

Bawdsey CVEC Primary School

Learning and Teaching Curriculum Statement



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Approved by the Committee/Governing body	<i>FGB – Bawdsey CVEC Primary School</i>
Date Revised	November 2023
Review Date	November 2025

Intent statement

At Bawdsey CEVC Primary School our curriculum provides the opportunities needed for every child to achieve our Vision and Aims for the pupils. They will be taught how to **explore and learn effectively** and **be aspirational life-long learners**. This includes knowing how to maintain their own physical, emotional and mental health to develop this **resilience** in a **nurturing environment underpinned by Christian values**. They will learn about **equality** throughout the subjects and about how to develop their own views and voices and to become **courageous advocates**. The Christian ethos will enable them to learn how to be **caaring** towards others and **understand differences**. They will know that **all people should be equal** and realise the **positive impact** they can have in the community and in society with their actions and to achieve our aim for them to be **custodians of the ever-changing wider world**.

During their time at Bawdsey CEVC school the children will...

Learn about themselves

- Physically
- Mentally
- Emotionally
- Spiritually

Learn about the world

- Culturally
- Historically
- Geographically
- Politically
- Environmentally

Learn what impact they can have in the world

- Personally
- Interpersonally
- Locally
- Globally
- Universally

Implementation statement

Each subject has key themes which run through the curriculum. The children will meet these themes repeatedly as they move through the school, deepening their knowledge and understanding. The wealth of skills and knowledge will transfer across the different subject areas embedding their learning. Whilst the unique nature of each subject is valued, our curriculum has been created to build links within topics and to develop the children's understanding of their place in the diverse world they are growing up in.

We teach the majority of our curriculum through our termly topics which take historical, geographical or scientific themes as their starting point and often starting from a story (acknowledging research into humans learning best in this way). We ensure children's understanding and skills progress and develop by planning for each topic as a whole staff, led by subject leaders and senior leaders. Links are made wherever possible across the curriculum, with British Values, SMSC and bigger questions.

Having smaller and mixed-age classes we have a two year rolling long term plan which ensures that children meet every topic once during their time at school. Between classes in KS2 the chronology of history is sequential if possible. The different skills and learning needed specifically for each year group is systematically included and challenge is given so learning potential is not held back. The 'Big Ideas' in each subject reoccur throughout their time at school and this learning is displayed around them in class.

Our curriculum is designed not only to cover the National Curriculum but also to provoke curiosity about our locality and the wider world. We arrange visits, visitors and other wider opportunities to embed the children's learning. Pupils have opportunities to share their learning with each other, their parents and carers and other learners through sharing sessions, performances, competitions and other school links.

Our plans link to the National Curriculum objectives, so we ensure we have practical coverage of the National Curriculum and it enables teachers to evaluate the application of skills, check understanding and inform further teaching. The more able are challenged further in their learning and children

who find aspects of their learning more difficult are appropriately supported so that they too experience success.

In all year groups there are interventions or pre-teaching in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians and to be supported in becoming more resilient and understanding of the world. Specialist teachers and instructors support music and physical education. There are further opportunities with after school clubs and events. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils with opportunities like Forest and Beach Schools. The children will leave our school having made positive progress within their academic development and where appropriate will have achieved age-related expectations.

Impact statement

The children will know how to learn effectively and know how to be strong physically, emotionally and mentally. Our aim is that Bawdsey CEVCP School pupils will love to explore and be strong, unique conscientious custodians and courageous advocates of God's world and make a positive impact with their future lives.

Overview of the Learning and Teaching in English

Intent:

Our English curriculum promotes and facilitates spoken and written fluency, ensuring that pupils have the skills and confidence to communicate their ideas and emotions in a variety of ways. Reading fuels development in all other aspects of language ability and skill. It enriches pupils culturally, emotionally, intellectually, socially and spiritually. Engagement with high quality contemporary and classic literature is integral to this endeavour. Through reading, pupils are able to acquire knowledge, make connections and further build on what they know. For pupils to engage fully in society, it is essential that they develop fluency in literacy. Fluency and confidence in written and spoken communication support the development of knowledge and skills across all other areas of the curriculum.

