

Bawdsey CVEC Primary School

Learning and Teaching Curriculum Statement



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Bawdsey Church of England VC Primary School

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 **caring** 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, three or four 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 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. 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 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 of Art and Design

Intent:

Our Art and Design curriculum aims to furnish children with the knowledge and experience of a range of creative techniques, and the opportunity to explore and refine these through their own creative expression. The children will explore and respond to a range of works from artists at a local, national and global level. 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.

The 'Big Ideas':

The 'Big Ideas' in our Art and Design curriculum are: **techniques**, **appreciation** and **self-expression**. These form an integral part of the development of skills and the learning of key concepts in this curriculum area.

Implementation:

Children have a variety of opportunities to learn and become proficient in different techniques, using a range of different media. We follow the Suffolk 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.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Art at the end of their cohort year.
- Children will develop knowledge about their focus artists for each unit of work.
- Children will develop an understanding of what being an 'artist' means.
- Children will have the opportunity to express themselves uniquely and creatively.
- Children will reflect critically on the creative expression of others.

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.

The 'Big Ideas':

The 'Big Ideas' in our Computing curriculum are: **computational thinking, creative problem-solving** and **safe, informed communication**. These form an integral part of the development of skills and the learning of key concepts in this curriculum area.

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' 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.

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.

Overview of the Learning and Teaching in Design and Technology

Intent:

Our Design and Technology curriculum enables children to understand how imagination, innovation, testing and refinement help to develop a product that is fit for purpose. Through exploration and critical appraisal of past and present design and technology, children will deepen their knowledge of some of the significant design innovations that we use and that benefit us in our daily lives.

The 'Big Ideas':

The 'Big Ideas' underpinning the Design and Technology curriculum in our school are: **purpose**, **problem-solving** and **evaluation**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

To ensure quality and rigour in the learning and teaching of skills in this subject, our Design and Technology curriculum is delivered through links to our foundation subject topics, with developing skills in moving materials, textiles, wood work and cooking. Through learning in Design and Technology the children will have the opportunity to apply knowledge from across a range of other disciplines such as mathematics, science, computing and art. Through the evaluation of past and present design and technology, pupils will develop a critical understanding of its impact on daily life and the wider world. Each year each class have two-three half term lessons on cooking healthy meals and snacks too, using our own produce often and so the children learn cooking and preparation skills and the need to be healthy.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Design and Technology at the end of their cohort year.
- As designers children will develop skills and attributes they can use beyond school and into adulthood.
- Children will understand the principles of nutrition and learn how to cook simple recipes.

Overview of the Learning and Teaching in EYFS

Intent:

Our EYFS curriculum is designed to give children a solid understanding of themselves, others and the world around them. The children will access this learning through both independent and adult led activities. The children will develop the skills necessary to make them lifelong learners.

The 'Big Ideas':

The 'Big Ideas' underpinning our EYFS curriculum are: **independence, curiosity, resilience and teamwork.**

Implementation:

To ensure our children are given a range of learning opportunities our Early Years curriculum is taught through a combination of independent, individual and group led explorative activities alongside access to continuous learning provision throughout the school day. The curriculum allows for a variety of engaging topics which are complimented by trips, visitors and local walks including Beach School and Forest School. Our topics reflect The Seasons, The Environment and the wider world. We also follow children's schemas and interests to inspire exploration through play. We use online learning journeys through Tapestry to capture each child's unique journey.

Impact:

Our intended impact is that:

- Children will achieve Early Learning Goals in the EYFS Curriculum at the end of their cohort year.
- Children will achieve GLD in the EYFS Curriculum at the end of their cohort year.
- The EYFS Curriculum gives the children a broad range of knowledge and skills that provide the right foundation for good future progress through the school and life.

Overview of the Learning and Teaching of French

Intent:

In MFL- French we are following the vision aims of *Equality and Exploration*.

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.

The 'Big Ideas':

The 'Big Ideas' in our French curriculum are:

Instil a curiosity and love for languages. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. Successful learners, who enjoy working in different ways in order to make progress and achieve their potential.

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.

Overview of the Learning and Teaching in Geography

Intent:

Our Geography curriculum has been designed to enable the children to gain an understanding of both the Earth's physical processes, including the formation of landscapes and environments, and the place of people within these. They will develop an understanding of local, national and global locations and have the opportunity to compare these. To develop their understanding and recognise their responsibility as citizens of the world, the children will also explore the impact of humanity on the environment.

The 'Big Ideas':

The 'Big Ideas' in our Geography curriculum are **location, interpretation, exploration, Global Citizenship** and **comparison**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum. The curriculum reflects our school vision 'We Have God's World in our Hands' as the pupils are given the opportunity to learn about the lives of people from other cultures and to appreciate and celebrate the diversity of human experience on a global scale.

