

Year 2

Curriculum Overview



Nine Mile Ride
School

Contents

| | |
|------------------------------|----|
| Introduction | 5 |
| Curriculum Commitment | 6 |
| Curriculum Compass | 8 |
| Curriculum Pedagogy | 10 |
| Year Group Overviews | 13 |

| | |
|--------------------------------|-----|
| Core | 19 |
| ▪ Phonics and Reading | 21 |
| ▪ Writing | 37 |
| ▪ Mathematics | 49 |
| Curriculum (STEM) | 65 |
| ▪ Science | 67 |
| ▪ Design Technology | 87 |
| ▪ Computing | 103 |
| Curriculum (Humanities) | 115 |
| ▪ History | 117 |
| ▪ Geography | 127 |
| ▪ RE | 139 |

| | |
|-----------------------|-----|
| Culture | 151 |
| ▪ Art | 153 |
| ▪ Music | 167 |
| ▪ PE | 181 |
| Character | 195 |
| ▪ PSHE | 197 |
| ▪ Character Education | 209 |
| ▪ SMSC | 223 |

This document is designed to portray the curriculum intent and purpose; implementation and pedagogy; breadth and specifics of knowledge taught and progression of key concepts at Nine Mile Ride Primary School. Our curriculum, based on the National Curriculum (2014) is planned to reflect our school vision:

Learning for life: together we discover, nurture, achieve and shine.

The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

For each curriculum subject, we have included the following elements, where applicable:

- Subject intent and purpose (what do we aim to achieve within this subject)
- Subject implementation and pedagogy (how we teach this subject at Nine Mile Ride School)
- Subject breadth (an overview what knowledge content is being taught within each academic year)
- Knowledge Organisers (what is explicitly taught in each unit of work)
- Key concepts (what key ideas we want to develop as children progress throughout the school)
- Progression maps (what development in the key concepts looks like for each year group)

This curriculum coverage overview and details aims to allow all pupils to access the content and make progress throughout their time at Nine Mile Ride.

Introduction

Curriculum Commitment

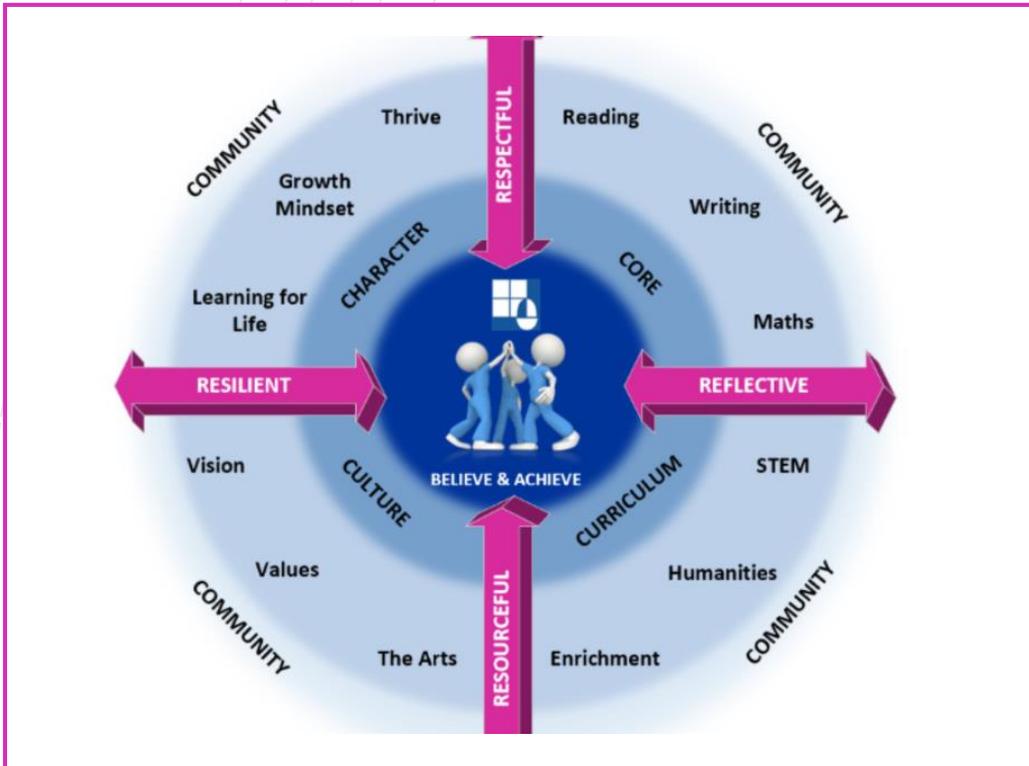
At Nine Mile Ride Primary School we firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies across the school: **CORE; CURRICULUM; CULTURE; CHARACTER** and **COMMUNITY**.

We take pride in developing outstanding teaching and learning by holding the highest expectations for all our pupils and knowing the pupils well so that every child can access and experience success in both the **CORE** and foundation **CURRICULUM**. Our aim is to create an inclusive environment where barriers to learning are overcome via strategies, targeted interventions or additional support giving full access to the curriculum for all. Our pupils' success will be recognised through increased independence and confidence in the classroom as well as being equipped for adulthood and the wider world.

The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results.

We foster independent learning and our carefully planned curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated, creative and enthusiastic in all that they do. Through real-life and connected learning in the classroom and outdoors, our children gain knowledge and become effective problem solvers.

We believe that magic happens at the intersection of knowledge and skills. Our pupils will need the essential knowledge and be able to apply this in order to be successful, educated citizens of the future.



Curriculum Commitment

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

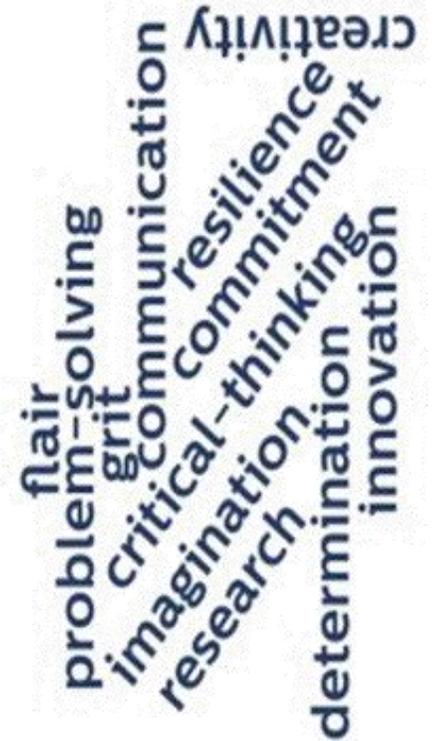
Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Our **CULTURE** is based upon offering equitable challenge to all so that they strive for academic, creative, emotional, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our vision is for all pupils is to leave Nine Mile Ride Primary as life-long learners with the knowledge, concepts, skills and attitudes that make them ready for being responsible citizens of the 21st century.

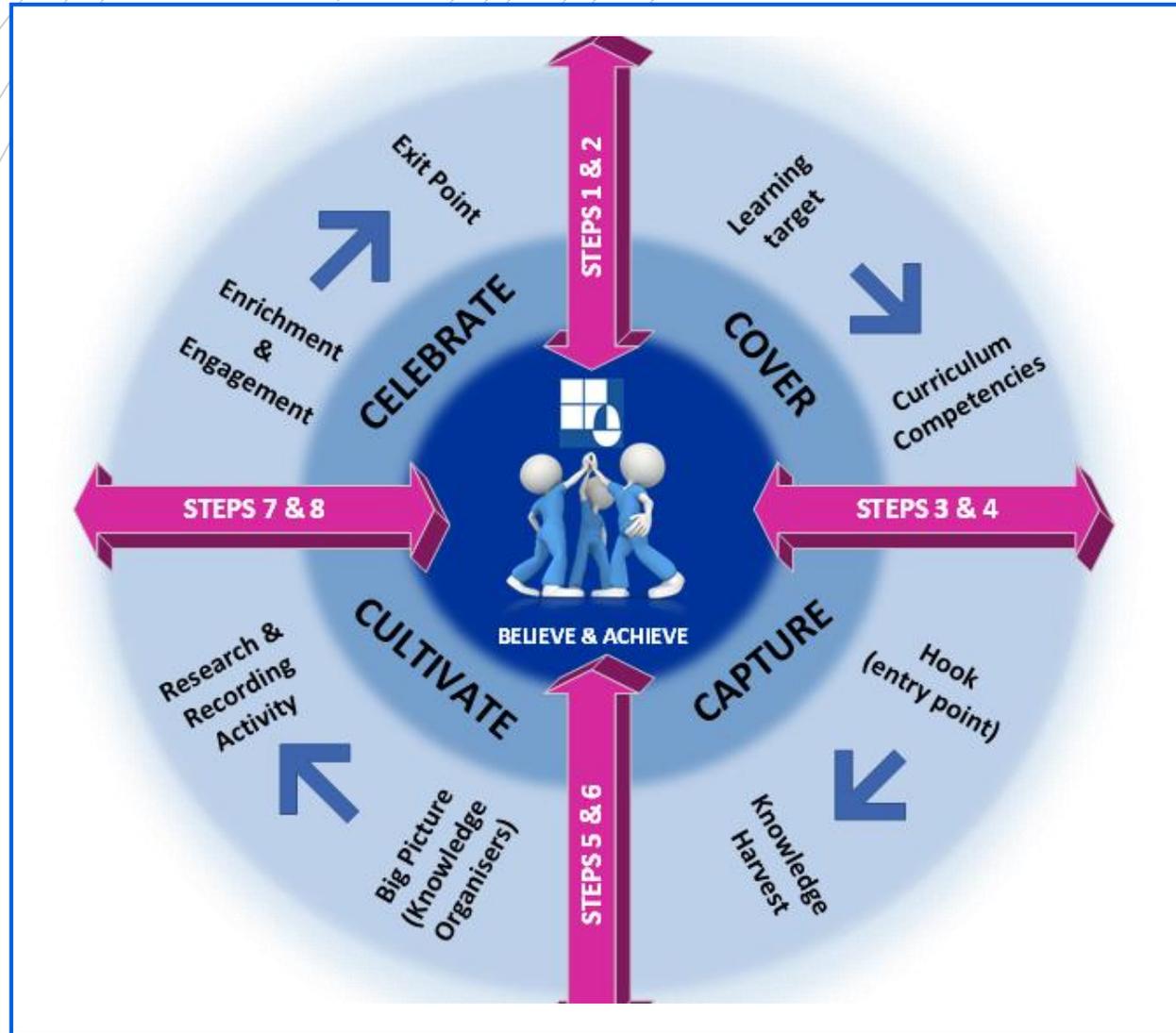
We hope that our values of being **RESPECTFUL, RESILIENT, RESOURCEFUL** and **REFLECTIVE** will enable pupils to develop a personal ethic and a moral attitude that will positively affect behaviour. Our aim is to equip them with the skills needed for successful lives both now and in the future and contribute positively to society.

We firmly believe that **CHARACTER** attributes are vital to future success and by promoting mental wellbeing, growth mindset and character education, our pupils take ownership of and responsibility for their learning and are confident; curious, communicate well, capable of doing new things and are not frightened to make mistakes.

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.



Curriculum Compass



- Our Curriculum Compass portrays the expectation when planning and implementing a unit of work, and should ensure that all children engage in exciting and meaningful learning activities which will help deepen their understanding of concepts being introduced and revisited.

| | |
|---|---|
| Learning Target | This relates to the knowledge and skills that children will cover during the topic and is based upon the progression framework. Knowledge refers to the factual information that children must learn. Skills refer to the things children are able to do. Skills must be learned practically and need time to be practiced. Magic happens at the intersection of knowledge and skills and that is when children begin to develop their understanding of conceptual ideas, the 'lightbulb' moments that we all strive for. |
| Curriculum competencies | We firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies: CORE, CURRICULUM, CULTURE, CHARACTER and COMMUNITY. |
| Hook (entry point) | The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the appropriateness of the activity. |
| Knowledge Harvest | The knowledge harvest takes place in the early stages of the unit and provides an opportunity for children to reveal what they already know about themes they are studying. This bank of knowledge can be added to, developed and even challenged by the teacher, throughout the course of the topic |
| Big Picture (knowledge organisers) | This provides teachers and pupils with the subject-based background information, key vocabulary, knowledge, skills and key facts to be taught within each topic |
| Research Activity | Each topic will have a research and recording activity. Research always precedes recording activities. During research activities, children use a variety of methods and collaborate to find out a range of information. There is not a reliance on worksheets. The majority of all work should be practical. |
| Recording activity | Children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways. There is not a reliance on worksheets. |
| Enrichment/Engagement | Enrichment and engagement have two main purposes. The first being to bring learning to life and immerse children in their learning and the second, to engage with parents so that they are aware and can celebrate the learning that has taken place. |
| Exit Point | The exit point pulls together the learning that has taken place and gives the opportunity to celebrate. |

Curriculum Pedagogy

A Common Language for Teaching

01 **REVIEW**
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Actively recall frees working memory for problem solving and creating.

02 **ASK QUESTIONS**
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

03 **PROVIDE MODELS**
Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

04 **CHECK STUDENT UNDERSTANDING**
Less successful teachers rarely ask "Are there any questions?" No questions are not taken to mean no problems. False. By contrast, more successful teachers check on all students.

05 **GUIDE STUDENT PRACTICE**
Students need additional time to rephrase, elaborate and summarize new material, in order to store it in their long-term memory. More successful teachers built in more time for this.

06 **SCAFFOLDS FOR DIFFICULT TASKS**
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

07 **OBTAIN HIGH SUCCESS RATE**
A success rate of around 90% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

At Nine Mile Ride, we use Rosenshine's Principles of Instruction as a basis to structure our teaching and learning within lessons. These principles are based upon research into effective pedagogy which result in increased progress and higher attainment of pupils. The sources of the report are summarised as follows:

Research in cognitive science;

Research on the classroom practices of master teachers;

Research on cognitive support to help students learn complex tasks.

Teachers have used these principles to identify a common language for teaching, which is used throughout the school.

| Reviewing Material | |
|--|---|
| Daily Review | Weekly/Monthly Review |
|  |  |
| <p>At NMR we will:</p> <ul style="list-style-type: none"> • Begin a lesson with a short review of previous learning in order to build fluency and confidence; • Reteach where necessary; • Plan for weekly and monthly reviews. This may take the form of quizzes or response to the big question; • Use knowledge organisers to activate prior learning (highlight once learned). | |
| Questioning | |
| Ask Questions | Check for Student Understanding |
|  |  |
| <p>At NMR we will:</p> <ul style="list-style-type: none"> • Ask/model higher order questions (including process) to check for understanding and guide students on how to respond; • Use <u>AfL</u> (Assessment for Learning) questions stems (Shirley Clarke booklet); • Use KWL (Know, Want to Know & Learned) technique to activate students' prior knowledge of a subject or topic; • Use 'Pose, Pause, Pounce and Bounce' technique for asking questions; • Use lolly sticks so that students have nowhere to hide. | |

Sequencing Concepts and Modelling

| Present materials using small steps | Provide models | Provide Scaffolds for difficult tasks |
|---|---|---|
|  |  |  |

At NMR we will:

- Present new material in small steps with time planned in for student practice after each step;
- Support all pupils in guided practice at least once every two weeks;
- Provide prompts and model the use of the prompt;
- 'Think aloud' when modelling problem solving with students;
- Provide scaffolds/resources to support learning;
- Anticipate student misconceptions and model this prior to independent work;
- Ensure Learning Objectives reflect the precise small steps for learning;
- Ensure Success Criteria is differentiated and clarifies the expected small steps to success in learning;
- Highlight small steps on Knowledge Organisers once learned.