Literary Leaves intent

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Implementation:

Learning and teaching across the English curriculum are delivered with the support of the following programmes and resources: Little Wandle and the Literary Tree Curriculum. English lessons are taught and planned as sequences of lessons based on 'expertly-chosen, quality children's books' that promote high levels of engagement with the text. A range of reading, writing and speaking/listening opportunities are provided over the course of a sequence of lessons that can last between two and five weeks. These sessions are complemented by small-group phonics sessions in KS1 (following the Little Wandle programme), regular handwriting (sessions using the Nelson Handwriting Scheme) additional spelling sessions, focused grammar-based tasks and regular opportunities for sustained independent reading to foster fluency, stamina and enjoyment of reading. While a range of skills are developed outside of English lessons, careful planning and delivery ensure that they are applied and consolidated in the context of both English lessons and opportunities to write at length in other curriculum areas. Fluency, technical accuracy and creativity are key foci in all written and verbal communication.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Reading at the end of their cohort year.
- Children will develop fluency, stamina and pleasure in reading.
- Children will acquire a broad and enriched vocabulary.
- Children will achieve age-related expectations in Writing at the end of their cohort year.
- Children will learn about the difference between standard and non-standard English and tailor their use of both appropriately to match their audience both in speech and in writing.
- Children will learn to write fluently and skilfully for a range of purposes and audiences.
- Children will be inspired to engage with and produce written and spoken language that is technically accurate, purposeful and imaginative.
- Children will leave Bawdsey CEVC school with a confident, fluent handwriting style and pace.

A typical lesson contains:

- A thematic link- links are made through themes and conventions within significant literature.
- Discovery points- dramatic conventions support immersion and create a hook with the book to create resonance

- Embedded comprehension- reading comprehension explicitly embedded through prediction and inference
- Embedded grammar- explicit grammar skills for writing taught in context to be applied purposefully
- Spelling and Vocabulary- explicit spelling skills are explored and linked to vocabulary acquisition
- Literary Language- literary language explicitly taught and applied in writing
- Purpose and Audience- distinct shorter and longer writing opportunities rather than genre led.

Overview of the Learning and Teaching in Mathematics

Intent:

Our maths vision has evolved as we have developed our mastery curriculum.

In it, we have identified the following Intent:

We believe that all children should have:

- A deep **understanding** of maths and number.
- A positive and **resilient** attitude towards mathematics and an awareness of the fascination of mathematics.
- Competence and **confidence** in mathematical knowledge, concepts and skills.
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- A range of learning strategies: working both collaboratively and independently.
- **Fluency** in mathematics where children can express ideas confidently and talk about the subject using mathematical language.
- An understanding of the importance of mathematics in everyday life.
- **Independent** learners who take responsibility for their own learning.

Our maths curriculum aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics through placing number at the heart of our curriculum with daily practice to ensure fluency of number facts
- Reason mathematically by following a line of enquiry through ensuring discussion plays a vital role in all lessons. Children are actively encouraged to discuss with peers and teachers, how? Why?
- Can solve problems by ensuring **problem solving** is embedded in every lesson and variation of questions are used to enable children to apply their knowledge to different situations.
- Rich connections across mathematical ideas to develop fluency are encouraged through variation of questions which can be seen in every lesson and evidenced in the maths books.
- Challenge is built into every lesson for pupils who grasp concepts rapidly through sophisticated problems and an opportunity for children to demonstrate their understanding creating their own problems.

Implementation:

Children work in **mixed ability classes**, learning the curriculum content of their year group through a variety of engaging tasks and questions. Our goal is to **seek mastery** of concepts and skills through exploring **concrete, pictorial and abstract models**.

