through all teaching and learning