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.

Overview of the Learning and Teaching in History

Intent:

Our History curriculum is designed to develop knowledge and understanding of chronology and of significant local, national and global events. The curriculum enables children to develop an understanding of the lives and experiences of different people in the context of broader historical narratives. It enables them to think critically about the challenges facing peoples of the world during different periods of history, appraising decisions made and considering how we can learn from history's mistakes.

The 'Big Ideas':

The 'Big Ideas' in our History curriculum are: **chronology, innovation, exploration and equality**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

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.

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.

The 'Big Ideas':

The 'Big Ideas' in our English curriculum are: **fluency, comprehension, communication, expression and enrichment**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Learning and teaching across the English curriculum are delivered with the support of the following programmes and resources: Little Wandle and the Literary 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, 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.

Overview of the Learning and Teaching in Mathematics

Intent:

Our maths vision has evolved as our staff training has grown on our **mastery journey** since 2018. 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? using mathematical language

- 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.
- Same day intervention is provided for children who are not sufficiently fluent with earlier material to consolidate their understanding.

The 'Big Ideas':

The 'Big Ideas' in our Mathematics curriculum are: **fluency, reasoning and problem-solving.**

These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

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 Maths Of The Day. 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 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 TA.

Staff training has included: Maths Mastery, White Rose (Shanghai method)

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).

Overview of the Learning and Teaching of Music

Intent:

In Music, we are following the vision aims of *Equality and Exploration*.

Our music curriculum aims to:

- Stimulate and maintain pupil curiosity, interest and enjoyment in music.
- Enable pupils to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- Encourage children to articulate thoughts and opinions using musical vocabulary.
- Develop the capacity to express ideas and feelings through music.

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.

The 'Big Ideas':

The 'Big Ideas' in our music curriculum are:

Music is an intellectually enriching and stimulating study that develops many transferrable skills, such as concentration, imagination, co-ordination, individual confidence, self-discipline and team work.

Music is a powerful focus and outlet for creative energy. It also provides opportunities for pupils to understand more about the world around them.

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. These form the core elements of our music progression grid, however, this is supplemented by additional ideas from 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 knowledge of a wide range of musical genres from different cultures and throughout history.
- 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.

Overview of the Learning and Teaching in PSHE

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 as 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.

The 'Big Ideas':

The 'Big Ideas' in our PSHE curriculum are: **equality**, **resilience** and **social-responsibility**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our PSHE curriculum is delivered using Onedecision and SEAL resources as a starting point for most areas of the curriculum. Additional published resources are used to supplement this scheme such as those available through the PSHE Association. Circle Time, discussion and reflection 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 demonstrate a healthy outlook towards school – attendance will be in-line with national levels and behaviour will be good.
- Children will achieve age-related expectations across the wider curriculum.
- Children will develop positive and healthy relationships with their peers and learn how to nurture and maintain these.
- 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.

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.

The 'Big Ideas':

The 'Big Ideas' in our PE curriculum are: **fair and inclusive play, resilient participation and health and fitness**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

We have a platinum award in school sports and we are aiming to be a gold rated healthy school. Our PE curriculum is delivered by class teachers and a team of professional sports coaches from 'Education Through Sport'. Through 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 wide range of sports clubs such as; hockey, athletics and dance 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.

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 develop also 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.

The 'Big Ideas':

The 'Big Ideas' in our RE curriculum are: **Text, community practice and life**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

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.

Overview of the Learning and Teaching in Science

Intent:

Our Science Curriculum enables our children to develop their knowledge and understanding of themselves and the world around them. They will develop the skills associated with science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

The 'Big Ideas':

The 'Big Ideas' in our Science curriculum are: **investigation**, **exploration** and **observation**. These form an integral part of the development of skills and the learning of key concepts in this area of the curriculum.

Implementation:

Our Science curriculum is planned to provide opportunities for investigation, both in the classroom in the outside learning environment. Beach Schools and Forest Schools is a valuable vehicle for the exploration and observation of the natural world. Through discussion, first hand experiences and secondary sources of information, children will be enabled to relate science to their everyday lives and comment upon this using scientific language. The Science curriculum will support a deeper understanding of wider environmental issues.

Impact:

Our intended impact is that:

- Children will achieve age-related expectations in Science at the end of their cohort year.
- Children will retain knowledge that is pertinent to Science with a real life context.
- Children will be able to question ideas and reflect on knowledge.
- Children will work collaboratively and practically to investigate and experiment.
- Children will be able to explain the process they have taken and be able to reason scientifically.