Teachers follow the White Rose Scheme of Learning, which was chosen as it provides **small steps guidance** to develop varied fluency, problem solving and reasoning tasks. It promotes the use of concrete, pictorial and abstract representations in conjunction with each other and sets a level of challenge for all learners. As a further resource, Classroom Secrets materials, that also have an emphasis upon varied fluency, representations and reasoning, are also used to help with

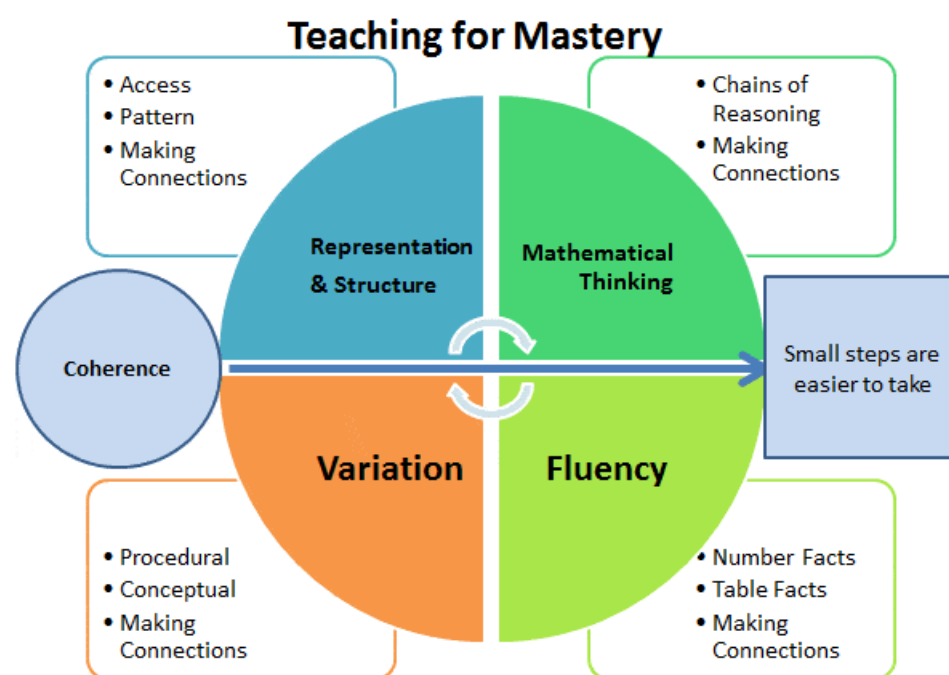
differentiation within the class. Other resources include: NRICH, NCETM, and Greater Depth Maths. Numicon is used school wide as a manipulative to develop a variety of concepts but is used largely in EYFS along with Numberblocks – produced in conjunction with NCETM. Summative Assessments (Rising Stars- PUMA Assessment) used at the end of each term to gain a **standardised score** against which to track our students against national scores. **Objective level data** is recorded at the end of each unit to inform teacher assessment and planning. White Rose end of block assessment questions are used to provide summative and formative information about each unit and inform TAs.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Maths at the end of their cohort year;
- Children will reason mathematically
- Children will become mathematicians not just arithmeticians
- Children will be fluent in the fundamental areas of Maths
- Children will be able to solve problems and apply their knowledge creating transferable skills.
- Children will understand that it is ok to make mistakes – understanding that this is an important process in tackling a problem and developing as a learner
- Children will have a deep understanding of each area
- Children will understand and apply Maths strategies to other subjects / experiences in life (science, technology, engineering, financial and most forms of employment).

What a typical maths lesson contains:



Classes also teach 15 minutes of arithmetic/times tables per lesson to promote instant recall of number bonds and fact families.

Weekly CLIC tests/Weekly times table tests

Greater Depths Maths challenges once per half term to ensure all children have access to reasoning and problem-solving questions.

Overview of the Learning and Teaching in Science

Intent:

Our Science Curriculum enables our children to develop knowledge alongside scientific skills across Biology, Chemistry and Physics. It promotes...

- Curiosity and excitement about familiar and unknown observations.
- Challenging misconceptions and demystifying truths.
- Continuous progression by building on practical and investigative skills across all units.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- Development of scientific literacy using wide-ranging, specialist vocabulary.

The scheme of work enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those set out in the national curriculum.

Forest and Beach Schools also allows the children to see Science in the world around them and learn practical applications to what they have learnt.

Implementation:

Our Science curriculum is planned to provide opportunities for investigation, both in the classroom in the outside learning environments. Beach Schools and Forest Schools is a valuable vehicle for the exploration and observation of the natural world.