Stages of Practice

| Guide Student Practice | Obtain a high success rate | Independent practice |
|---|---|---|
|  |  |  |

At NMR we will:

- Plan time for students to practice new material. Quality over quantity;
- Model and guide practice, giving lots of worked examples that builds automaticity (I do);
- Promote Growth Mindset to tackle new learning together (We do);
- Plan differentiated independent practice which consolidates knowledge, content and techniques. (You do).
- Provide systematic feedback and give time for corrections;
- Expect the student to act upon teacher feedback;
- Circulate around the classroom to supervise seated work.

Year Group Overview

- These overview summarise the topics and themes that are covered during the academic year for year 2.
- More detail and progression statements for each subject can be found in the relevant subject areas of this Curriculum Progression Document.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|---|---|
| Topics | Seaside Rescue! | | Fire, Fire! | | Jurassic Forest | |
| English Fiction Non-Fiction Poetry | Defeating the Monster Story Model Text: <i>The Lighthouse Keepers Lunch</i> Instructions Model Text: <i>How to Trap a Seagull</i> | Poetry - Patterned Model Text: <i>The Magic Box</i> Non-Chronological Reports Model Text: <i>The Mighty Sea/Tree Horn</i> | Continue Non-Chronological Reports Model Text: <i>The Mighty Sea/Tree Horn</i> Traditional Tales Model Text: <i>Little Red Riding Hood</i> | Discussion Model Text: <i>Should LRRH have been sent to the woods alone?</i> SATs Preparation | Poetry – Riddles Model Text: <i>Stegosaurus Riddle</i> Explanations Model Text: <i>Why did dinosaurs become extinct?</i> | Meeting Tale Stories that mimic significant authors – Anthony Browne/Roald Dahl/Julia Donaldson Diaries Model Text: Mary Anning |
| Class Book | Billy's Bucket by Kes Gray The Lighthouse Keeper's Christmas by Ronda Armitage | | Vlad and the Great Fire of London by Kate Cunningham The Three Little Wolves and the Big Bad Pig By Eugene Trivizas Into the Forest By Anthony Browne | | The Dinosaur's Diary by Julia Donaldson George's Marvellous Medicine by Roald Dahl | |
| Maths | Place Value Addition | Subtraction Money Shape | Multiplication & Division Statistics Properties of shape | Fractions Length & Height | Position & Direction Problem solving and efficient methods | Time Mass, Capacity & Measurement |

Year 2 – Core Subjects Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------------------|-------------------------|---|------------------------------------|----------------------------|--|
| Topics | Seaside Rescue! | | Fire, Fire! | | Jurassic Forest | |
| Science | Animals including Humans | | Materials and their uses | Plants | Living things and Habitats | |
| DT | Food | | Construction | | Textiles | |
| Computing | E-Safety Using data | Programming and control | Digital media – animation, photos, videos | Creativity and publishing - images | Networks and the internet | Creativity and publishing – word processing |

Year 2 – Curriculum (STEM) Subjects Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|---|--|---|--|---|
| Topics | Seaside Rescue! | | Fire, Fire! | | Jurassic Forest | |
| RE | Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity | Theme: Christmas – Jesus as gift from God Key Question: Why did God give Jesus to the World? Religion: Christianity | Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam | Theme: Easter Key Question: Is it true that Jesus came back to life again? Religion: Christianity | Theme: Community and Belonging Key Question: Does going to Mosque give Muslims a sense of belonging? Religion: Islam | Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam |
| History | Grace Darling and the History of Seaside Towns <i>Learn about the lives of significant individuals from the past (Grace Darling study). Look at how seaside towns have changed over the years.</i> | | Great Fire of London <i>Learn about events beyond living memory (Great Fire of London) and the lives of significant individuals in the past (Samuel Pepys)</i> | | Mary Anning <i>Learn about the lives of significant individuals in the past</i> | |
| Geography | Seaside locations and Map Work <i>Understand geographical similarities and differences through studying the human and physical geography of a seaside towns. Name and locate continents, countries and cities on a map of the World.</i> | | Contrasting Country – UK and Non-EU location <i>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European location.</i> | | Weather and Map Work <i>Name and locate seaside locations where dinosaur fossils have been found. Name and locate continents, countries and cities on a map of the World.</i> | |

Year 2 – Curriculum (Humanities) Subjects Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|--|--|--|--|---|
| Topics | Seaside Rescue! | | Fire, Fire! | | Jurassic Forest | |
| Art | Drawing & Print To develop art and design techniques using colour, pattern, texture, line, shape, form and space. Artist Study: Mary Cassatt Painting: Children playing on the beach | Digital media Use digital camera, scanner or internet to capture images of buildings. Use paint or photo software to manipulate the images to create a piece of art Beach hut stimulus | Collage To use a range of materials creatively Create fire linked to GFOL – colour wheel etc. Cold/hot colours | Drawing & Painting Teach about the work of artist/s and use as a stimulus for own painting Artist Study: Jackson Pollock | Sculpture Use sculpture to develop their ideas, experiences and imagination Artist Study: Henry Moore Use clay to make a dinosaur fossil | Textiles To develop art and design techniques using colour, pattern, texture, line, shape, form and space Make a dinosaur puppet (running stitch) |
| PE | Dance: Movement Games: Throwing and catching | Gym: Linking movements together Dance: Rhythm | Gym: Spinning, twisting & turning Games: Inventing games with partners | Gym: Pathways Games: Dribbling, kicking, hitting | Dance: Pattern/perform Games: Group games and inventing rules | Team games: Athletics Rounders Cricket |
| Music | Music Express Units: Ourselves Water | Music Express Units: Travel; Number Other: KS1 Nativity - singing | Music Express Units: Our Bodies Animals | Music Express Units: Storytime Patter | Music Express Units: Our Land Weather | Music Express Units: Seasons Toys |

Year 2 – Culture Subjects Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|------------------------|---|------------|--|-------------|
| Topics | Seaside Rescue! | | Fire, Fire! | | Jurassic Forest | |
| PSHE | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Character Education | Growth Mindset – How amazing is my brain? Harvest Festival Wokingham Food Bank Children In Need School link – Rogbere Primary School, Sierra Leone Remembrance Day Anti-bullying week KS1 Nativity performance | | Fairtrade Fortnight Children’s mental health awareness week – sleep Visiting Author Growth Mindset | | Reading FC Premier League Stars – Chris Berry Walk to school week Sports Day | |

Year 2 – Character Subjects Overview

Core Faculty

Reading, writing and mathematics give children the tools to gain knowledge and understanding in any subject. Within our faculty, we aim to carefully construct learning within these three core subjects to enable our children to be the most successful learners they can in all areas of the curriculum.

Phonics
and
Reading

Writing

Maths

Phonics and Reading Intent and Purpose

Why do we teach phonics?

Phonics is an important tool to develop reading fluency. The Department for Education National Curriculum for England states that reading helps pupils to develop culturally, emotionally, intellectually and socially.

An important goal of the curriculum is therefore to enable young learners to become fluent readers. Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

Why do we teach reading?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Phonics and Reading Intent and Purpose

What is the aim of our curriculum for phonics?

Our aim is for all children to leave Nine Mile Ride:

- having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's learning.
- confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.
- reading fluently, with confidence in any subject in their forthcoming secondary education.

What is the aim of our curriculum for reading?

The national curriculum for reading aims to ensure that all pupils:

- 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 appreciate our rich and varied literary heritage
- word reading
- comprehension (both listening and reading)

Our phonics and reading curriculum should ensure that:

- Children leave Nine Mile Ride with a love of reading. They are able to reference a wide range of different authors, from different literary traditions and genres.
- Children leave Nine Mile Ride having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's learning.
- Children leave Nine Mile Ride confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.

Phonics and Reading Intent and Purpose

What do we teach in our reading curriculum?

EYFS

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. At Nine Mile Ride we teach reading through Little Wandle Letters and Sounds SSP, using actions to support teaching of phonemes. This phonic knowledge feeds into their ability to decode to read simple sentences. We promote a love of reading and embed this into our daily routine, through reading for pleasure in our book corners and end of day stories to the children. We encourage children to explore their own interests through reading and create their own stories based on stories they are familiar with. We also use the scheme of Talk for Writing to support the children's understanding of the structure of stories.

Year 1

In year 1, pupils build on work from the EYFS, making sure that they can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Pupils continue to learn new GPCs and revise and consolidate those learnt earlier. Alongside this knowledge of GPCs, pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils are helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill will have extra practice 1:1 with an adult or through our SSP intervention programme and Pixl interventions.

Year 2

In year 2, pupils should be able to read all common graphemes. They will be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They will also be able to read many common words containing GPCs taught so far without needing to blend the sounds out loud first. Pupils' reading of common exception words should be secure. Finally, pupils will be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. Pupils will also listen to and discuss a wide range of stories, poems, plays and information books. Pupils who read well will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

LKS2

Word Reading:
 apply their growing knowledge of root words, prefixes and suffixes.
 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:
 develop positive attitudes to reading, and an understanding of what they read
 understand what they read, in books they can read independently
 retrieve and record information from non-fiction
 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

UKS2

Word Reading:
 apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet

Comprehension:
 maintain positive attitudes to reading, and an understanding of what they read
 understand what they read
 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 distinguish between statements of fact and opinion
 retrieve, record and present information from non-fiction
 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 provide reasoned justifications for their views.

Phonics and Reading Intent and Purpose

What do we teach in our phonics curriculum?

EYFS

Introduce Phase 2

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Introduce Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Y1

Revisit Phase 3

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 4

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Phase 5

Y2

Revisit phase 4 and 5 sounds if needed

In Phase Six, many children will be able to read texts of several hundred words fluently at their first attempt. Those children who are less fluent may benefit from rereading shorter texts several times, not in order to memorise the texts, but to become more familiar with at least some of the words that cause them to stumble, and to begin to experience what fluent reading feels like.

Introduce Phase 6

KS2

Continue to revisit phase 4 and 5 sounds as appropriate.

Use knowledge of phonics to apply in different spelling contexts, with a range of familiar and unfamiliar vocabulary.

Use a range of prefixes and suffixes independently, identifying how they affect the root words.

Phonics and Reading Intent and Purpose

How does our phonics and reading curriculum link to our key curriculum competencies?

Character

Phonics and reading can be challenging, and requires perseverance to succeed, especially within the Early Years when children are segmenting and blending to start reading. Throughout the reading process from foundation to Year 6 a Growth Mindset is required. For children to become inquisitive readers and broaden their vocabulary, which in turn will support each child with not only reading but comprehension, speaking and writing.

Cultural

A secure understanding of phonics and reading supports all career paths. With children competent within reading it will support their ability to succeed within their life-long learning journey. Children will be equipped to read a variety of texts from their schooling which can be used throughout their adult life to give them the tools to make their own judgements.

Core

Phonics and reading is a core element to the core subject English. A secure understanding of decoding is an essential foundation for further study in the subject.

Curriculum

There are a vast amount of cross-curricular opportunities for pupils to apply their phonics and reading skills in other subjects.

Reading skills support with;

DT – reading instructions to make objects and cook

Mathematics – For reading problems and written numbers

Science – reasoning and using key vocabulary

Music – reading lyrics for singing

Geography – reading different countries on a map and signs in local area.

Phonics and Reading Implementation and Pedagogy

How is phonics and reading taught at Nine Mile Ride?

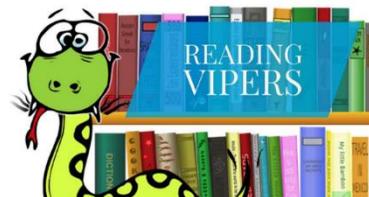
- Phonics is taught using the structure of our systematic synthetic programme 'Little Wandle Letters & Sounds'. This comprehensive programme provides a multi-sensory approach, using letter frames, flash cards, phonic games and listening activities.
- Using the Little Wandle Letters & Sounds lesson structure, each session will follow the same format of introduce, revisit and review, teach, practise and apply. This ensures that children learn new sounds whilst applying taught sounds to their reading of new words. Children work on decoding, segmenting and blending in every lesson. Children are exposed and use the correct subject specific technical vocabulary (such as phoneme, digraph, trigraph). Our lessons are designed to meet the children's needs based on our on-going phonic assessments. This informs planning and streaming within year groups.
- During daily direct teaching sessions, the teacher will provide clear model and pronunciation of sounds, observing and assessing children to ensure those who have a secure understanding are able to move on as well as be aware of those children who need to revisit certain sounds. They will also be addressing misconceptions during the lesson. Children will be active participants in every lesson.
- Phonics resources are consistent throughout the school, allowing children to apply their phonic knowledge in all areas of the curriculum. Phonics and word mats support spelling and writing across the curriculum and having access to Phonics displays enables children to apply taught knowledge and skills to decode unfamiliar words in the classroom.
- Reading scheme books provide decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practice by reading texts closely matched to their level of phonic attainment. Texts from a range of genres and publishers are matched by phonics phases and colour reading band to ensure children are reading at 90% fluency.



Phonics and Reading Implementation and Pedagogy

How is phonics and reading taught at Nine Mile Ride?

- Reading at Nine Mile Ride Primary School is taught using a range of approaches that provide an array of opportunities to develop a love of reading that we hope will stay with them for life. This should empower them to succeed in other curriculum areas. All children will experience:
 - Direct, focused, high-quality phonics is taught everyday in EYFS and KS1 as a method to teach children to read the sounds in words. It helps children to learn to read quickly and skillfully. Decoding as a method to read unfamiliar words enables children to read with increasing fluency and begin to apply their phonic knowledge to spell words. Additional support and interventions are provided by highly trained teachers and teaching assistants across EYFS & KS1 as well as for those children in KS2 who do not pass the phonics screening and require extra support. Little Wandle Letters and Sounds 'Keep up' programme is used across the school providing a high quality and progressive teaching programme.
 - A range of high-quality texts are available as printed books through the class book shelves, school library and as ebooks through our online Accelerated Reader library, providing a familiarity with choosing both fiction, non-fiction and poetry books as well as an opportunity to choose books to read for pleasure. Texts reflect the interests of the children and our school community, providing diverse and culturally rich texts.
 - A whole-class reading approach so that all children are immersed in high-quality literature, discussions and reasoning to develop fluency, comprehension, vocabulary, as well as listening to high-quality modelled reading.
 - A range of question types in the style of VIPERS, using Answer, Prove it, Explain it (APE) or Point, Evidence, Explanation (PEE) in addition to PiXL reading strategies.



Phonics and Reading Implementation and Pedagogy

Why is phonics and reading taught in this way?

- Little Wandle Letters & Sounds aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed synthetic and systematic programme for teaching phonic skills and decoding as the main method of reading for children starting by the age of five, with the aim of them becoming fluent readers by age seven.
- Our results indicate that our chosen SSP of Little Wandle Letters & Sounds develops successful readers. This also supports our strong phonic screening results and reading results at the end of KS1 and KS2. At cluster and trust meetings in foundation stage and KS1 we have discussed the impact of our complete phonic programme effectiveness.
- At Nine Mile Ride we will empower children through their ability to be confident readers and speakers. This will develop their fluency and vocabulary. We also want to ensure children have a love of language and are aware of how others speak.
- The aim of whole class reading is to expand pupils' vocabulary and deepen their understanding of the texts that they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections, looking closely at the elements which require further understanding, keeping in mind that children must learn to infer and infer meaning from the text, predict, explain the meaning and comment on the author's choice of vocabulary or style, retrieve information and sequence or summarise. Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory and make links across a range of books.

Phonics and Reading Implementation and Pedagogy

How will we know if children are making progress?

