



Bhylls Acre Primary School

Curriculum Policy 2020-2021

Our Curriculum Vision

The children and their learning are at the core of everything that we do at Bhylls Acre Primary School. Our curriculum is designed to inspire, challenge and support each child to achieve. We encourage children to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. We strive to create a community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and school.

Curriculum Aims:

Bhylls Acre Primary School aims to establish the foundations of education for all children, enabling them to become lifelong learners by basing our aims on our vision.

Our core aims are to develop strong academic outcomes through:

- Providing the knowledge, concepts, skills and attitudes embodied within the National Curriculum as a basis for the educational development of children
- Giving our children a deep body of knowledge intertwined with ensuring skills are reinforced throughout
- Empowering children with the tools to express themselves through language, drama, dance, music, art and sports
- Providing a happy, fair and safe environment within which children develop confidently
- Promoting responsibility and respect and further develop children's attitudes to learning
- Creating an awareness of local, national and international issues and concerns.

Curriculum Intent

When planning the curriculum at Bhylls Acre Primary School our teachers always take into consideration children's prior learning, they provide where possible, first-hand experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We understand that a child's ability to learn is based on gaining knowledge & building on learned knowledge; as well as the ability to use and apply any associated skills adeptly and competently. Therefore, our curriculum is designed to marry these key components to ensure progress and a greater depth of understanding that leads to sustained mastery.

Depth of learning is important - we do not narrow our curriculum - we ensure children receive a broad and balanced curriculum and ensure learning is relevant, exciting, aspirational and challenging. All National Curriculum subjects, within the Curriculum are viewed as being equally important; but underpinned by the understanding that basic literacy and numeracy competency is vital in all learning.

Therefore, we ensure throughout our curriculum, English and Mathematics knowledge and skills have a high priority and where possible, we try to reinforce knowledge and skills across subjects.

Our REAL Curriculum is...

R - Relevant, research-based, reflective

E - Exciting, engaging, enquiry-led

A - Authentic, aspirational

L - Lively, for life-long learning

Curriculum Implementation

Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the children. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of children's education.

The curriculum is reinforced by the school's Core Values. The spiritual, moral, social and cultural development of our children and their understanding of British Values and the core values of our society are woven through the curriculum.

The aim of our curriculum is for Bhylls Acre children to have the skills to be successful, independent, motivated and resilient learners in preparation for the next stage of their education. Our curriculum gives children the opportunity to:

- See clear links between different aspects of their learning
- Experience the challenge and enjoyment of learning
- Develop new skills through a variety of interesting contexts
- Learn within a coherent and progressive framework
- Understand the purpose and value of their learning and see its relevance to their past, present and future
- Develop and demonstrate their creativity
- Develop a rich and deep subject knowledge
- Explore the breadth and depth of the national curriculum

Planning and Preparation

- Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how children of all abilities are catered for
- Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next
- Lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching

- Timings and structure are made clear and the plan clearly demarcates the salient parts of lessons
- The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD)

Delivery

Subject leaders have developed knowledge and skills organisers for each to ensure there is a clear progression of skills and to ensure the children make connections across a variety of subjects. Class teachers plan the curriculum for their children using the knowledge and skills organisers and the children's current knowledge and skills, so that real progress can be made and measured.

Children's prior knowledge is assessed at the outset and learning is planned accordingly. Knowledge is built upon and extended by enabling children to reflect on and evaluate their learning. Quizzing activities to consolidate learning and correct misconceptions are carried out on a weekly basis as well as end of unit assessments of long term acquisition of knowledge and skills.

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and child-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Class teachers send out curriculum newsletters at the beginning of each half term, to provide parents/carers with information about the learning ahead.

Resources

Resources are prepared in advance and made readily available to children. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to children's different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

In-class support

TAs are actively involved in the lesson to aid children's learning. They are involved in prior planning and preparation and possess a good knowledge of the needs of individual children. They support different focus groups at different times (for example, children with SEND and academically more able children). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Child involvement

Children are provided opportunities to follow-up teachers' marking with questions. Children are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

The school sets high expectations for all children, regardless of ability, circumstances or needs. Enrichment is provided throughout our curriculum by:

- Using high quality resources in and out of the classroom
- Providing on and off-site subject related activities

- Offering opportunities for children to learn outdoors
- Developing partnerships with external providers that extend children's opportunities for learning
- Holding specialist curriculum days or weeks
- Welcoming parents and carers to take part in children's learning and experiences

SEND

Children with SEND are treated as individuals. Every child is provided with the appropriate support. Children causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of children requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our children with SEND.