In order to meet the aims of the National curriculum for Science and in response to the Ofsted Research review into Science, we have identified the following key strands:

- Scientific knowledge and understanding of:
 - Biology - living organisms and vital processes.
 - Chemistry - matter and its properties.
 - Physics - how the world we live in 'works'.
- Working scientifically - processes and methods of science to answer questions about the world around us.

● Science in action - uses and implications of science in the past, present and for the future. Kapow Primary's Science scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. A range of engaging recall activities promote frequent pupil reflection on prior learning, ensuring new learning is approached with confidence. The Science in action strand is interwoven throughout the scheme to make the concepts and skills relevant to pupils and inspiring for future application. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Science skills to other areas of learning.

Pupils explore knowledge and conceptual understanding through engaging activities and an introduction to relevant specialist vocabulary. As suggested in Ofsted's Science research review (April 2021), the 'working scientifically' skills are integrated with conceptual understanding rather than taught discretely. This provides frequent, but relevant, opportunities for developing scientific enquiry skills. The scheme utilises practical activities that aid in the progression of individual skills and also provides opportunities for full investigations.

Each year group has an optional exploratory 'Making connections' unit that delves beyond the essential curriculum, assimilating prior knowledge and skills to evoke excitement and to provide an additional method of assessing scientific attainment

We use 'Kapow' for the Science planning and resourcing, alongside a long-term plan made for our unique school by the local Science leader of the PSTT. We use Explorify for assessment, 'Explore, engage and extend' a PSTT resource and concept cartoons.

Impact:

Our intended impact is that:

- Develop a body of foundational knowledge for the Biology topics in the National curriculum: Plants; Animals, Including Humans; Living Things and Their Habitats; Evolution and Inheritance.
- Develop a body of foundational knowledge for the Chemistry topics in the National curriculum: Everyday Materials; Uses of Everyday Materials; Properties and Changes of Materials; States of Matter; Rocks.
- Develop a body of foundational knowledge for the Physics topics in the National curriculum: Seasonal Changes; Forces and Magnets; Sound; Light; Electricity; Earth and Space.
- Develop a personal experience of Science through Beach and Forest Schools and the impact of humans on these environments and how they can assist in these areas and be conscientious custodians of these environments.
- Be able to evaluate and identify the methods that 'real world' scientists use to develop and answer scientific questions.
- Identify and use equipment effectively to accurately gather, measure and record data.
- Be able to display and convey data in a variety of ways, including graphs.
- Analyse data in order to identify, classify, group, and find patterns.
- Use evidence to formulate explanations and conclusions.
- Demonstrate scientific literacy through presenting concepts and communicating ideas using scientific vocabulary.
- Understand the importance of resilience and a growth mindset, particularly in reference to scientific enquiry.
- Meet the end of key stage expectations outlined in the National curriculum for Science.

A typical lesson contains:

Recap and recall: Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. Address misconceptions and plan from what is already known.

Attention grabber: Something is planned in to attract the pupils attention to the task and focus of the lesson.

Main event: Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical, creative, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with different learning styles.

All pupils can access learning, and opportunities to stretch pupils' learning are available when required.

Use of Knowledge organisers for each unit help to identify prior and future curriculum links to make the scheme as meaningful as possible and reinforce key technical terms.

Modelled skills and guided experimentation skills are taught to the pupils.

Wrapping up: Pupils are given ways to show what they have learnt and reflect on this learning and this is then used in the planning for the next session or unit, and to address misconceptions.

Overview of the Learning and Teaching in RE

Intent:

Our RE Curriculum demonstrates the commitment we have to providing a breadth of experience and learning around the most prominent world religions. Children learn from and about the key concepts underpinning religion and in so doing come to a deeper understanding of the world and their place within it. They learn about Christianity and the ethos that underpins our practices as a Church School. They also develop their knowledge, understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures both locally and globally. Through exploration and enquiry, children are encouraged to ask questions about the world and reflect on their own beliefs, values and experiences.