- Evidence of good phonics progress can be seen through our ongoing phonics assessment as well as in the year 1 phonics screening results. Our children will be fluent readers who show interest and enthusiasm, achieving a good level of development at the end of foundation stage and achieve expected standard by the end of KS1.
- By using 'Phonics Tracker' as an assessment tool, we are able to have a comprehensive understanding of every individual's strengths and next steps and identify any trends across teaching groups to inform future planning. Identified gaps can be targeted through high-quality first teaching and the use of the 'Keep up' phonics intervention programme that is consistent with our chosen SSP.
- Not only reaching a good level of development at the end of EYFS and meeting the expected standard by the end of KS1 & KS2, children will leave Nine Mile Ride Primary with a love of reading, able to reference a wide range of different authors and texts, from different literary traditions and genres. They will be confident readers with a developed fluency and vocabulary, able to decode and engage in discussion around texts.
- Reading assessment in EYFS & KS1? Pixl assessments, matched book bands etc.
- We assess and track reading progress regularly in KS2 using Accelerated Reader, an online reading programme which allows children to access quizzes after reading a range of books.

Phonics and Reading Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-----------------------------------|---------------------------|---|--|------------------------|---|----------------------|
| Key Texts | • Little Red Hen | • Whatever Next! | • Billy's Bucket | • The Firework Maker's Daughter | • The Thieves of Ostia | • Cosmic | • Voices in the Park |
| | • We're going on a Bear Hunt | • The Snail and the Whale | • The Lighthouse Keeper's Christmas | • Secrets of a Sun King | • Stuart Little | • Percy Jackson and the Lightning Thief | • Street Child |
| | • Billy's Bucket | • The PaperBag Princess | • Vlad and the Great Fire of London | • Harry Potter and the Philosopher's Stone | • My Friend Walter | • Letter's from the Lighthouse | • A Christmas Carol |
| | • Biscuit Bear | | • The Three Little Wolves and the Big Bad Pig | | | | • The Explorer |
| | • Surprising Sharks | | • Into the Forest | | | | • A Midsummer |
| | • Tom and the island of Dinosaurs | | • The Dinosaur's Diary | | | | |
| | • Bog Baby | | • George's Marvellous Medicine | | | | |
| | • The Frog Prince | | | | | | |

Phonics and Reading Key Concepts



Phonics Progression Map – Decoding

2

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read most words of two or more syllables.
- Read most words containing common suffixes.
- Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Vocabulary

| | Fluency | Correcting Inaccuracies | Building Vocabulary |
|---|--|---|--|
| 2 | <ul style="list-style-type: none"> • Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread these books to build up fluency and confidence in word reading. • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | <ul style="list-style-type: none"> • Use sentence grammar to support understanding of unfamiliar words. • Check that the text makes sense to them as they read and to correct inaccurate reading. | <ul style="list-style-type: none"> • Increase vocabulary using understanding of context to know what they mean. • Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. |

Reading Progression Map – Inference

- 2**
- Make inferences on the basis of what is being said and done.
 - Give reasons for why events happen and characters behave as they do.

Prediction

- 2**
- Make predictions based on knowledge of the text or the author.
 - Predict what might happen on the basis of what has been read so far in a text.
 - Recognise simple recurring literary language in stories and poetry and use this to predict patterns in stories and poems.

Explanation

- 2**
- Recognise and explain organisational features of texts.
 - Identify the purpose of a book.

Retrieval

- 2**
- Gather ideas and information from across a text.
 - Navigate texts to retrieve information.

Reading Progression Map – Sequencing

- 2**
- Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
 - Discuss the sequence of events in books and how items of information are related.

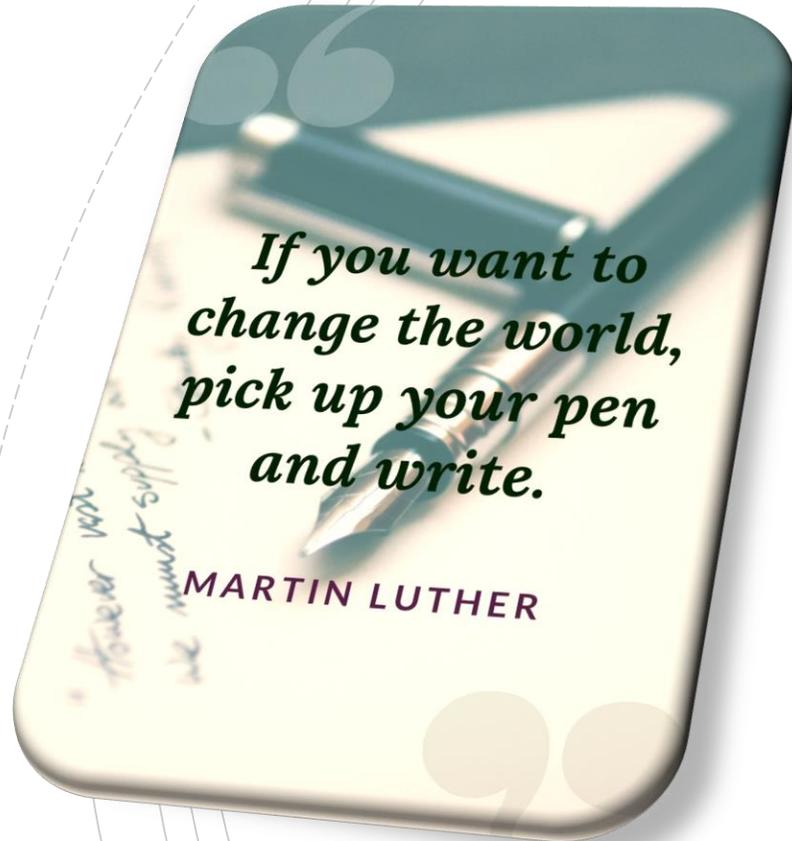
Engagement

- Choose and read whole books at appropriate levels.
 - Talk about reasons for book choices.
 - Use books and stories as a stimuli for role play
- 2**
- Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
 - Ask and answer questions about a text.
 - Make links between the text they are reading and other texts they have read (in texts that they can read independently).

Poetry and Performance

- 2**
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

Writing



- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Writing Intent and Purpose

Why do we teach writing?

At Nine Mile Ride Primary School, we intend to provide pupils with the skills needed to allow them to write and share their ideas and emotions effectively. Pupils will leave our school with the skills that enable them to write for a range of audiences, purposes, and formalities. This will allow them to continue to achieve and shine as they progress to further education and onto their working lives.

We promote high standards of language and literacy from Foundation Stage to Year 6 with a wide variety of opportunities that allow them to apply and develop their writing skills across the curriculum.

Spelling is one of the strong foundations on which writing is built. Progressing from phonics, an understanding of orthography and morphology allows children to apply their ever growing understanding to new words and contexts which is why spellings are taught weekly and practised as part of the children's homework

What is the aim of our curriculum for writing?

Within our English lessons, we cover a range of fiction, non-fiction and poetic themes. This enables the children to develop the skills needed for them to be able to confidently write for a range of purposes and audiences.

We expect children to be able to plan, revise and reflect on their writing. This is supported through the Talk for Writing process which allows the children to develop these skills, in an age-appropriate manner. The Talk for Writing progression supports the acquisition of a varied and diverse vocabulary that the children can then use confidently in their own writing, using adapted language and styles to suit the range of contexts that they will write for.

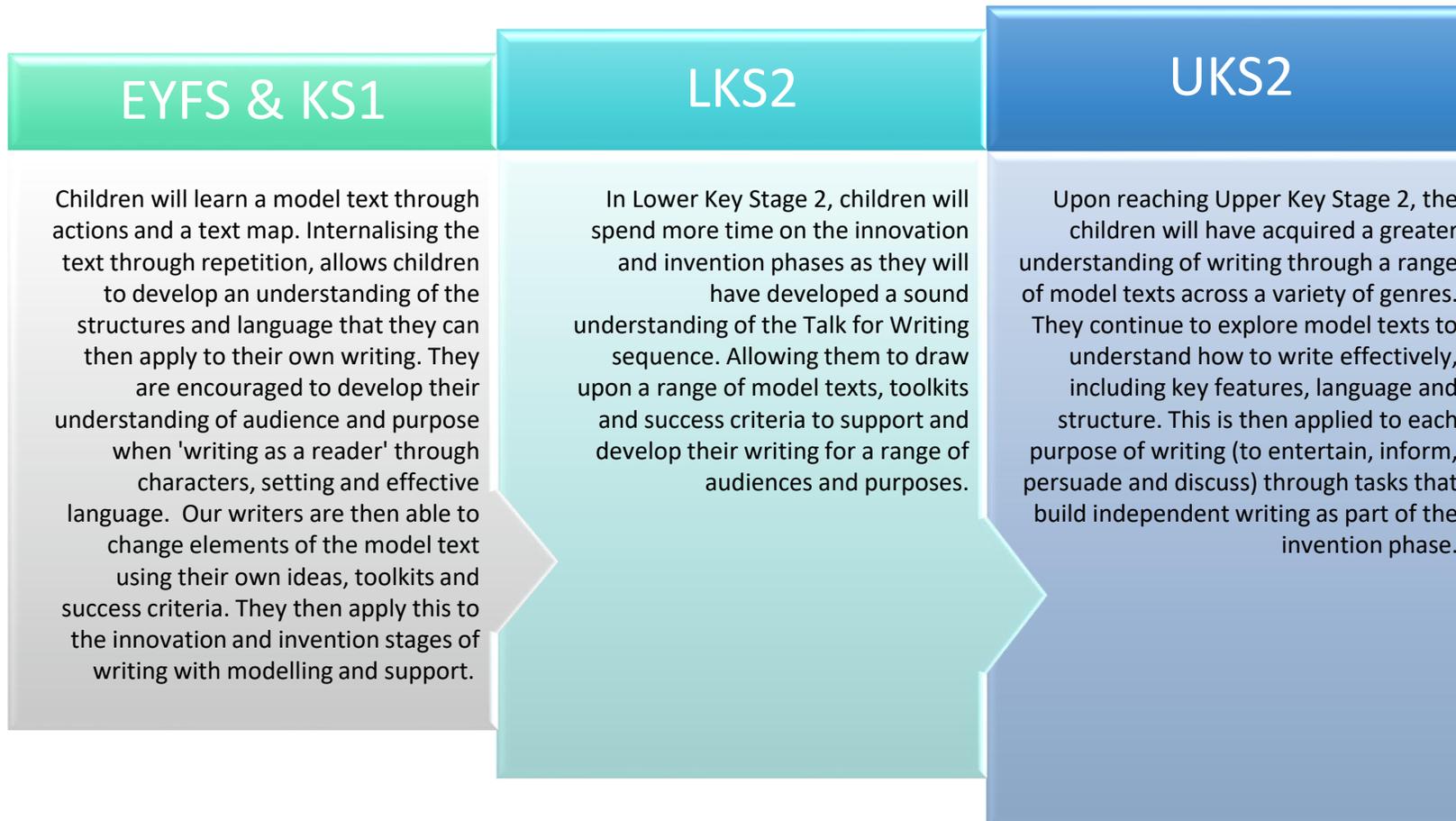
Embedded in our Talk for Writing lessons will also be opportunities to discuss, elaborate and explain their understanding and the ideas of others through shared discussion which is an important element to learning. These opportunities help to develop our children's speaking and listening skills which may help to develop their ideas before they are transcribed.

As well as the Talk for Writing texts, children will also be exposed to a range of rich literature that will help the children to gain an appreciation for our rich literary heritage.

In addition, we intend for children to have the transcription skills that will allow them to succeed in their educational and future lives. Handwriting should be legible, cursive and, eventually, speedy. Presentation in all books should reflect one of the school's values and expectations: respect.

Writing Intent and Purpose

What do we teach in our writing curriculum?



Writing Intent and Purpose

How does our writing curriculum link to our key curriculum competencies?

Character

Writing across the curriculum creates many opportunities for character development and reflection.

Within PSHE and RE, there are many opportunities to write about, and explore; the beliefs of others – writing in a respectful manner; reflecting on moral and ethical issues; appreciating different viewpoints; writing about different cultural opportunities.

Across the curriculum, there are many opportunities for children to reflect on their Growth Mindset that we encourage by striving to develop their writing skills both in composition and transcription.

Cultural

A secure understanding of writing supports all career paths. With children competent within writing it will support their ability to succeed within their life-long learning journey. Children will be equipped to write for a variety of purposes and audience which can be used throughout their adult life to give them the tools to make their own judgements.

Core

Writing has clear links to the other core subjects. Writing is a process which may contribute to creative problem solving in maths and a developed vocabulary when reading which would allow them to access more challenging texts.

Curriculum

Within almost all curriculum areas at Nine Mile Ride there are opportunities to write. This should be encouraged and embedded because it will contribute to the range of purposes that children have been exposed to, building a well-rounded writer.

Writing Implementation and Pedagogy

How is writing taught at Nine Mile Ride?

- Writing at Nine Mile Ride Primary School is taught using a Talk for Writing approach, typically work through three key phases of writing to develop confidence, knowledge and independence. There are the imitation/immersion, innovation and invention phases. This supports children in developing the skills needed to be thoughtful readers and creative writers for a range of purposes (to entertain, inform, persuade and discuss). Through this multi-sensory and interactive approach, children learn to write for a range of story/ text types using a range of methods including:
 - listening to and learning texts and stories;
 - drawing and story mapping;
 - collecting words and language strategies to develop vocabulary;
 - building their working knowledge of grammar.
- As children progress through the school, they will more loosely follow this structure, supporting their learning and understanding of texts while developing themselves as independent writers.
- Elements of grammar, punctuation and spelling will be integrated into the units of learning that children will be undertaking, and spelling is taught discreetly, following the PiXL Spelling Tracker in KS1, and the National Curriculum spelling objectives in KS2.



Talk for Writing™

Writing Implementation and Pedagogy

Why is Writing taught in this way?

- The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

How will we know if children are making progress?

- Children at Nine Mile Ride will be able to express their opinions and write in a structured, technically accurate way. They will be confident to experiment with their writing across a range of genres and curriculum areas, ready to continue to expand their experiences of writing as they move through the key stages and onto secondary school.
- For every unit of learning, children will complete a ‘cold’ task at the start, and a ‘hot’ task at the end – this will be used to monitor children’s progression within that unit of learning. Text-types can be revisited using ‘warm’ tasks, following a unit of learning.