Equal opportunities

- All children will have equal access to the full curriculum taught at Bhylls Acre
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing lessons
- If English is an additional language (EAL), a TA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil
- Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- Cultural and gender differences are positively reflected in lessons and teaching materials used

Curriculum Impact

We measure the impact of our curriculum through:

- Reflecting on the standards achieved against planned outcomes
- Celebrating the learning at the end of each unit, where children demonstrate the knowledge they have gained
- Assessing children's knowledge and skills, using subject assessments at the end of each unit
- Observing and talking to children whilst learning
- Sampling children's learning across the school
- Child discussions with Senior Leaders about their learning
- Termly tracking of standards across the curriculum

Assessment

The process of assessment is central to helping children progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at child, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Baseline assessment

Children joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Use of past national curriculum tests
- Assessing child progress over the first six weeks that they are enrolled
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content

Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for children' continuing progress.

Formative assessment is a powerful way of raising children' achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children' strengths and gaps in their skills/knowledge
- Identify the next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group and individual
- Track the child's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress
- Informing both parents and teachers of a child's attainment and progress

Summative assessments:

- Identify attainment through one-off tests at any given point in time
- Record performance in a specific area on a specific date
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of KS1 and KS2

- Provide information about cohort areas of strength and weakness to build from in the future
- Are used to determine a child's final grade
- Are used to judge a teacher's performance
- Are used to monitor the progress of individuals and groups of children.

Methods of summative assessment include:

- End of year exams.

External examinations such as the national curriculum tests.

Curriculum Subjects

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ART & DESIGN

At Bhylls Acre Primary School, children experience a range of opportunities to engage, inspire and challenge, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As children progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

As children progress from early years through to KS2, they will experience:

- Drawing (pencil, charcoal, inks, chalk, pastels, IT software)
- Colour (painting, ink, dye, textiles, pencils, crayons, pastels)
- Texture (textiles, clay, sand, plaster, stone)
- Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)
- Printing (found materials, fruit/vegetables, wood blocks, press print, lino, string)
- Pattern (paint, pencil, textiles, clay, printing)

By teaching art and design, we aim to help children:

- Develop their design skills
- Use a wide range of tools and materials
- Work individually and collaborate with other children in a variety of contexts
- Explore the man-made world and natural environment
- Become creative thinkers and learners
- Learn how to paint, draw, sculpture and create art
- Evaluate their work and the work of their peers as well as other artists

By the end of KS1, children will be taught to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- Appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

By the end of KS2, children will be taught to:

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Appreciate great artists, architects and designers in history

DESIGN & TECHNOLOGY

At Bhylls Acre Primary School, children learn to produce practical solutions to real problems. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them. We aim to:

- engage the interests of all children and help sustain their motivation and enjoyment of learning
- maintain and develop the confidence and ability of all children to solve technological problems
- help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demands
- develop skills by focusing on the key elements of Materials, Mechanisms, Structures, Textiles, Electrical Systems, Mechanical Systems and Cooking and Nutrition.

D & T is planned and taught using the knowledge and skills organisers to ensure there is a clear progression of skills.

By the end of KS1, children will be able to:

- design purposeful, functional and appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products

By the end of KS2, children will be taught to:

- use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing
- select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in D&T have helped shape the world

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers, and linkages
- understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors
- apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, children should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in children will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

By the end of KS1, children will be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

By the end of KS2, children will be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

Early Years Foundation Stage (EYFS)

At Bhylls Acre, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

Quality and consistency, so that every child makes good progress and no child gets left behind.

A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.

Partnership working between practitioners and parents.