Implementation:

Our RE curriculum is built around the Emmanuel Project Curriculum. This programme of study provides a comprehensive approach to learning about the key teachings and messages of Christianity, giving rise to a deeper understanding of the Christian way of life. Learning and teaching about Christianity becomes the firm foundation upon which all other learning about faith, belief and world religions is built. Children meet themes from Christianity, Islam and Hinduism every year, as well as meeting themes from Judaism, Sikhism and Buddhism every two years. They will also encounter Humanism or another non-religious world view during their time at school. In this way, the children engage with a wide variety of different faiths. This learning is complemented by visitors from different faith backgrounds and visits to other places of worship in our local area. Our school maintains very close links with Bawdsey Church and the Just42 organisation, with whom we work closely throughout the year, sharing important celebrations and festivals in the Christian calendar.

Impact:

Our intended impact is that:

- Children will achieve age related expectations in RE at the end of their cohort year.
- Children will be able to express what they have learnt about a religion and from a religion.
- Children will be able to compare similarities and differences between different world faiths
- Children will have an understanding of how different faiths are intertwined with culture.
- Children will be able to draw comparisons between the beliefs of world faiths and our British Values
- Children will understand viewpoints of others and be able to adjust their own thinking in the light of others' opinions.
- Children will consider the thoughts and points of view of others including people beyond their own immediate contact.

A typical lesson contains:

Learning is developed through an enquiry cycle in which pupils:

- Engage with the key concept in their own lives / world (at least 1 lesson)
- Enquire into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- Explore a Christian understanding of the key concept through 3 areas (i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living (at least 1 lesson on each)
- Evaluate and Express their learning about the key concept.

Or they use the cycle for a non-Christian faith.

During these units the pupils are using the key vocabulary linked to the unit and using items from the Knowledge organisers.

The pupils' learning is checked, and any gaps or misconceptions are then used in informing the following sessions.

Overview of the Learning and Teaching of Art and Design

Intent:

Our Art and Design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The subject gives pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history, as well as locally. They will interpret and reproduce their own versions of these works. Opportunities for self-expression and the acknowledgement and appreciation of the artistic expression of others are fundamental to our intent for this subject.

Implementation:

Children have a variety of opportunities to learn and become proficient in different techniques, using a range of different media. We follow the Kapow Art Scheme as a starting point and this equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. These experiences become the vehicle for their creative expression, which they will learn to do with increasing confidence and competence.

Children are also introduced to the work of 'great artists', encouraging pupils to be inspired, think critically and develop a fuller understanding of art and design. They will develop a greater understanding of the links between art and design and the history, culture and creativity of our nation.

Five strands run throughout each year group.

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Impact:

- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Learn about local artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

A typical lesson contains:

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas.

Support and extension ideas are available, so all children can access the work.

Knowledge organisers will be used to show the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Pupils may be learning about great or local artists and the historical and cultural development of their art.

Overview of the Learning and Teaching in Computing

Intent:

Our Computing curriculum aims to reflect the fact that computing and the use of computer technology has become a significant and largely unavoidable part of everyone's daily life. It is our aim that children are enabled to stay at the forefront of development and change in this area of modern life, inspired and excited about the potential and scope of all that the world of computing can offer. The curriculum is designed to increase the children's knowledge and understanding of technology and to develop the fundamental and transferable skills required to engage with technology not only in computing lessons, but across the curriculum and in their lives outside of school.

Implementation:

We provide children with the opportunity to learn how computers and computer systems work, to design and build programs, to develop their ideas using technology and create a range of content. As part of this, children learn computational thinking, digital literacy and coding which are essential skills for engaging with the digital world. Learning and teaching should facilitate progression through the core strands of digital literacy, information technology and computer science. All of this is underpinned by consistent and continual input on online safety so that children can learn to use computer technology safely, responsibly and respectfully. We follow the DfE recommended computing scheme Teach Computing that has been created by the National Centre for Computing Education.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Computing at the end of their cohort year.
- Children will be digitally literate and able to join the rest of the world on its digital platform.