Writing Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|--|---|---|--|---|--|---|
| Fiction | <ul style="list-style-type: none"> Retelling a fairy tale: The Little Red Hen Story sequencing: We're Going on a Bear Hunt Sentence writing: The Snowman; Billy's Bucket; Tom and the Island of Dinosaurs Descriptive Writing: The Bog Baby; The Google-Eyed Goat Narrative: The Frog Prince; Click-Clack Moo | <ul style="list-style-type: none"> Journey tale: We're Going on a Bear Hunt Wishing tale: Peace at Last Losing tale: Handa's Hen Finding tale: Jack and the Beanstalk | <ul style="list-style-type: none"> Defeating the monster tale: The Lighthouse Keeper's Lunch Warning tale: Little Red Riding Hood Meeting tale: The Enormous Crocodile | <ul style="list-style-type: none"> Wishing tale: the Firework Maker's Daughter Defeating the monster tale - Grand Pharoah Terrace Fantasy setting - The Magician's shop | <ul style="list-style-type: none"> Settings and description: Escape from Pompeii Finding tale: The Polar Bear's Son Journey tale: Stuart Little Suspense: The Nightmare Man | <ul style="list-style-type: none"> Suspense: Alien landing Warning tale: Daedalus and Icarus Fables: The Fox and the Crane Losing Tale: The Gas Mask Historical Fiction: Rose Blanche | <ul style="list-style-type: none"> Narrative Writing: based on Street Child and The Explorer Alternative Endings: Wing Fantasy: The Story of Bottom Suspense: The Woman in White; Hound of the Baskervilles |
| Poetry | <ul style="list-style-type: none"> Rhyming stories | <ul style="list-style-type: none"> Firework poetry | <ul style="list-style-type: none"> Patterned Poetry: The Magic Box Riddles: Stegosaurus Riddle | <ul style="list-style-type: none"> Observation - Candle Flame | <ul style="list-style-type: none"> The Cave of Curiosity Senses: The Sound Collector | <ul style="list-style-type: none"> Six Ways to Look at a Moon A Boy's Head | <ul style="list-style-type: none"> Remembrance poetry Sonnets |

Writing Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|---|---|--|---|---|---|---|
| Non Fiction | <ul style="list-style-type: none"> • Labelling • Name writing • Non-fiction: Surprising Sharks; Mini-beasts • Recount: garage trip; farm trip • Instructions: Biscuit Bear | <ul style="list-style-type: none"> • Instructions: How to make a stir fry • Persuasion: postcards • Recount: trip to Windsor • Non-chronological report: Tell Me a Dragon | <ul style="list-style-type: none"> • Instructions: How to trap a seagull • Non-chronological report: The Mighty Seahorn • Discussion: Should Little Red Riding Hood be sent into the woods alone? • Explanation: Why did dinosaurs become extinct? • Diary writing: Mary Anning | <ul style="list-style-type: none"> • Persuasion: Letter to King James I • Recount and report: King Tut in Murder Mystery • Playscript: Harry Potter and the Cursed Child | <ul style="list-style-type: none"> • Instructions: How to keep Caesar Happy • Recount: Fir Classes Adventure to Brighton – recount • Non Chronological Report: North American animal • Explanation: How a giant spider traps its prey • Newspaper report | <ul style="list-style-type: none"> • Persuasion: Dear Superman • Instructions: How to make onion bhajis • Non-chronological report - Black Dragons • Persuasion: Come to Greece • Instructions: How to make an Anderson Shelter • Non-Chronological Reports: Greek theatre; War Inventions • Diaries: Declaration of War | <ul style="list-style-type: none"> • Formal / informal letters: Voices in the Park; French Roast • Auto-biography • Biography: Great Britons • Newspaper and recount: Osmington Bay • Persuasion: Stop deforestation • Information texts: Mayan Gods • Non-Chronological Report: The Globe Theatre • Balanced discussions: Topical discussion |

Writing Key Concepts



Writing Progression Map – Composition

Planning, Writing and Editing

Awareness of Audience, Purpose and Structure

2

- Write narratives about personal experiences and those of others (real and fictional).
 - Write about real events.
 - Write simple poetry.
 - Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
 - Encapsulate what they want to say, sentence by sentence.
 - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
 - Reread to check that their writing makes sense and that the correct tense is used throughout.
 - Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
- Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
 - Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.
 - Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing Progression Map – Grammar and Punctuation

| Sentence Construction and Tense | | Use of Phrases and Clauses | |
|---------------------------------|---|---|--------------------|
| 2 | <ul style="list-style-type: none"> • Use the present tense and the past tense mostly correctly and consistently. • Form sentences with different forms: statement, question, exclamation, command. • Use some features of written Standard English. | <ul style="list-style-type: none"> • Use co-ordination (or/and/but). • Use some subordination (when/if/ that/because). • Use expanded noun phrases to describe and specify (e.g. the blue butterfly). | |
| | Punctuation | | Use of Terminology |
| 2 | <ul style="list-style-type: none"> • Use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. | <ul style="list-style-type: none"> • Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. | |

Writing Progression Map – Presenting Appropriately

2

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.

Spelling

| Coverage | Spelling Rules |
|---|------------------------------------|
| <p>2</p> <ul style="list-style-type: none"> • Consolidate phase 4/5 and teach phase 6 • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words, • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidelines • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | -ed suffix |
| | -er, -est suffix |
| | -ing |
| | /j/ ending |
| | /ll/ ending |
| | Contractions |
| | Suffixes after a ‘y’ |
| | Suffixes –ment, -ness, -ful, -less |

Mathematics

Good mathematics is
not about how many
answers you know...
It's how you behave
when you don't know.

~Author unknown

- Intent and Purpose
- Implementation and Pedagogy
- Key Concepts
- Breadth and Progression Maps

Note:

Due to the nature of the subject, the breadth of knowledge studied and the key concepts being developed are intrinsically linked. Therefore, there are not separate documents detailing the breadth of knowledge and subject overviews then progression within key concepts. Instead, these are combined into a breadth **and** progression map

Mathematics Intent and Purpose

Why do we teach mathematics?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

What is the aim of our curriculum for mathematics?

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Mathematics Intent and Purpose

What do we teach in our mathematics curriculum?

EYFS

Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

KS1

Pupils develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value.

LKS2

Pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 x table and show precision and fluency in their work.

UKS2

Pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

Mathematics Intent and Purpose

How does our mathematics curriculum link to our key curriculum competencies?

Character *Maths can be challenging, and requires perseverance to succeed. Problem solving activities require application of Growth Mindset and can provide opportunities for the development of communication and teamwork skills.*

Cultural *A secure grasp of maths opens doors to many career options e.g. engineering, medicine, accounting and finance. An understanding of Maths enables citizens to evaluate information provided in contexts such as retail and politics.*

Core *Maths is a core subject. A secure understanding of place value and the number system is an essential foundation for further study in the subject.*

Curriculum *There are many opportunities for pupils to apply their mathematical skills in other subjects: measurement skills are relevant to Science, PE, Geography, DT; data handling skills are relevant to science, geography, computing; geometry is relevant to Art, DT...*

Mathematics Implementation and Pedagogy

How is mathematics taught at Nine Mile Ride?

- Maths at Nine Mile Ride is taught using a 'mastery' approach. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject and being able to apply concepts in many different contexts. Maths is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is identified quickly, and early intervention ensures the pupil is ready to move forward with the whole class.
- Teaching is based on the White Rose Maths Hub approach, with lesson design identifying the new mathematics that is to be taught, the key points and potential misconceptions to create a carefully sequenced journey through the learning. Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- The main resource used in addition to the White Rose resources, is 'Power Maths', supplemented where appropriate by additional resources identified by teachers e.g. White Rose planning, Twinkl 'Diving into Mastery'. Discussion is a key part of teaching, with children being expected to explain their approach to questions; this allows for the development of deeper understanding as well as providing assessment opportunities. Each lesson follows the 'I do, We do, You do' approach with teacher models of the concept being followed by shared work before independent 'Intelligent Practice' that both reinforces pupils' procedural fluency and develops their conceptual understanding.
- Concrete resources are available in all classrooms, with the expectation that children will move from the use of these through pictorial representations to abstract as they gain a secure mental model of the concept. Throughout EYFS and KS1 children are introduced to a range of concrete resources and are strongly encouraged to use these to develop a deeper understanding of concepts by seeing it visually, rather than as an abstract. In KS2, resources are still available to all pupils and withdrawal of these is determined by need, not age or year group.
- Daily fluency sessions happen outside of the main maths lessons, and focus on key facts such as multiplication tables and addition facts. In Key Stage 1 children use the Number Sense Maths programme which focusses on key facts which are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts. In Year 3 and 4, children focus on developing knowledge of times tables through a rote learning methodology on a daily basis, and Year 5 and 6 focus on consolidating fluency in all aspects of mental arithmetic.



Mathematics Implementation and Pedagogy

Why is mathematics taught in this way?

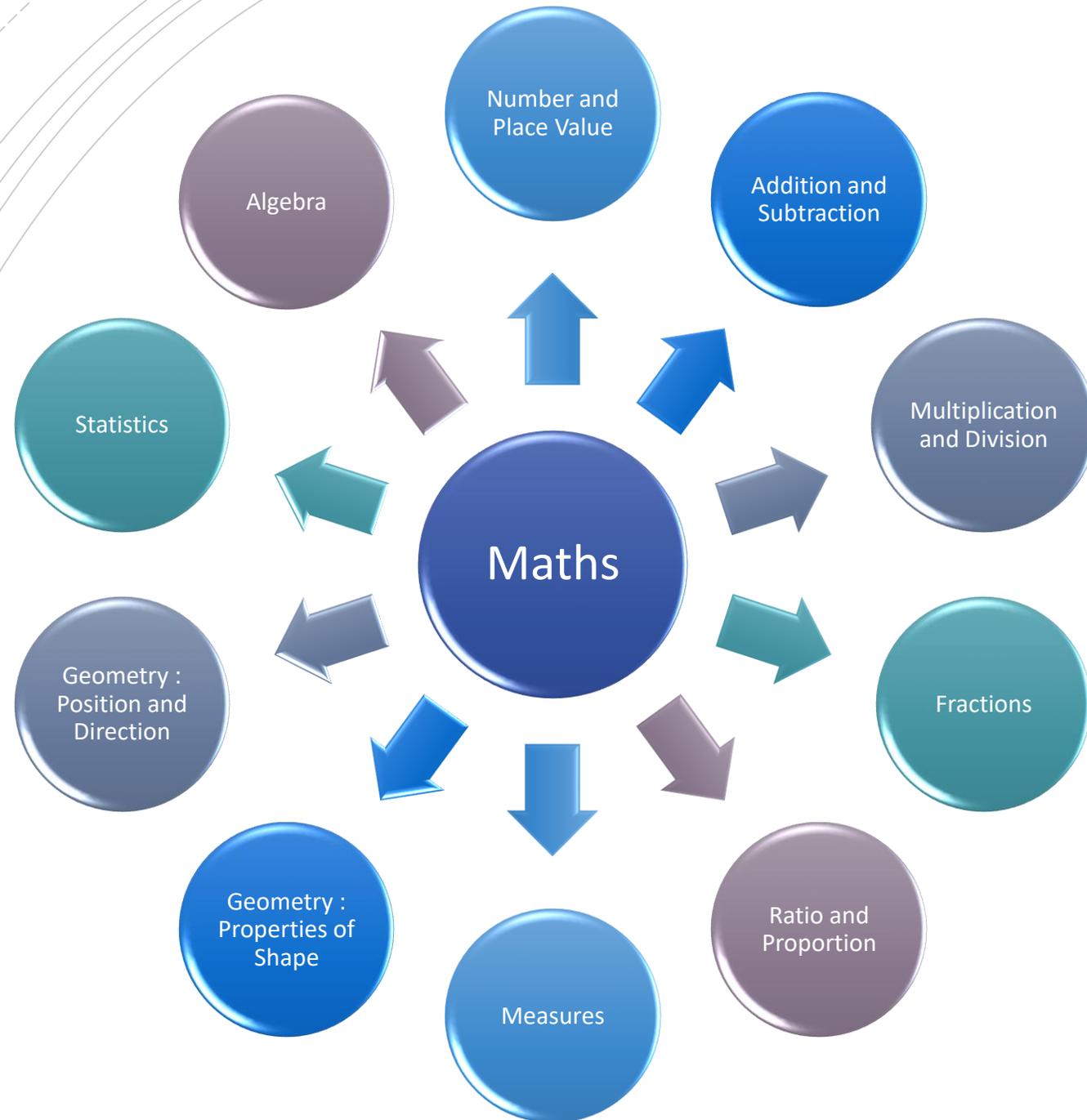
- ▶ The mastery approach which is promoted in England is based on the approach to maths teaching adopted in Shanghai. Pupils taught using this approach consistently achieve high standards the PISA tests, which compare 15-year-olds in school systems across the developed world. This approach has been promoted in England by the National Centre for Excellence in the Teaching of Maths (NCETM) through the development of 'Maths Hubs' which provide support and training. 2 teachers from Nine Mile Ride have attended 2 years of Maths Mastery training through the BBO Maths Hub, which has informed our curriculum design.
- ▶ Developing children's fluency in key facts such as number bonds and times tables to automaticity enables children to free up space in their working memories to focus on reasoning and problem solving within their daily maths lessons. This is based on Cognitive Load Theory, where children can become overwhelmed with too much data processing at any one time.
- ▶ Our aim is to develop children's confidence in Maths and enjoyment in the subject; teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'. All pupils are encouraged by the belief that by working hard at maths they can succeed, developing the application of the whole school 'Growth Mindset' approach to learning. By modelling a concept in different ways, children will be able to see, understand and learn in the most effective way for them.

Mathematics Implementation and Pedagogy

How will we know if children are making progress?

- In daily lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. From Year 1, Maths is assessed regularly using formal written tests which cover both arithmetic skills and reasoning/problem solving questions which require application of concepts learned. The results of these assessments are used to guide future planning and identify children in need of additional support. Results are monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.
- Statutory assessments are carried out to assess progress in mathematical understanding at the end of KS1 and KS2, and a Times Tables Check is carried out during year 4.
- Children will also show a secure understanding of their learning if they are able to apply their mathematical skills across a range of subjects and topics (e.g. science, geography, DT and beyond).

Mathematics Key Concepts



Mathematics Breadth and Progression Map – Number and Place Value

| | Counting | Comparing Numbers | Rounding |
|----------|---|---|----------|
| 2 | <ul style="list-style-type: none">Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. | <ul style="list-style-type: none">Compare and order numbers from 0 up to 100; use <, > and = signs. | |

| | Identifying and Representing Numbers | Reading and Writing Numbers and Recognising Place Value | Problem Solving |
|----------|--|--|---|
| 2 | <ul style="list-style-type: none">Identify, represent and estimate numbers using different representations, including the number line. | <ul style="list-style-type: none">Read and write numbers to at least 100 in numerals and in words.Recognise the place value of each digit in a two-digit number (tens, ones). | <ul style="list-style-type: none">Use place value and number facts to solve problems. |

Mathematics Breadth and Progression Map – Addition and Subtraction

| Mental Calculations | | Written Calculations | Number Bonds |
|---------------------|--|---|---|
| 2 | <ul style="list-style-type: none">• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; three one-digit numbers.• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. | <ul style="list-style-type: none">• Add and subtract numbers with up to two digits, using informal and formal written methods of columnar addition and subtraction. | <ul style="list-style-type: none">• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |
| Problem Solving | | Inverse Operations | |
| 2 | <ul style="list-style-type: none">• Solve problems with addition and subtraction:<ul style="list-style-type: none">- using concrete objects and pictorial representations, including those involving numbers, quantities and measures- applying their increasing knowledge of mental and written methods. | <ul style="list-style-type: none">• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | |

Mathematics Breadth and Progression Map – Multiplication and Division

Multiplication and Division Facts

2

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,

Order of Operations

Mental Calculations

- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Written Calculations

2

- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.

Inverse Operations

Problem Solving

2

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Multiples, Factors, Primes, Squares and Cubes

Mathematics Breadth and Progression Map – Fractions

| Counting in Fractions | | Recognising Fractions | Comparing Fractions |
|-----------------------|--|---|---------------------|
| 2 | <ul style="list-style-type: none">Pupils should count in halves and quarters up to 10. | <ul style="list-style-type: none">Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. | |

| Comparing Decimals | Equivalence (including Fractions, Decimals and Percentages) | Rounding Decimals |
|--------------------|---|-------------------|
| 2 | <ul style="list-style-type: none">Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. | |

Mathematics Breadth and Progression Map – Measures

Comparing and Estimating

- 2**
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
 - Compare and sequence intervals of time.

Measuring and Calculating

- 2**
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml).
 - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
 - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Telling the Time

- 2**
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
 - Know the number of minutes in an hour and the number of hours in a day.

Converting Units of Measurement

- 2**
- Know the number of minutes in an hour and the number of hours in a day.

Mathematics Breadth and Progression Map – Geometry

Identifying and Drawing Shapes and their Properties

2

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- identify 2-D shapes on the surface of 3-D shapes.

Comparing and Classifying Shapes

- Compare and sort common 2-D and 3-D shapes and everyday objects.

Position, Direction and Movement

2

- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Pattern

- Order and arrange combinations of mathematical objects in patterns and sequences.