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our aim is to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning
- Enable each child to develop socially, physically, intellectually and emotionally
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential

Four guiding principles shape our practice:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
4. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account
- Promotes equality of opportunity and anti-discriminatory practice
- Works in partnership with parents
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment

- Implements a key person approach to develop close relationships with children
- Provides a safe and secure learning environment

Learning and development

The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- Communication and language
 - Listening and attention
 - Understanding
 - Speaking
- Physical development
 - Moving and handling
 - Health and self-care
- Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships

The 'specific' areas of learning and development are:

- Literacy
 - Reading
 - Writing
- Mathematics
 - Numbers
 - Space, shape and measure
- Understanding the world
 - People and communities
 - The world
- Technology
- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient

opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and child-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

ENGLISH

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Bhylls Acre:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a child's progress, both inside and outside of the school environment
- Understands how a strong grounding in English will impact the future learning and development of a child in all aspects of their life
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum
- Ensures that all children know how to plan, practise and evaluate their work
- Ensures that all children understand all elements of English, as per the national curriculum

The national curriculum for English aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Early Years Foundation Stage (EYFS)

All children within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in Early Years settings.

Key Stage 1 & 2

From Year 1 to Year 6, children are taught to

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Reading:

- word reading
- comprehension

Writing:

- transcription
- handwriting and presentation
- composition
- vocabulary, grammar and punctuation

GEOGRAPHY

Geography develops children's understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for children to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, Bhylls Acre aims to:

- Increase children's awareness, knowledge and understanding of other cultures
- Develop children's graphic skills, including how to use, draw and interpret maps
- Make children aware of environmental problems at a local, regional and global level
- Encourage children to commit to sustainable development
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way

By the end of KS1, children will be taught to:

- Name and locate the world's continents and oceans
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK)
- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the UK
- Locate hot and cold areas of the world in relation to the equator
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons
- Use world maps, atlases and globes to identify the UK and any other countries studied
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features
- Devise a simple map and construct basic symbols in a key
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment

By the end of KS2, children will be taught to:

- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones
- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America
- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources

- Use maps, atlases, globes and digital/computer mapping to locate countries
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

HISTORY

At Bhylls Acre, we believe that, through the study of history, children make sense of their world and enrich their understanding of it.

The aims of the history curriculum are to ensure children

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

In KS1, children are taught about:

- Changes within living memory and changes in national life
- Events beyond living memory that are nationally or globally significant
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

In KS2, children are taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor
- The earliest civilisations
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation

History is planned and taught to ensure children learn specific key skills including:

- Making accurate observations
- Asking and answering questions
- Researching significant events in history
- Effectively using the appropriate equipment for measurement
- Recognising patterns and identifying relationships
- Predicting and applying knowledge to differing contexts
- Analysing and interpreting evidence and drawing conclusions
- Describing the effect of historical events on today's society
- Knowing the difference between primary and secondary sources of evidence

INFORMATION COMMUNICATION TECHNOLOGY (ICT) / COMPUTING

Bhylls Acre understands that ICT and computing are an integral part of the national curriculum and that ICT skills are important beyond the classroom. Computers are a valuable resource in school, benefitting the way children learn and helping teachers maximise their role as educators. In light of this, our school is committed to ensuring that both staff and children have access to the necessary facilities to allow them to enhance their learning experience. We believe that it is important for children and employees to be confident and competent users of computers, and other technological resources, to aid development across the curriculum.

The aims of the ICT curriculum are to ensure children:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can evaluate and apply information technology to solve problems
- Are responsible, competent, confident and creative users of information and communication technology

In KS1, children will be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple problems
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond schools
- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

In KS2, children will be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Solve problems by decomposing them into smaller parts
- Use sequence, selection and repetition in programs
- Work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks (including the internet), how they can provide multiple services (such as the World Wide Web), and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranged, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and present data and information
- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

Online Safety

Bhylls Acre recognises the importance of teaching children about online safety, the potential dangers of the internet and their responsibilities when using communication technology – as set out in the school's E-safety Policy.