- They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely.
- They will understand the consequences of using the internet and be aware of how to keep themselves safe online.
- As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.
- All learners should have the opportunity to develop computer programs to solve problems in a range of contexts.
- Programming encompasses several levels of abstraction (including writing code) which learners should be familiar with and comfortable switching between.
- Through practice, learners can become familiar with a range of common programming patterns, recalling them and applying to new and varied contexts.

A typical lesson contains:

Teach Computing follows 12 Principles. A combination of these principles will be evident in every Computing lesson.

1. Lead with Concepts
2. Collaborative practice
3. Using physical computing activities to offer tactile and sensory experiences
4. Unplug, unpack and repack- a sematic waves approach
5. Modelling processes or practices
6. Foster programme comprehension
7. Creating projects
8. Scaffolded learning
9. Challenging misconceptions
10. Making concrete- bringing abstract concepts into the 'real world'
11. Supportive, structured lesson based on adaptive practice and skill progression
12. Reading and exploring coding

Overview of the Learning and Teaching in Design and Technology

Intent:

Our Design and Technology curriculum inspires pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. We aim to inspire children and young people to create, experience, and participate in great arts and culture.

Implementation:

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Cooking and nutrition is given a particular focus in the National curriculum and we have made this one of our six key areas that pupils revisit throughout their time in primary school:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only)
- Digital world (KS2 only)

Each year each class have lessons on cooking healthy meals and snacks too, often using our own produce and so the children learn cooking and preparation skills and the basis of being healthy. Children also learn woodworking and other skills in Forest School and Beach School sessions each year.

Impact:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

A typical lesson contains:

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks, which appeals to different learning styles.

Support and extension ideas are available, so all children can access the work.

Knowledge organisers will be used to show the key knowledge and techniques learned, to support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Overview of the Learning and Teaching of French

Intent:

Our French curriculum aims to:

- Equip pupils with the foundations of listening, reading, writing and speaking that can be built upon when they move to secondary school - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.
- Offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.
- Develop the four key language learning skills; **listening, speaking, reading** and **writing**. All necessary **grammar** will be covered in an age-appropriate way across the primary phase.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
- Discover and develop an appreciation of a range of authentic writing in the language studied.

Implementation:

All children in classes 2 and 3 will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Our aim is that children have access to authentic resources and experiences of the French language and therefore French lessons are complemented by a variety of materials to maximise curiosity and engagement.

Impact:

Our intended impact is that:

- Our children enjoy access to an exciting curriculum that builds upon existing skills of listening, speaking, reading and writing and develops them further so that they can engage in language learning at secondary school and beyond.
- They will have knowledge of key vocabulary and basic grammar concepts.
- Children will develop the skills of speaking with accurate pronunciation, listening and engagement, reading and writing of increasingly detailed text.
- Children are provided with opportunities to explore similarities and differences between cultures, starting from the premise of respect and appreciation.

A typical lesson contains:

The lesson starts with a welcome in French and a reminder of where French is spoken in the world.

The pupils are asked to recall some of their prior learning in French.

A discussion around an image, or a game is played, ideas are asked for from the children in English, then the vocabulary given in French for the children to practise.

The pupils practice the vocabulary, sometimes recording their ideas.

Activities around the four key language learning skills; **listening, speaking, reading** and **writing**. Pupils may also learn about the necessary **grammar** needed for the lesson too. There is often a song about the vocabulary being used.

Overview of the Learning and Teaching in Geography

Intent:

At Bawdsey we currently follow the Kapow scheme of learning. Bawdsey's Geography curriculum of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Implementation:

Geography learning and teaching takes place in the context of an overarching 'Topic' and has been designed to spark interest and inspire in pupils an enduring curiosity and fascination about the world and its people. The curriculum will develop pupils' knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. They will also engage with their own locality, understanding the key human and physical features of this environment and make comparisons with the world as a whole. They will note how these features are interconnected and how they change over time and develop an understanding of human influence over this change. As part of this learning, they will develop the skills needed to analyse data and how to interpret and communicate geographical information. When Topic sessions have a Geography focus, this will be made explicit to pupils so that they can discern the difference between the disciplines of Geography and History.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Geography at the end of their cohort year.
- Children will retain knowledge that is pertinent to geography with a real-life context.
- Children will understand how geography 'happens' in their local area.
- Children will have a good understanding about the local, national and global 'world around them' and how it has been shaped.
- Children will be able to access a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Children will be able to communicate geographical information in a variety of ways including writing at length.