Mathematics Breadth and Progression Map – Statistics

Interpreting, Constructing and Presenting Data

Solving Problems

2

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

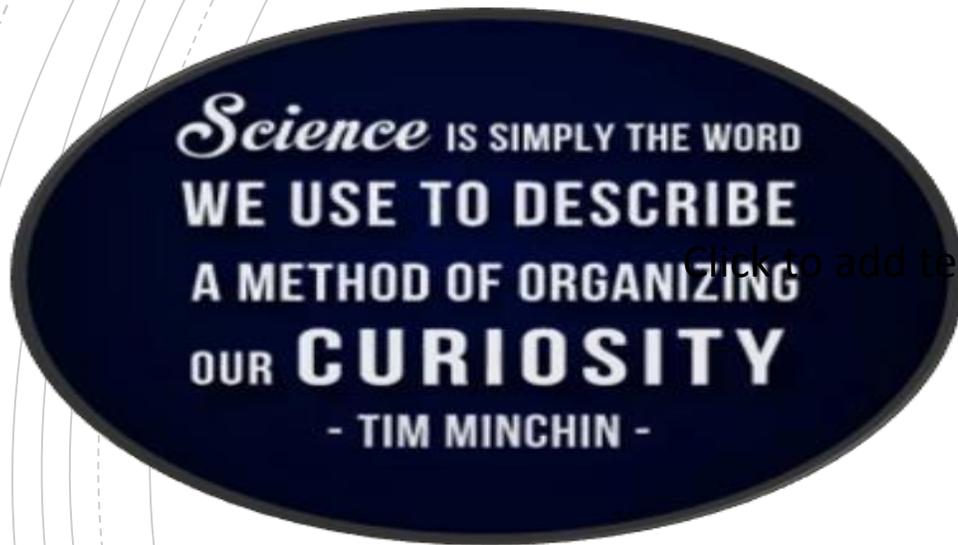
Curriculum – STEM Faculty

It is our belief that it is vital for all children to question, find problems and most importantly find ways to solve those problems. Through the subjects of mathematics, science, design technology and computing, we aim to teach children to be interested in these concepts to allow them to help shape a better tomorrow.

Science

Design
Technology

Computing



Click to add text

Science

- Intent and Purpose
- Implementation and Pedagogy p
- Breadth
- Knowledge Organisers
- Key Concepts
- Progression Maps

Science Intent and Purpose

Why do we teach science?

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

What is the aim of our curriculum for science?

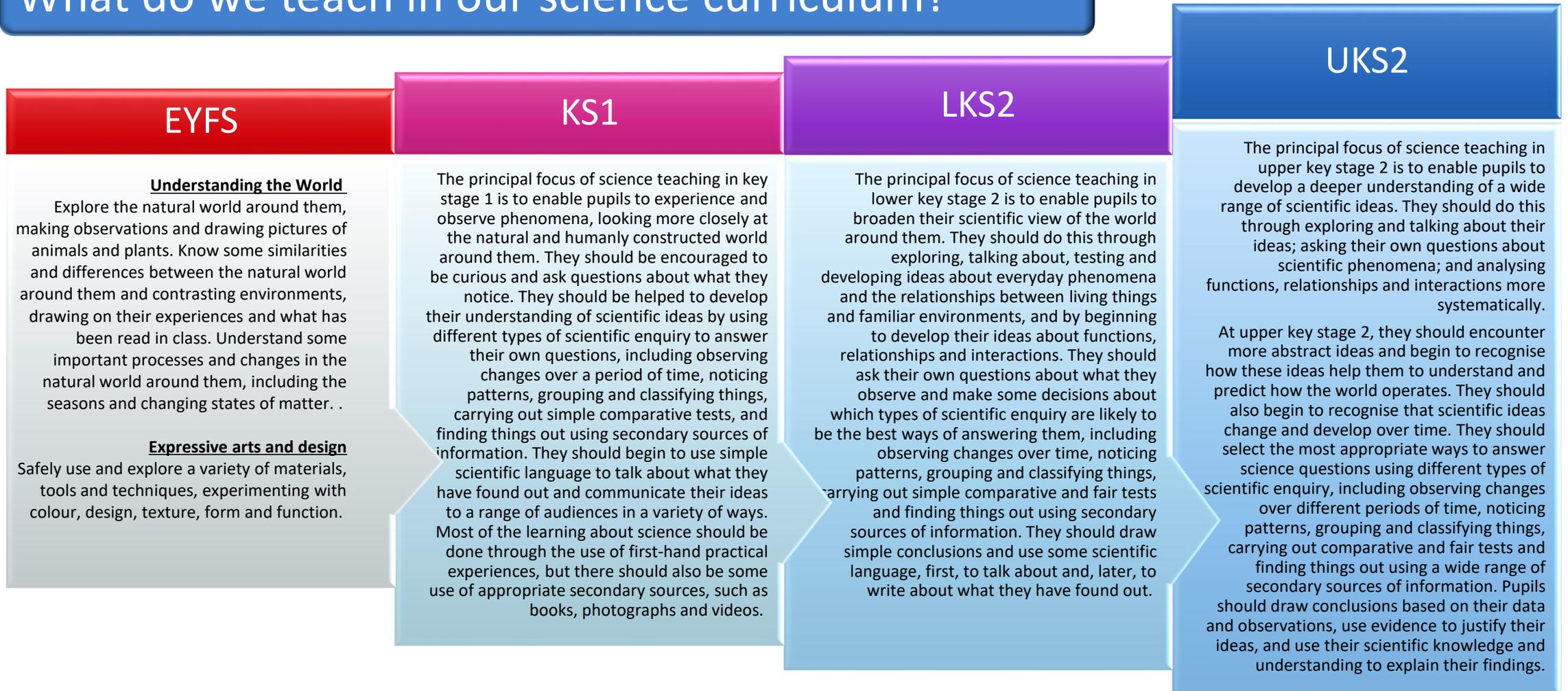
The curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific key concepts of Living Things (biology), Properties of Materials (chemistry) and Physical Processes (physics).
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. 'Working scientifically' should be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.

Science Intent and Purpose

What do we teach in our science curriculum?



Science Intent and Purpose

How does our science curriculum link to our key curriculum competencies?

Character

Science allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and organise investigations and communicate their results through presentations or writing. It also requires resilience as evaluating is a key working scientifically process.

Science also covers many moral issues e.g. genetically modified crops and global warming.

Children are informed about the world and so able to help with social change issues.

Working scientifically enables our children to become critical thinkers.

Cultural

Understanding, exploring and respecting how our planet works is essential in the 21st century. As climate change and its various effects on the Earth become more and more evident, we need to reflect on how previous human actions have caused harm. Our children need to be equipped and empowered to act as responsible global citizens.

A good knowledge of the science curriculum and a secure grasp how to work scientifically will support a wide variety of career paths e.g. medicine, engineering, astrophysics and space technology, marine biology and food sciences.

Core

Science is integrally linked with maths. Key maths concepts such as measure and statistics are used within gathering, recording, presenting and analysing data. Children, especially in UKS2, are encouraged to read range of secondary sources of information to support their scientific enquires and language and writing is consistently extended through a variety of scientific concepts.

Curriculum

There are many opportunities for pupils to apply their scientific knowledge and skills in other subjects:

- forces and electricity are relevant DT e.g. designing a freestanding structure, a catapult or a lamp
- plants, habitats and seasons can be used to inspire art work e.g. Andy Goldsworthy
- rocks and soil link to human and physical geography
- dance units can take inspiration from a variety of science topics e.g. changing seasons
- influential scientists can be researched in history.

Science Implementation and Pedagogy

How is science taught at Nine Mile Ride?

- Science at Nine Mile Ride is inquiry based with an overarching question, linked to each year groups topic, used to promote awe and wonder and guide planning along with working scientifically objectives. Where possible, we enhance the children's natural curiosity and nurture this to allow them to ask their own questions and develop skills needed to answer these.
- Our science curriculum is designed to enable teachers to deliver engaging and thought-provoking lessons, where learning is facilitated through hands on scientific discovery, in-depth questioning, flexible thinking and problem solving. Therefore, science lessons at Nine Mile Ride are practical and exciting.
- Science is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate scaffolding is used in order to support and challenge pupils and ensure all key concepts are fully understood. Warmups are used to recall prior knowledge from previous years or earlier in the unit and to engage in rich discussion. Using discussion and questioning as a key teaching tool, oracy is promoted and celebrated as well as cross curricular links being made in maths and topic where appropriate.
- The main resource used is the national curriculum where knowledge, understanding and skills are taken from and built upon year on year. The Teacher Assessment in Primary Science's (TAPS) assessment plans help inform teacher judgements along with observation/questioning and marking of books. Teachers supplement where appropriate by additional resources such as Explorify, STEM learning and BP Educational Services.
- A science unit of work starts and finishes with the overarching question. This acts as assessment for learning for the teacher and allows the children to see their new acquired knowledge. A knowledge organiser is used so children are aware and can map out their learning journey allowing more time to be invested in embedded practical scientific skills. A TAPs assessment is completed every unit (one a half term) to check the children's knowledge and scientific skills and inform the rest of the unit.

Why is science taught in this way?

- Nine Mile ride teaches science through enquiry as it involves students progressively developing key scientific ideas through learning how to investigate. In this way, students build their knowledge and understanding of the world around them through the process of inquiry. We place a high importance on practical learning as it sits at the very heart of what science is about as it links the physical world to scientific ideas. Without practical work, science is just a collection of abstract ideas without a clear explanatory purpose. The Association for Science Education says, 'As children carry out scientific enquiry they should develop a host of skills and competencies, knowledge and understanding, bringing enormous benefits to them as 'growing' scientists. Scientific enquiry increases children's capacity to:
 - Problem-solve and answer questions. Rich opportunities are provided where children explore their own ideas, develop and deepen conceptual understanding.
 - Work with independence. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence.
 - 'Be a scientist'. A necessary toolkit of practical skills is developed and added to over time.
 - Communicate effectively. Technical and scientific vocabulary is learned, practised and used, as children communicate evidence in a variety of ways, often with different audiences in mind.'
- Two teachers from Nine Mile Ride have attended National STEM and The Teacher Assessment in Primary Science's (TAPS) training which have both reinforced this message and informed our curriculum design.



What is the intended impact?

- Our aim is to develop children's confidence in Science, promote enjoyment and wonder in the subject as well as seeing its importance in other subjects (such as design and technology and history) and everyday life and job opportunities. All pupils are encouraged by the belief that by working hard at science they can succeed, developing the application of the whole school 'Growth Mindset' approach to learning.
- In weekly lessons, teachers use a variety of formative assessments techniques including self-assessment and targeted questioning, to identify children's security of understanding. From Year 1, Science is assessed half termly using TAPs planning which focuses on working scientifically which requires application of concepts learnt. The results of these assessments are used to guide future planning and identify children in need of additional support. Results are monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.
- A secure grasp of the five types of enquiry explicitly named in all year groups in the national curriculum (Observing changes over time, Noticing patterns, Grouping and classifying things (noticing similarities and differences), Comparative and fair testing, Finding things out using secondary sources of information (researching)) are taught and monitored across the children's primary science journey. These types of enquiry will be used by children across the different subject areas as appropriate (biology, physics and chemistry) and ensure the children are ready to further develop these in secondary schools.

Science Breadth

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|--|---|--|---|---|---|--|
| Living Things | <p>Plants</p> <p>Explore the natural world around them, making observations and drawing pictures of plants.</p> <p>Animals, including humans</p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Children know the importance for good health of physical exercise, and the importance of healthy food choices, and talk about ways to keep healthy and safe.</p> <p>Living things and habitats</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Plants</p> <p>Identify, name and describe the structure of a variety of common wild and garden plants, including trees.</p> <p>Animals, including humans</p> <p>Identify, name and describe the structure of a variety of common animals including fish, reptiles, birds and mammals; identify herbivores and carnivores; identify and label basic parts of the human body, and say which part is associated with which sense.</p> | <p>Living things and habitats</p> <p>Explore differences between things that are living, dead, have never been alive; name and describe habitats; describe sources of food, using simple food chains.</p> <p>Plants</p> <p>Describe how seeds and bulbs grow; find out what plants need to grow.</p> <p>Animals, including humans</p> <p>Know that animals have offspring; the basic needs of animals; healthy lifestyle .</p> | <p>Animals, including humans</p> <p>Identify that animals need the right type of nutrition; identify use of skeleton and muscles in animals and humans.</p> <p>Living things and habitats</p> <p>Classification keys to group animals; changing environments.</p> | <p>Animals including humans</p> <p>Identify different teeth; describe the digestive system; construct and interpret food chains.</p> <p>Plants</p> <p>Identify functions of parts of flowering plants; water transportation; within flowering plants.</p> | <p>Living things and habitats</p> <p>Describe differences in life-cycles; describe the process of reproduction in some plants and animals.</p> <p>Animals, including humans</p> <p>Describe changes as humans develop to old-age.</p> | <p>Living things and habitats</p> <p>Describe and give reasons for classification.</p> <p>Animals, including humans</p> <p>Identify and name parts of the circulatory system; recognise the impact of diet, drugs and exercise; describe transportation of nutrition.</p> <p>Evolution and inheritance</p> <p>Recognise that living things have changed over time, and that fossils provide information recognise variation; explain adaptation.</p> |

Science Breadth

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|--|---|---|--------|--|---|---|
| Properties of Materials | Everyday materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Everyday materials Identify, name and describe everyday materials; compare and group materials according to simple properties. | Everyday materials Compare suitability of materials for different uses; find out how objects can change shape . | | Rocks Compare different rocks; describe how fossils are formed; recognise soils is made from rocks and organic matter. States of matter Compare solids, liquids and gases; observe changes by heating and cooling; water cycle. | Properties and changes of materials Compare and group materials based on properties; reversible and irreversible changes (including dissolving, filtering, sieving, evaporating, burning). | |
| Physical Processes | Seasonal changes Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Seasonal changes Name the seasons; describe typical weather and how the length of the day changes. | Electricity Identify common uses; construct simple circuits; recognise conductors and insulators. Sound Identify sources; describe how sound travels; find patterns related to pitch and volume. Light Identify sources; reflection; know how shadows are formed; find ways that shadows change. | | Forces and magnets Compare how things move; how magnets repel or attract; identify magnetic materials; identify poles on a magnet. States of Matter Recognise the differences between solids, liquids and gases and their properties. Changing states, understand that mater can change states under certain conditions. | Earth and Space Describe the movement of the Earth and Moon; explain night and day Forces Explain force of gravity; identify effects of air and water resistance and friction; recognise impact of mechanisms on forces. | Light Recognise how light travels and explain how we see things; explain shadows Electricity Explain the variation in functionality of components; use symbols to draw circuits. |

Science Breadth

| | Reception | KS1 | LKS2 | UKS2 |
|------------------------|---|---|---|---|
| Working Scientifically | <ul style="list-style-type: none"> • General sensory observations of animals and plants. • Simple descriptions of the world around them. Looking at objects and pictures and discussing what they can see. • Asks questions about aspects of their familiar world. • Generating a variety of ideas for testing (not always realistic/appropriate) • Simple guess - what might happen? • Measure by direct comparison. • Non-standard units of measurement. • Simple comparative vocabulary – bigger, smaller. • Talking about objects and events. • Simple recording – pictures/images. • Noticing ‘which worked best’ – simple comparative statements. • Answer initial question simply. | <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment.. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. | <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. | <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. |

Year 2 – Living things and habitats

Year 2 - Plants

Year 2 - Animals, including humans

Year 2 - Uses of Everyday Materials

Science -
Knowledge
Organisers

What should I already know?

Life exists in different ways and goes through cycles.