As part of the school's commitment to the principles outlined in 'Keeping children safe in education' (2020), the school will:

- Offer a safe online environment through filtered internet access
- Ensure the filtering systems in place will prevent children from accessing terrorist and extremist materials, in accordance with the school's E-safety Policy and the Prevent duty
- Take care to ensure the use of filtering and monitoring does not cause "over blocking", which may lead to unreasonable restrictions on what children can be taught
- Run assemblies on a termly basis about the potential dangers of the internet and how to stay safe online
- Teach children about internet safety and cyberbullying during PSHE lessons
- Children and staff who use the school's ICT facilities inappropriately will be reported to the Headteacher
- The ICT technician will keep internet filters and other safeguarding controls up-to-date, to avoid misuse and protect children

MATHS

We recognise that maths is both a key skill within school, and a life skill to be utilised through everyday experiences. A high-quality maths education provides a firm foundation for understanding how maths is used in everyday life and activities, developing children's ability to reason mathematically.

Aims

Through the teaching of maths, we aim to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world
- A process of enquiry and experiment
- An ability to solve problems and think logically in order to work systematically and accurately
- An ability to work both independently and in cooperation with others
- Competence and confidence in children's maths knowledge, concepts and skills

Mathematics in Key Stage 1 and 2 is taught in class five times a week. Mental arithmetic and multiplication strategies are taught and practised daily. Lessons are structured with a clear introduction, main activity and review and are planned to cover the main areas set out by the National Curriculum:

- Number – Number and place value
 - Addition and subtraction
 - Multiplication and division
 - Fractions, decimals and percentages
 - Ratio and Proportion (Year 6)
 - Algebra (Year 6)
- Measurement
- Geometry
 - Properties of shapes
 - Position and Direction
- Statistics

Planning is differentiated to meet the needs of all children in the class, and teachers use the White Rose scheme for their planning and resources. In order to meet the needs of all the children, teachers:

- Set tasks which can have a variety of responses
- Provide resources of differing complexity, according to the ability of the children
- Set tasks of varying difficulty, depending on the ability group
- Utilise teaching assistants to ensure that children are effectively supported
- Use Assessment for learning to identify next steps and address misconceptions

A maths mastery approach is taken to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure that children develop fluent technical proficiency and think deeply about the underpinning mathematical concepts.

Children undertake independent work and have the opportunity to work in groups and discuss work with fellow classmates. Lessons allow for a wide range of mathematical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Collaborative work
- Problem-solving activities

Classifying and grouping

MODERN FOREIGN LANGUAGES (MFL)

Spanish is taught to all the children in Key Stage 2. We teach through songs, videos, games, interactive activities and lessons based on a practical communicative approach.

Our aim is to ensure that children develop a good basic understanding and a love of Spanish. We help them acquire the foundations for further foreign language learning at Key Stage 3.

We endeavour to enable our children to express their ideas and thoughts in another language by working on the four basic language skills: speaking, listening, reading and writing. Excellent accent and intonation are reinforced in every lesson since we believe in a "Talk for writing approach"

Our stimulating curriculum and an eclectic approach to teaching enables us to use different techniques and resources to provide our children with a high-quality language education. Sessions are aimed at infusing children a love of Spanish and children like Spanish because they can enjoy playing with the language and become life-long lovers of Spanish whilst maintaining high educational expectations.

Learning a foreign language provides an opening to other cultures, fosters children's curiosity and deepens their understanding of the world. All children regardless of their background and ability are encouraged to develop their full potential in Spanish. All children feel engaged and enjoy learning Spanish within the context of the culture of the Hispanic world.

MUSIC

In the teaching of Music, teachers will ensure that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising. We use the Music Express scheme of work which provides teachers with week-by-week lesson support for each year group in the school. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
- Performing

In Key Stage 1, children listen carefully and respond to a wide range of music. They are introduced to and play musical instruments and begin to sing a variety of songs from memory and adding instrumental accompaniments. They use this knowledge to create and record a range of short compositions with increasing confidence, imagination and control. The children explore the effects and sounds of different instruments and silence and experiment with the different effects this can produce.