A Geography lesson contains:

A review of prior learning
Adaptive teaching
A strong focus on developing both geographical skills and knowledge
Critical thinking

Collaborative Practice
Geographical vocabulary
Fieldwork opportunities
Map skills (using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping).
Opportunities to compare localities
Reflective practice

Overview of the Learning and Teaching in History

Intent:

At Bawdsey, we currently follow Kapow Primary's History scheme of work. Through faithful adaptation we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from humankind's past mistakes. The Kapow Primary's History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

Implementation:

History learning and teaching takes place in the context of an overarching 'Topic' and has been mapped out to help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our aim is to inspire pupils' curiosity to know more about the past, equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. When Topic sessions have a History focus, this will be made explicit to pupils so that they can discern the difference between the disciplines of History and Geography.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in History at the end of their cohort year.
- Children will retain knowledge that is pertinent to History with a real life context.
- Children will understand how History 'happens' in their local area.
- Children will conduct investigations that help them to understand historical connections, contrasts and trends over time.
- Children will have a good understanding about the local, national and global 'world around them' and how it has been shaped.
- As historians children will learn lessons from history to influence the decisions they make in their lives in the future.

A typical lesson contains:

- A review of prior learning
- Adaptive teaching
- A strong focus on developing both historical enquiry skills and knowledge
- Critical thinking
- Collaborative Practice
- Historical vocabulary
- Exploration opportunities using a range of primary and secondary sources
- Reflective practice
- Make connections between historical concepts and timescales
- An appreciation for significant individuals, inventions and events that impact our world both in history and from the present day

Overview of the Learning and Teaching of Music

Intent:

Our music curriculum aims to:

- The main aim is first and foremost to help children to feel that they are musical and to develop a life-long love of music.
- We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. ‘
- Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

The National Curriculum aims for all pupils to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the classical composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others
- Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Music is for everybody and as such pupils should be provided with opportunities for making music, both in the classroom and through extracurricular activities.

Implementation:

Children have a variety of opportunities to sing, listen, create, play, perform and evaluate. This is embedded in classroom activities and lessons as well as weekly singing assemblies, various concerts and performances, the learning of instruments and partnerships with outside agencies, including the Suffolk Music Hub.

Music lessons are planned following guidance from the new model music curriculum and provide children with the opportunities to review, remember, deepen and apply their understanding. It is also developed to ensure an appropriate level of challenge for all learners in our mixed age classes. Pupils need to experience a rounded music curriculum, including listening and appraising and the basics of notation, to enable them to succeed at secondary school and as future musicians. We assess using Pupil Asset objectives from the National Curriculum.

We use the Kapow curriculum within the school, their five individual strands are woven together to create engaging and enriching learning experiences:

- Performing.
- Listening.
- Composing.
- The history of music.
- The inter-related dimensions of music.

Each unit combines the strands within a cross-curricular topic designed to capture the pupils' imagination and encourage them to explore music enthusiastically. Through the Kapow resources the children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons complement the Kapow scheme and allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

Music in school is not restricted to standalone sessions. Each assembly features a hymn, promoting strong links to the school's Christian ethos. Carefully selected pieces of music from a variety of genres are played each week in assembly to promote diversity within school. We also have a school song, composed specifically for pupils linked to our values, and an Eco song.

Impact:

Our intended impact is that:

- Children enjoy access to a diverse curriculum that builds upon existing musical skills and develops them further so that they can engage with music confidently throughout their lives; whether this be as creators, performers or listeners. They will also develop an understanding of how music enriches lives and brings people together.
- They will have a good understanding of musical vocabulary which will enable them to respectfully articulate their own opinions and ideas.
- Children will develop the skills of singing with greater fluency and expression with an awareness of how different parts fit together.
- They will be able to maintain a steady pulse when performing increasingly complex rhythms and melodies.
- They will develop the skills of composition and improvisation within a given structure and record ideas in an appropriate way.
- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

A typical lesson consists of:

Learning will incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and dance elements, as well as making cross curricular links with other areas of learning.