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles—Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Scientific investigation (TAPS)

Describe how plants needs water, light and a suitable temperature to grow and stay healthy

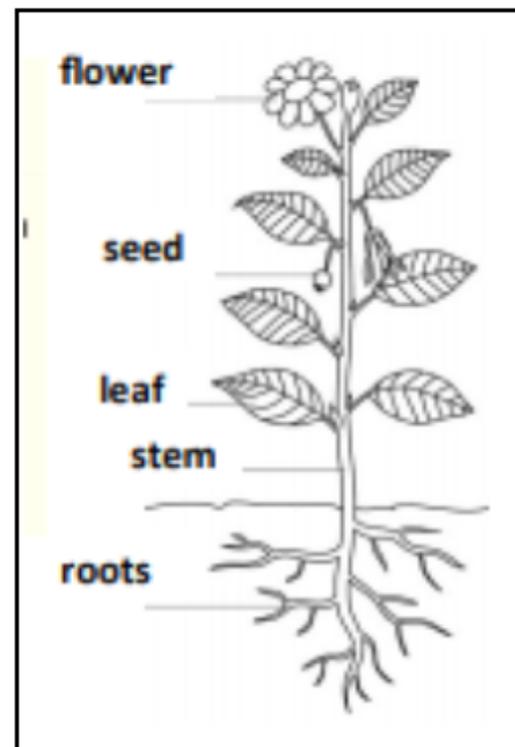
Observe closely, using simple equipment

- Can children observe closely, noticing differences and similarities?
- Can children measure and compare the height of plants?

Key vocabulary

| | |
|----------------------|---|
| branches | parts that grow out from the tree trunk and have leaves, flowers, or fruit growing on them |
| bulb | a root shaped like an onion that grows into a flower or plant |
| common | something that is found in large numbers or it happens often |
| crop | plants such as wheat and potatoes that are grown in large quantities for food |
| deciduous | a tree that loses its leaves in the autumn every year |
| evergreen | a tree or bush which has green leaves all the year round |
| flower | the part of a plant which is often brightly coloured and grows at the end of a stem |
| flowering | trees or plants which produce flowers |
| fruit | something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat |
| garden | a piece of land next to a house, with flowers, vegetables, other plants, and often grass |
| herb | a plant whose leaves are used in cooking to add flavour to food, or as a medicine |
| leaf / leaves | the parts of a tree or plant that are flat, thin, and usually green |
| nutrients | substances that help plants and animals to grow |
| petal | thin coloured or white parts which form part of the flower |
| plant | a living thing that grows in the earth and has a stem, leaves, and roots |
| reproduce | when an animal or plant produces one or more individuals similar to itself |
| roots | the parts of a plant that grow under the ground |

| | |
|-------------------|--|
| seed | the small, hard part from which a new plant grows |
| stem | the thin, upright part of a plant on which the flowers and leaves grow |
| tree | a tall plant that has a hard trunk, branches, and leaves |
| trunk | the large main stem from which the branches grow |
| vegetable | plants such as cabbages, potatoes, and onions which you can cook and eat |
| vegetation | plants, trees and flowers |
| weed | a wild plant that grows in garden and prevents the plants that you want from growing properly |
| wild | animals or plants that live or grow in natural surroundings and are not looked after by people |

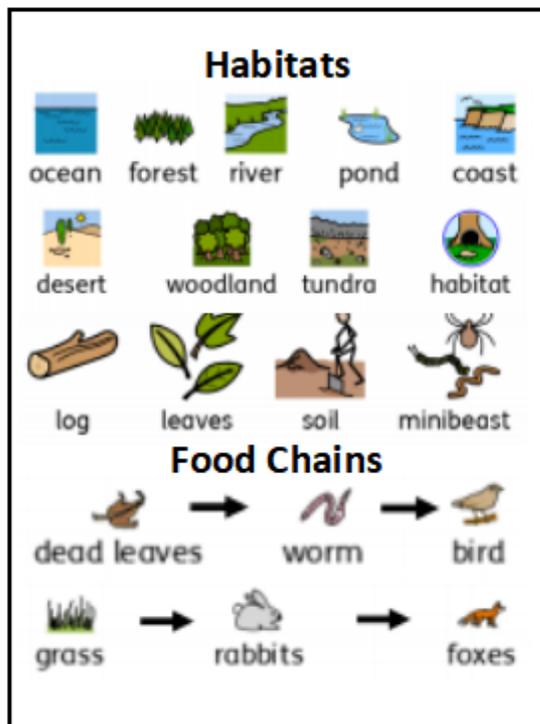


What should I already know?

What will I know by the end of the unit?

Habitats provide living things with what they need

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food



Key vocabulary

| | |
|--------------|---|
| biomes | a natural area of vegetation and animals |
| carnivore | an animal that eats meat |
| depend | If you depend on someone or something, you need them in order to be able to survive physically |
| food chain | a series of living things which are linked to each other because each thing feeds on the one next to it in the series |
| habitat | the natural environment in which an animal or plant normally lives or grows |
| herbivore | an animal that only eats plants |
| invertebrate | a creature that does not have a spine, for example an insect, a worm, or an octopus |
| microhabitat | a small part of the environment that supports a habitat, such as a fallen log in a forest |
| minibeast | a small invertebrate animal such as an insect or spider |
| offspring | a person's children or an animal's young |
| omnivore | person or animal eats all kinds of food, including both meat and plants |
| plant | a living thing that grows in the earth and has a stem, leaves, and roots |
| source | where something comes from |
| tree | a tall plant that has a hard trunk, branches, and leaves |
| vegetation | plants, trees and flowers |

Scientific investigation (TAPS)

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Identifying and classifying

- Can children use spotter sheets to identify plants/animals?
- Can children identify the types of plants/animals they are looking for?

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants

Gather and record data to help in answering questions.

- Can children identify where plants and animals live?
- Can children make a record of where plants and animals live?
- Can children discuss why they might live in chosen habitat?

What should I already know?

Life exists in a variety of forms and goes through cycles
Animals

The human body has a number of systems, each has its own function

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles— Humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

The human body has a number of systems, each of which has its own function.

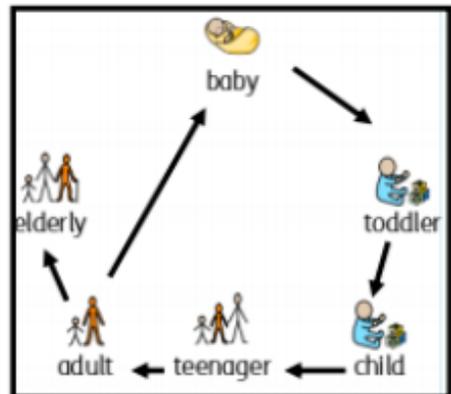
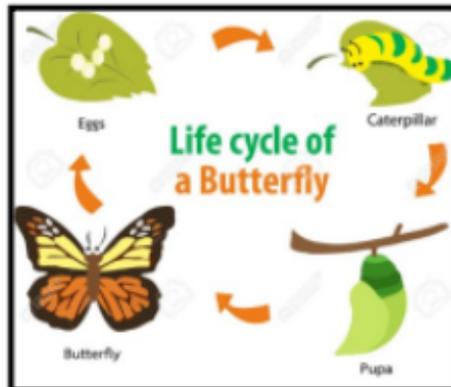
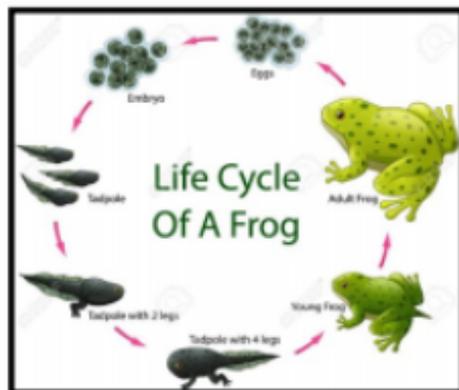
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Scientific investigation (TAPS)

Recognise growth in humans.

Using their observations and ideas to suggest answers to questions

- Can children compare different hand spans?
- Can children suggest answers to their questions about hand spans?



Key vocabulary

| | |
|---------------|--|
| backbone | the column of small linked bones down the |
| balanced diet | a variety of food that you regularly eat |
| bar chart | a chart which uses bars to represent the value of something and comparing it to a different group |
| bones | the hard parts inside your body which form your skeleton |
| disease | an illness which affects people, animals, or plants |
| exercise | When you exercise, you move your body energetically in order to get fit and to remain healthy |
| farm | an area of land used to produce crops or to breed animals and livestock |
| healthy | well and not suffering from any illness |
| hygiene | keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases |
| life cycle | the series of changes that an animal or plant passes through from the beginning of its life until its death |
| medicine | the treatment of illness and injuries by doctors and nurses |
| muscles | something inside your body which connects two bones and which you use when you make a movement |
| offspring | a person's children or an animal's young |
| pet | a tame animal kept in a household |
| pictogram | a simple drawing that represents something |
| skeleton | the framework of bones in your body |
| survive | continue to exist |

What should I already know ?

Materials have physical properties which can be investigated and compared .

What will I know by the end of the unit?

The physical properties of materials determine their uses

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

Materials have physical properties which can be investigated and compared

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Scientific investigation (TAPS)

Use knowledge and understanding of properties of materials to compare suitability for different uses

Ask simple questions and recognising that they can be answered in different ways

- Can children discuss/use different ways to test how waterproof materials are?
- Can children compare materials on the basis of waterproofness?

Links to changing shape of materials or pushing forces

Perform simple tests to answer questions

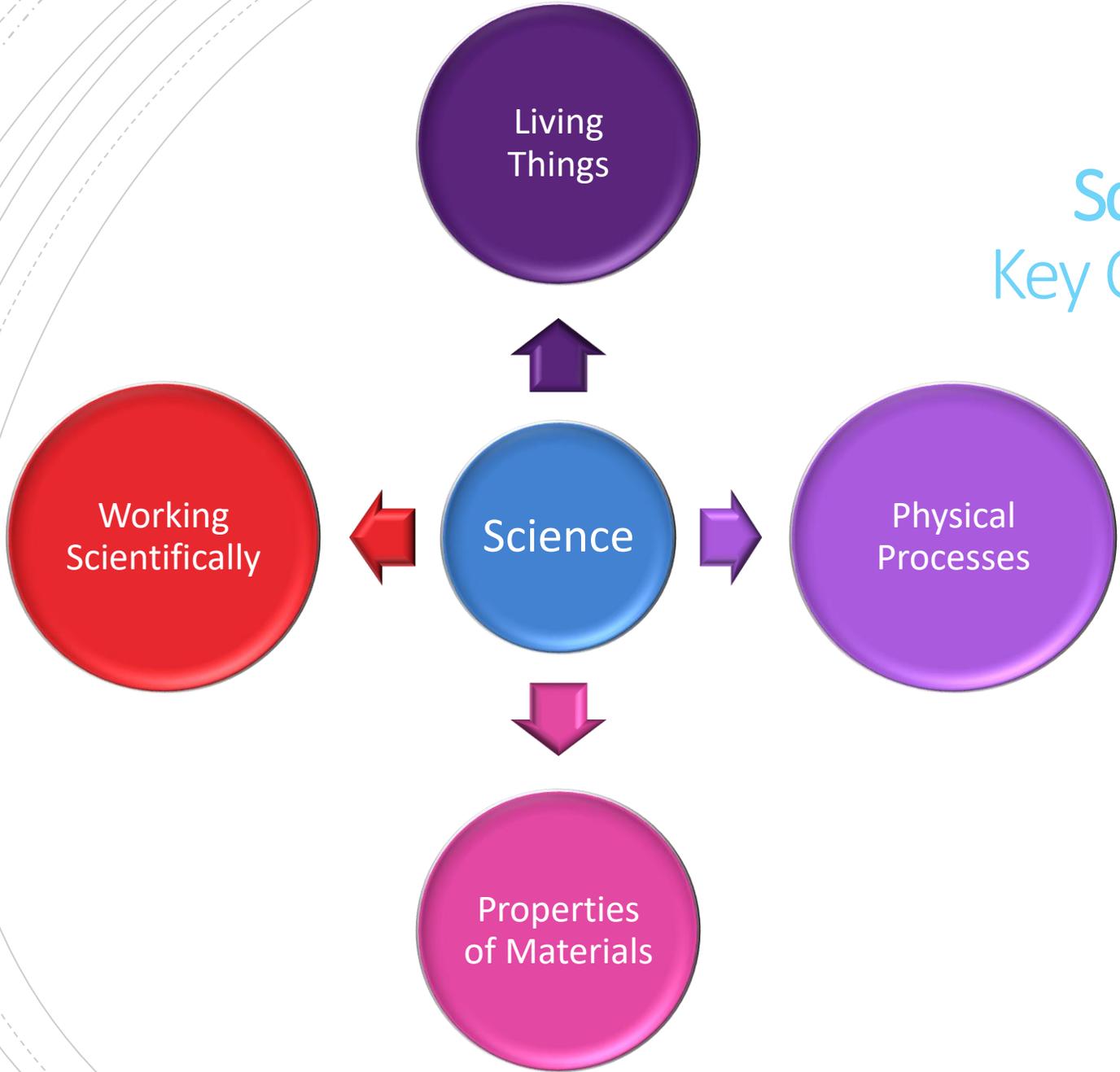
- Can the children begin to be systematic in their testing?
- Can the children use their tests to suggest answers to questions?



Key vocabulary

| | |
|-------------------|---|
| absorbent | A fight for control during the war |
| bendy | A country in Europe |
| brick | To tell the truth |
| dull | a colour or light that is not bright |
| elastic | a rubber material that stretches when you pull it and returns to its original size and shape when you let it go |
| fabrics | cloth or other material produced by weaving together cotton, wool or other threads. |
| foil | sheets of metal as thin as paper |
| glass | a hard transparent material |
| man-made | things are created by people |
| metal | a hard substance such as iron, steel, gold, or lead |
| natural | things that exist in nature and are not made by people |
| opaque | if an object or substance is opaque, you cannot see through it |
| plastic | a material which is light in weight and does not |
| rock | the hard substance which the Earth is made of |
| rough | uneven and not smooth |
| shiny | things are bright and reflect light |
| smooth | no roughness, lumps, or holes |
| soft | not rough or hard |
| stiff | firm or does not bend easily |
| stretchy | slightly elastic |
| transpar- | If an object is transparent, you can see through it |
| waterproof | does not let water pass through it |
| wood | the material which forms the trunks and branch- |

Science Key Concepts



Science Progression Map – Living Things

| Life Processes | Humans and Other Animals | Green Plants | Variation and Classification |
|--|--|---|---|
| <p>2</p> <ul style="list-style-type: none"> Describe the basic conditions required for plants and animals to survive (food, water, air, warmth, light). Know that living things grow and reproduce. Compare humans and other animals including comparing babies and toddlers and the young of other animals at different stages. | <ul style="list-style-type: none"> Recognise that a persons appearance changes over time, but that some features can be changed Recognise a variety of basic food types and know that a balance is needed to stay healthy. Recognise similarities and differences between themselves and others and to treat others with sensitivity. Understand that we need to exercise to stay healthy. Explain the hazards and risks in medicine. Treat animals with care and sensitivity. | <ul style="list-style-type: none"> Know that different living things are found in different places. (eg. ponds, woods etc.) Know that flowering plants produce seeds which grow into new plants. Describe changes observed as plants grow. Identify parts common to plants and point out differences. | <ul style="list-style-type: none"> Sort living things into groups and say why I have put them in a group. Recognise similarities between animals and plants. Group animals according to their habitat and describe some local and non-local habitats in terms of the animals and plants found there. |

Science Progression Map – Properties of Materials

Grouping and Classifying Materials

- Identify a range of common materials and I know some of their properties e.g. bendy, waterproof and their uses.
- Describe the similarities and differences between materials
- Compare materials and sort them into groups describing the reasons using terms such as shiny, hard, smooth.
- Identify some materials that occur naturally and others that do not.