In Key Stage 2, children develop confidence and skill in singing songs and playing instruments. They also develop expression and awareness of their own contribution in both group and class performances. They improvise and develop their own musical compositions in response to a range of stimuli. They explore links to other areas of the curriculum and develop their own thoughts and feeling by listening and responding to a wide range of music from different times and cultures.

Children in both KS1 and KS2 are able to join the school choir and perform throughout the year.

PHYSICAL EDUCATION (PE)

Bhylls Acre aims to provide opportunities for children to become physically confident in a way which supports their health and fitness. At the school, we offer children the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- Provide all children with access to the lesson
- Develop children' academic, social and physical ability
- Encourage good behaviour and respect amongst children
- Promote teamwork and cooperation amongst children

This policy outlines what children will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of children, including role-specific responsibilities.

EYFS:

- Physical development will be encouraged as an integral part of work for children in the EYFS, teaching them how to control their movements and become competent movers
- Children's fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons
- Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as bats and balls

During KS1, children will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

During KS2, children will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics
- Perform dances using a range of movement patterns
- Participate in outdoor and adventurous activities, both individually and within a team
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best

In relation to swimming, children in KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water-based situations

PSHE

At Bhylls Acre Primary School PSHE aims to help develop children into healthy, independent and responsible members of society. We encourage all of our children to play a positive role in contributing to school life and the wider community through school councils, fundraising events, supporting nominated charities and involvement in community events. Our children are given opportunities in PSHE and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

PSHE is taught in a variety of ways, such as: as a discrete subject, through assemblies, via educational visits, as well as through other subjects and activities within the curriculum. The PSHE curriculum includes specific teaching on themes such as: Anti-Bullying and Respect, Sex and Relationships Education and Drugs, Alcohol and Tobacco Education. We follow the PSHE Association scheme of work.

RELIGIOUS EDUCATION

We follow the Staffordshire agreed syllabus to support the learning and teaching of RE. It is delivered in an informative and fun way throughout our School. RE is extremely important as it brings our children and their families together to learn and share our different religious backgrounds to develop a deeper understanding of the world we live in.

At Bhylls Acre Primary School we celebrate diversity; our children are respectful of others and come together to feel a sense of belonging. We learn about 5 religions throughout the School journey – Christianity, Islam, Hinduism, Judaism and Buddhism. We take a look at each religion to learn about how followers' worship, where they worship, what is celebrated (including festivals), symbols and signs, dress and traditional stories. In addition, we look at Rights & Responsibilities, people who changed the world, how we can express faith through the arts and moral values.

SCIENCE

Science provides the foundation for understanding the world around us. It can not only teach children about the world they live in, but also how to study it and make sense of various phenomena. As such, it is a fundamental aspect of all children's learning. At Bhylls Acre, we aim to:

- Develop children's interest in, and enjoyment of, science by building on their own curiosity, to help instil a positive attitude towards science
- Ensure science lessons are purposeful, accurate and imaginative
- Ensure children have sufficient scientific knowledge to understand both the uses and implications of science, today and in the future
- Develop children's ability to pose questions, investigate these using correct techniques, accurately record their findings using appropriate scientific language and analyse their results
- Help children develop the skills of prediction, hypothesising, experimentation, investigation, observation, measurement, interpretation and communication
- Making children aware of and alert to links between science and other school subjects, as well as their lives more generally

We place great emphasis on using scientific vocabulary in class and completing child led enquiry investigations. Science encourages active learning, practical investigations and lots of fun. Children can ask a question, make predictions and decide what to do next.

Knowledge and skills organisers ensure there is a clear progression of skills and ensure that children see clear links and make connections between scientific learning and enquiry.

In Reception Class, in accordance with the 'Statutory framework for the Early Years Foundation Stage', focus will be put on the seven areas of learning, with the scientific aspect of children's work relating to the objectives set out within the framework.

In KS1, children will be taught to:

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions

In Years 3 and 4, children will be taught to:

- Ask relevant questions and use different types of scientific enquiries to answer these questions, setting up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment, including thermometers and data loggers
- Gather, record, present and classify data in a variety of ways to help answer questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings

In Years 5 and 6, children will be taught to:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of the results and the degree of trust in them.
- Identify scientific evidence that has been used to support or refute ideas/arguments