Lessons which support and extend all children in their lessons.

Use of Knowledge organisers.

A foundation of factual knowledge being taught with encouraging the recall of key facts and vocabulary by the children.

Lessons may have listening to music and their thoughts are encouraged to describe the music.

Recreating the music, vocally or with tuned or untuned instruments.

Creating their own music and recording the notation for it.

Performing their music and discussing the music made.

Overview of the Learning and Teaching in PSHE/RSE

Intent:

Our PSHE Curriculum enables children to develop the skills, attitudes and qualities needed to become healthy, independent and responsible members of society. It explores the concept of self and key elements of this, such a mindset and outlook, encouraging resilience and self-reflection with the aim of empowering children to take care of both their physical and mental well-being. The curriculum aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Children learn about rights and responsibilities and learn to understand and appreciate what it means to be a member of a diverse society. Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation:

Our PHSE curriculum is delivered using OneDecision and Twinkl resources as a starting point for most areas of the curriculum. We are also using the No Outsiders scheme of learning to promote inclusivity and acceptance. Additional published resources are used to supplement this scheme such as those available through the PSHE Association. Collective Worship, Circle Time, discussions and reflections are an integral part of learning experiences, enabling children to explore key concepts and share their views.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations across the wider curriculum.
- Children will develop positive and healthy relationships and learn how to nurture and maintain these.
- Children will understand how to keep themselves healthy and hygienic.
- Children will understand online safety and how to keep themselves safe online.
- Children will be taught about money, budgeting and how the world 'works'
- Children will understand the physical aspects involved in RSE at an age-appropriate level.
- Children will have respect for themselves and others.
- Children will develop a positive self-view, including a positive body image.

A typical PSHE lesson contains:

The 1decision resources have been built around the above three core themes, and the 10 principles of effective PSHE education, which are as follows:

- 1.** Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme.
- 2.** Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4.** Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- 5.** Provide information which is realistic and relevant, and which reinforces positive social norms.
- 6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another and from school to their lives in the wider community.
- 7.** Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8.** Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- 9.** Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- 10.** Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Overview of the Learning and Teaching in PE

Intent:

Our PE Curriculum is designed to enable children to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. We inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.

Implementation:

We have a platinum award in school sports and we are a gold rated healthy school. Our PE curriculum is delivered by class teachers and a team of professional sports coaches from 'Xtra time Sport'. Through 'Complete PE' we use a programme of gymnastics, dance, games and athletics we encourage children to develop practical skills, physical confidence and the values of fair play and sportsmanship. The children are given the opportunity to develop and hone these skills and attitudes through PE lessons and put them to practical use through a variety of inter-

school tournaments and after-school clubs. PE and Sport's Premium Funding is used to enhance the quality of teaching and provision in PE and to increase the opportunities for children to be active. A two-term programme of swimming tuition is provided for all children from year 2 to Year 6 – funded in part by the PE and Sport's Premium funding. We also use a local school's pool for younger year groups to start swimming. We offer a range of sports clubs such as; multi-sports, and athletics for reception to year 6 children. We have developed lots of links with local sports clubs/athletes so the children are trained by highly skilled people.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in PE.
- Children will demonstrate enjoyment and a sense of achievement in sporting activities.
- Children will seek additional sports-related extra-curricular activities both in school and externally.
- Children will participate fully and with growing confidence in PE lessons.
- Children will show a good understanding of healthy eating.
- Children will access the free fruit snack provided or bring their own fruit.
- Children's packed lunches indicate an awareness of healthy eating and a balanced diet.

A typical PE lesson may contain:

- Children will recap what they have learnt and demonstrate this to the others.
- New skills will be explained and modelled to the pupils, or shown with the 'Complete PE' demonstration resources available.
- Pupils will be encouraged to join in with all sessions.
- Pupils will practice skills and be taught rules of games and matches they will be part of.
- Children will have games or matches in different sporting disciplines.
- Pupils will be encouraged to have positive sports principles and to promote fairness during play.