Changing Materials

- Describe the changes to some materials by heating, cooling, bending and stretching
- Identify some materials that can be changed by squashing, bending etc. and that some easily change back and that others do not.
- Describe how the shape of liquids can be changed by pouring them into different containers.
- Know that ice, water and steam are the same material.
- Describe how water can be changed into ice and steam and the reverse.

Separating Materials

2

Science Progression Map – Working Scientifically

| Ideas and Evidence in Science | Planning | Obtaining and Presenting Evidence | Considering Evidence and Evaluating |
|---|--|---|---|
| <p>2</p> <ul style="list-style-type: none"> Use all of my senses to observe and compare living things, objects and events, so that I try to answer questions using scientific vocabulary. | <ul style="list-style-type: none"> Act on suggestions about how to find things out. Find information from books or other printed (or screen) sources. Recognise when a test is unfair | <ul style="list-style-type: none"> Carry out instructions for simple investigations. Describe my observations using scientific vocabulary. Make measurements using simple equipment. (length, time, capacity, weight). Record my observations on screen and paper using text, tables, drawings and labelled diagrams. | <ul style="list-style-type: none"> Compare observations using scientific vocabulary. Say whether what happened was what I expected. Discuss, agree or challenge observations made by my peers. |

Design is not just what it
looks like and feels like.
Design is how it works.

Steve Jobs

Design Technology

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Design Technology Intent and Purpose

Why do we teach Design Technology?

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

What is the aim of our curriculum for Design Technology?

The National Curriculum for Design Technology ensures children:

- **Develop** the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- **Build and apply** a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- **Critique, evaluate and test** their ideas and products and the work of others
- **Understand and apply** the principles of nutrition and learn how to cook.

Design Technology Intent and Purpose

What do we teach in our Design Technology curriculum?

EYFS

Make: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Evaluate: Recognise a range of technology in their houses and schools and understand why it is used.

Technical knowledge: Select a range of technology for purposes and understand why it is used.

Cooking and nutrition: understand the importance of good health of physical exercise and understanding the importance of healthy food choices, talk about ways to keep healthy and safe.

KS1

Design: design purposeful products, appealing to themselves and others and Communicate their ideas through talking, drawing and mock-ups

Make: select from and use a variety of tools to perform practical tasks and select a variety of materials, according to their characteristics

Evaluate: explore and evaluate a range of existing products and evaluate their own designs

Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable and explore how to use mechanisms, such as levers, in their products.

Cooking and nutrition: understand where food comes from and use the basic principles of a healthy, varied diet to prepare dishes

KS2

Design: use research and develop design criteria to inform the design of innovative, appealing products that are purposeful and aimed at a certain group of individuals

Make: select from a wide range of tools and equipment to perform practical tasks accurately and select from and use a wide range of materials and components according to their functional properties and aesthetic qualities

Evaluate: investigate and analysis a range of existing products, and evaluate their own design and consider the views of others to improve their designs. Children should also understand how key events and individuals in design and technology have helped shape the world

Technical knowledge: apply their understanding of how to strengthen, reinforce more complex structures and understand how to use mechanical and electrical systems in their products. Children should also apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition: To understand the principles of a healthy, varied diet and prepare and cook a variety of savoury dishes using a range of cooking techniques. Children should also understand seasonality and know where a variety of foods are grown, reared and produced.

Design Technology Intent and Purpose

How does our Design Technology curriculum link to our key curriculum competencies?

Character

Designing and evaluating their designs requires application of growth mindset and the need to be resilient. It also develops their communication skills, and there are plenty of opportunities to work in a group.

Cultural

Design Technology allows children to understand and develop basic skills necessary to participate within the 21st Century. It provides links and skills needed for various jobs e.g. structural work, fashion. It also equips children with life skills, such as learning how to cook and what makes a healthy diet.

Core

Design Technology can be integrated into the Core Subjects. Maths is used throughout DT, in measurement, drawing etc. English is also essential in writing/ linking designs and evaluating their end products or ideas.

Curriculum

Design Technology can be linked to different subjects, such as geography with the exploration of different designs, computing in being able to research ideas and design their ideas.

Click to add text
Click to add text

Design Technology Implementation and Pedagogy

How is Design Technology taught at Nine Mile Ride?

- At Nine Mile Ride, we use the National Curriculum to map out long term coverage of progression of knowledge, understanding and skills, and use the resource, 'Projects on a Page' to guide our medium and weekly planning. From these resources, we have developed a progression of knowledge, skills, techniques, materials and equipment building on from each year group. We do not follow a scheme of work; instead we teach Design and Technology as part of our Creative Curriculum, driven through thematic topics. We ensure the subject is linked to children's own interests and integrated into real contexts for their learning. Great/culturally important designers are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes' interest as well.
- Our Design and Technology curriculum is designed to enable teachers to deliver engaging, practical and meaningful lessons, where learning is facilitated through analysis of existing products/designs and designers, hands on learning, critical questioning, flexible thinking and problem solving. It is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate scaffolding is used in order to support and challenge pupils and ensure all new skills and knowledge are fully embedded. Oracy is promoted and celebrated through discussion and questioning as well as cross curricular links being made where appropriate. Children are modelled how to work safely to lead their own research, create their own designs and ideas and encouraged to question theirs, and others design choice.
- The subject is split into two main strands- 'Design and Making' and 'Cooking and Nutrition' and one of the two areas is taught every term through a sequence of lesson. Through Years 1-6, 'Design and Making' begins with the design stage where children investigate and evaluate existing products before designing and making their own prototypes. Then the production stage, where children choose from a range of different materials, tools and taught techniques to create their own designs. Finally, the evaluation stage, where children discuss their own, and their peers work, and evaluate its effectiveness.
- Cooking and Nutrition also follows the latter but also includes lessons on following recipes, developing skills on general hygiene and safety, understanding the importance of a healthy and varied diet and learning about where food comes from and seasonality.

Design Technology Implementation and Pedagogy

Why is Design Technology taught in this way?

- Nine Mile ride teaches Design and Technology linking with the overarching topic of each year group as there is evidence to suggest that basing subjects on children's interests and topics relevant to them, engages and encourages their learning. It also enables teachers to make tangible and meaningful cross curriculum links to teaching Maths, English, Science and many other areas.
- The Design and Technology Association states that, 'The skills learned in D&T also help with learning across the curriculum. Knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. These skills help in IT through the children's use of computer control and, naturally, in art and design. The Design and Technology Association also states, 'We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.'
- We feel it is important to ensure children are given a broad range of opportunities to develop the skills and knowledge to design and make functional objects/meals/recipes they will come across and be important in their lives. We also place a high importance on children seeing and exploring real life products and designers from the past and present. We explore how design and technology is all around and show the children the wide career opportunities in this field available to them later in life.
- The practical element of our lessons helps bring the learning to life and ensures children can demonstrate creativity and imagination. It also provides the opportunity for children to see first- hand to see the challenges faced with design processes and how to overcome these.
- Two teachers from Nine Mile Ride have attended Primary Engineering training whose work tries to bridge the gap between industry and education. This has helped to informed our, 'Take inspiration' key concept.

Design Technology Implementation and Pedagogy

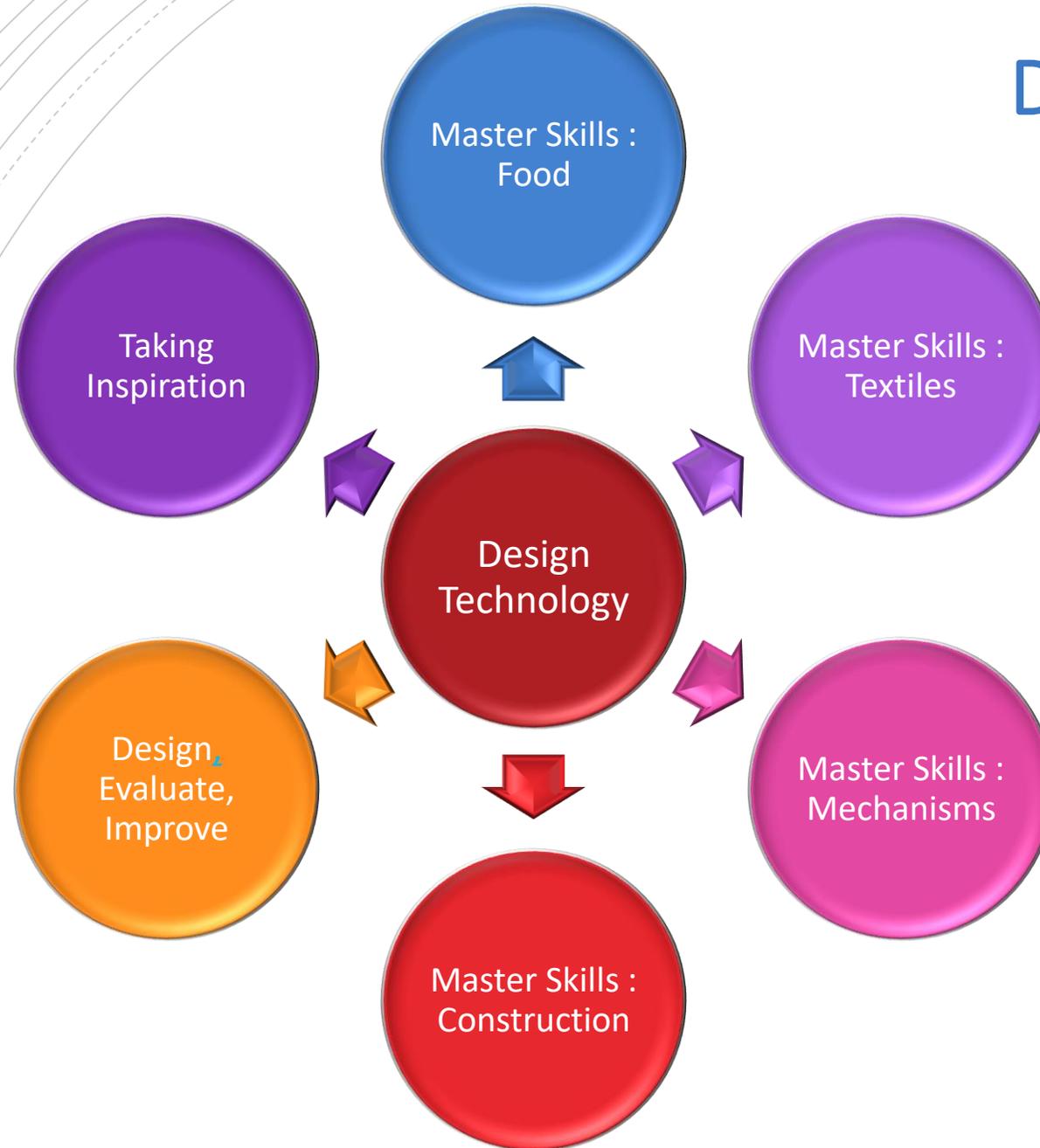
How will we know if children are making progress?

- At Nine Mile Ride, the aim is to encourage children's confidence in Design and Technology, promote enjoyment in the subject as well as seeing its importance in other subjects (such as maths, science etc.). It is also intended to help develop children's skills through collaborative working and problem-solving. They are challenged to be creative and innovative and are actively encouraged to think about important issues such as sustainability and enterprise. This not only equips them with vital skills needed for their future, but allows them to explore the world that we live and work in.
- With regards to food technology, children will be equipped with the knowledge on how to keep themselves and others healthy and safe in our society.
- In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.
- By following the sequence of plan, draft, produce, design and evaluate in our lessons, children will be used to following steps to design and produce a product- which follows the protocol of Design and Technology in Secondary school.

Design Technology Breadth

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|---|--|--|---|---|--|--|
| Food | Making biscuits and bread. | Fruit salad; stir fry. | Designing a healthy lunch. | Healthy and varied diet: design and make a Harry Potter 'Howler'. | Design and make a seasonal Roman pizza. | Celebrating culture and seasonality: Greek pitta bread. | Celebrating culture and seasonality: cooking a healthy meal; designing a menu. |
| Textiles | | | Templates and joining techniques: making dinosaurs. | Choosing joining techniques : design and make a bag. | | Combining different fabric shapes: Christmas stockings. | |
| Mechanics | | Levers and sliders: pop-up Christmas card. | Wheels and axles: design a vehicle. | | Levers and linkages: picture frame for moving Tudor portrait. | | Cams, pulleys, gears and cranks: design and make a fairground ride. |
| Electricals | | | | Simple circuits : design a torch for an archaeologist. | | | More complex switches and circuits: fairground rides |
| Construction | Variety of big builds (e.g. papier mache volcano; outdoor castle; obstacle courses; pirate ships) Designing and testing a lifeboat. | Freestanding structures – castles: design a free-standing bridge or tower. | Wheels and axles: design a vehicle. Freestanding structures (home learning) – a Tudor house. | | Shell structures: Totem pole. | Frame structures: air raid shelter. | Bridge structures. |
| Taking Inspiration | | Wright Brothers: first airplane. | Christopher Wren: churches. | William Morris: Textile design. | Thomas Edison: North America. | Archimedes of Syracuse: Greek mathematician, physicist, engineer, inventor and astronomer. | Isambard Kingdom Brunel: British Engineer. |

Design Technology Key Concepts



Design Technology Progression Map – Food

2

- Describe the properties of the food ingredients: taste, smell, texture, and consistency.
- Weigh or measure my ingredients accurately.
- Prepare food safely and hygienically and can describe what this means.
- Learn how to best store my product for long-life and hygiene.
- Understand that food comes from animals and plants and has to be farmed, grown and caught.
- Use the basic principles of a varied and healthy diet to prepare dishes.

Design Technology Progression Map – Textiles

2

- Use scissors precisely when cutting out.
- Understand how simple 3-d textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. Running stitch, glue, running stitch, stapling.
- Explore different finishing techniques e.g. Using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.
- Make a textile produce that has a good finish.
- Know that textiles have different properties e.g. Touch, insulation, texture and waterproof.
- Select appropriate textiles so it does the job I want it to.

Design Technology Progression Map – Mechanisms

2

- Make a product that uses movement.
- Use materials right for the job and which help a product to work well.
- Use a number of materials and join them so they are strong.
- Use art skills to add design or detail to a product.
- Know that a product needs to be made from materials that are suitable for the job.
- Look at wheels, axels and turning mechanisms.
- Use art skills to apply texture or design to a product.

Design Technology Progression Map – Construction

2

- Make cuts (scissors, snips, saw) accurately.
- Make holes (punch, drill) accurately.
- Use precise methods of working so that products have a high quality finish.
- Use the most appropriate material suitable for the purpose of a product.
- Make a product carefully, using techniques and tools that lead to a safe finish.
- Join materials to make products using both permanent and temporary fastenings.
- Describe the qualities of my material and say why it will be the most suitable choice.
- Use art skills to apply texture or design to a product.

Design Technology Progression Map – Design, Evaluate and Improve

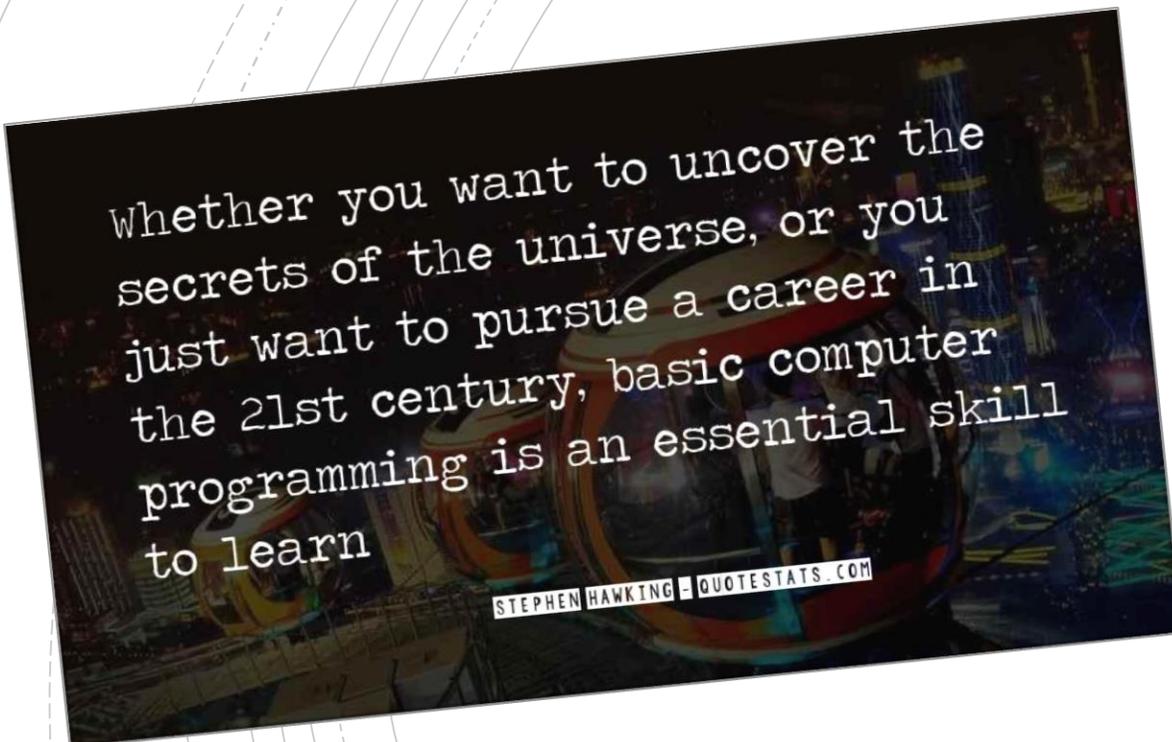
2

- Think of ideas and plan what to do next, based on what is known about materials and components.
- Select the appropriate tools, techniques and materials, explaining choices.
- Recognise what has gone well in a piece of work.
- Suggest things to improve in the future pieces of work.

Design Technology Progression Map – Taking Inspiration

2

- Discuss the work of previous inspirational designers and use some ideas to inspire my ideas.
- Discuss and evaluate products, construction and mechanisms from my own experiences.



Whether you want to uncover the secrets of the universe, or you just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn

STEPHEN HAWKING - QUOTESTATS.COM

Computing

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Computing Intent and Purpose

Why do we teach Computing?

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

What is the aim of our curriculum for Computing?

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Computing Intent and Purpose

What do we teach in our Computing curriculum?



Computing Intent and Purpose

How does our computing curriculum link to our key curriculum competencies?

Character

Aspects of the computing curriculum can be challenging, particularly algorithms and debugging. Therefore, this, and other areas can require children to be resilient. Children are also required to be organised and where appropriate to work in teams with children leading one another on tasks by communicating effectively.

Cultural

Computing skills are fundamental for children to progress and communicate in the 21st century. Many jobs utilise computing skills at varying levels. Computing allows children to communicate with people from all over the world and therefore work on projects together to better the world in which we live. It also builds on the school values of resourcefulness, resilience and reflectiveness.

Core

Computing has strong links to core subjects in school. Computing and maths are both STEM subjects with computing having links to number, calculation and position and direction. Algorithms have strong links to instructional writing. Computing can also be used to publish written pieces of work. Debugging algorithms relates to editing and checking, which is encouraged in all subjects.

Curriculum

Computing links to many other areas of the curriculum.

Videos and other forms of media can be shared through the use of computing.

Science: it can be used in investigations through the use of resources and equipment such as data loggers, recording videos and pictures of experiments, investigations and as a means of recordings and presenting findings in various forms.

There are also various forms of computer software to work digitally in many subjects, such as art and music.

Computing Implementation and Pedagogy

How is Computing taught at Nine Mile Ride?

- At Nine Mile Ride, a specific scheme of work for the whole subject has not been chosen, to best meet the needs of our children by selecting from a range of resources (e.g. <http://code-it.co.uk/>, BBC Bitesize, MS Office, NOS). Where possible, links are made with other subject areas, so that information technology is seen as a tool to support learning. For each of the four strands, one resource is the primary source for teaching materials to maintain a consistent approach throughout the school, but this may be supplemented where appropriate to provide a rich curriculum.
- Each lesson has a Skills, Knowledge or Understanding focus but these three strands are integrated across the Computing curriculum. Many lessons require the children to access technology either individually, with a partner or in groups. For these lessons, the teacher acts as a facilitator, modelling the task and supporting where appropriate. However, not all lessons require technology. For example, when the focus is on teaching algorithms or for many online safety lessons, the teacher will lead the learning and impart knowledge.

Computing Implementation and Pedagogy

Why is Computing taught in this way?

- ▶ The Computing curriculum has been structured to provide pupils with the key skills that they require to support learning both in this subject and across the curriculum.
- ▶ Information technology is taught throughout the school on a progressive programme to build children's confidence in using software for word processing, spreadsheets, presentations and desktop publishing. Touch typing is specifically taught in lower KS2 as a core skill so that children can access technology efficiently.
- ▶ The development of Computational Thinking is scaffolded through the progression from physical programming, through visual on to controlling a range of inputs and outputs.
- ▶ The teaching of Digital Literacy is designed to give children an understanding of how computing technology has changed over time, and how it can be used most effectively to contribute to their learning. Given the nature of the world wide web, children need to understand how content is developed and how to critically evaluate information.
- ▶ Online safety is a core component of each year's teaching, backed up by regular home/school communication; any concerns are monitored by the Online Safety Group (led by Designated Safeguarding Leader) in school, with additional sessions taught where required in response to the needs of the children.

How will we know if children are making progress?

These expectations have been planned to cumulatively develop children's confidence in using technology to support learning in other areas of the curriculum. By the time they leave primary school, children should be able to confidently research information online and select from a range of options to present their information most effectively. As most local secondary schools require children to use technology in their learning daily, this will contribute to the development of secondary readiness.

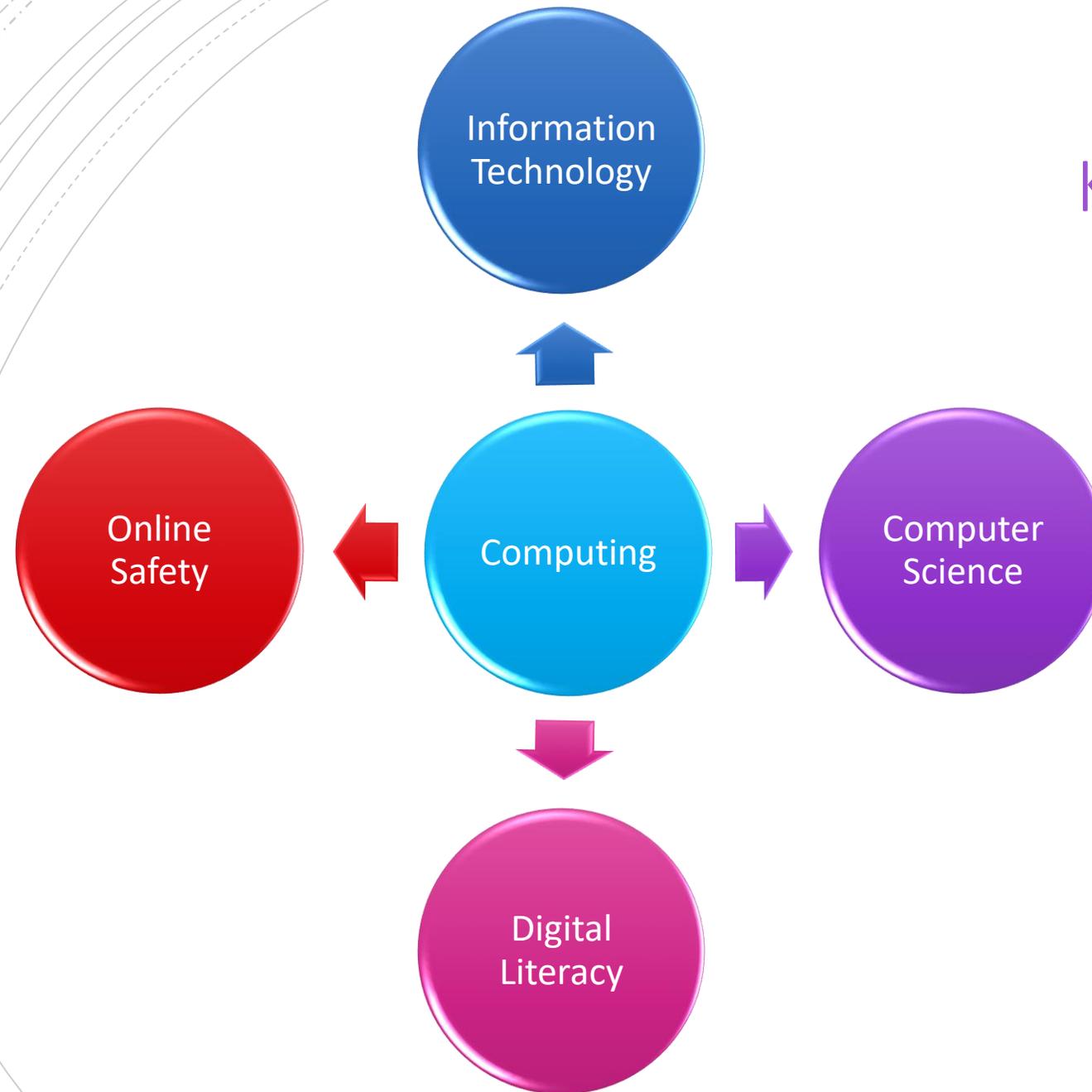
Computing Breadth

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|--------------------------------------|--|--|--|--|--|---|
| Information Technology | Mouse control – use of Paint package | Creating a simple PowerPoint presentation | Creating folders | Dance Mat typing; | Dance Mat typing | Word – tables, hyperlinks, headings, bullet points, page layouts | Publisher – links to MS Office suite |
| | Opening and saving files | Use of Cut, Copy, Paste shortcuts Adding pictures | PowerPoint – backgrounds and controlling a presentation Word – changing fonts Use of shape tools to draw | PowerPoint – research and create, transitions Photo editing | Word – columns, page breaks, clip art and WordArt | PowerPoint – slide animations, embedding video Excel – intro to simple formulae; editing images | Excel – creating charts Creating a simple survey |
| Computer Science | Introduce Beebots (physical and app) | Directional language using Beebots | Developing direction language and debugging using Beebots | Using coding language Create a simple game using Scratch Junior Create simple algorithms to solve puzzles (Probot) | Using coding language Create a simple activity using Scratch. Create simple algorithms to solve puzzles (Lightbot) | Using coding vocabulary, including introducing variables Programming – Kodu; Scratch; Minecraft | Developing critical thinking skills; produce programmes; Microbits; Scratch |

Computing Breadth

| | Reception | Year 1 | Year 2 | Year 3/4 (Cycle 1) | Year 3/4 (Cycle 2) | Year 5 | Year 6 |
|-------------------------|--|-------------------------------|----------------------------|--|--|---|---|
| Digital Literacy | | Adult-led use of the internet | How computers have changed | Understanding and searching the internet | Copyright and ownership of work online | Citation of sources How the internet works Website design | History of the Internet , including Tim Berners-Lee Evaluation of reliability of sources |
| E-Safety | National Online Safety: Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Copyright and Ownership. (Each of the 8 areas will be visited in each year group) | | | | | | |

Computing Key Concepts



Computing Progression Map – Information Technology

Using Software

- Type a piece of text and change the font.
- Use cut, copy and paste keyboard shortcuts
- Highlight text to change its format. (B, u, i).
- Create folders to organise files.

2

Graphics and Multimedia

- Experiment with text, pictures and animation to make a simple slide show.
- Use the shape tools to draw.
- Use solid, pattern and gradient fills.
- Resize an object.

Computer Science

Controlling and Making

- Control a programmable toy using Forwards, Backwards, Left, Right, Up, Down.
- Debug a simple programme.
- Understand the term 'algorithm'.

2

Digital Literacy

Using Website

- Understand that keyword searching is an effective way to locate information on the internet.
- Know that all websites are not equally good sources of information.
- Know that computers have changed over time and are still changing fast.

2

Computing Progression Map – Online Safety

Online reputation

- Know who to talk to if someone has made a mistake about putting something online.

2

Online bullying

- Talk about how someone can / would get help about being bullied online and offline.

Self-image and Identity

- Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened.
- Give examples of how I might get help.
- Explain what is meant by the term 'identity.'

2

Online Relationships

- Give examples of how I might use technology to communicate with others I don't know well.
- Use the internet to communicate with people I don't know well (e.g. email a pen pal in another school or country)

Computing Progression Map – Online Safety

Online information

- Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.
- Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
- Explain why some information I find online may not be true.

2

Health, wellbeing and lifestyle

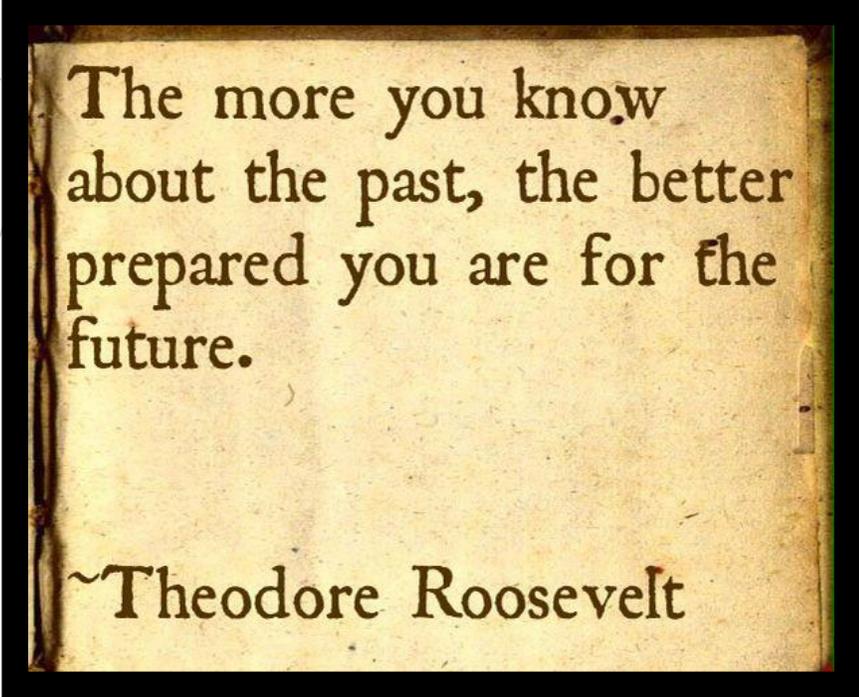
- Can explain simple guidance for using technology in different environments and settings.
- Say how those rules / guides can help me.

Privacy and Security

- Explain what passwords are and can use passwords for my accounts and devices.
- Explain how many devices in my home could be connected to the internet and can list some of those devices.

2

Copyright and Ownership



The more you know
about the past, the better
prepared you are for the
future.

Theodore Roosevelt

History

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

History Intent and Purpose

Why do we teach History?

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. In this, our children will develop a well-rounded knowledge of the past and its events, with intention to improve every child's cultural capital, understanding of the world around them and their own heritage.

History at Nine Mile Ride aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities and trips/visitors that give all students an opportunity to question the past.

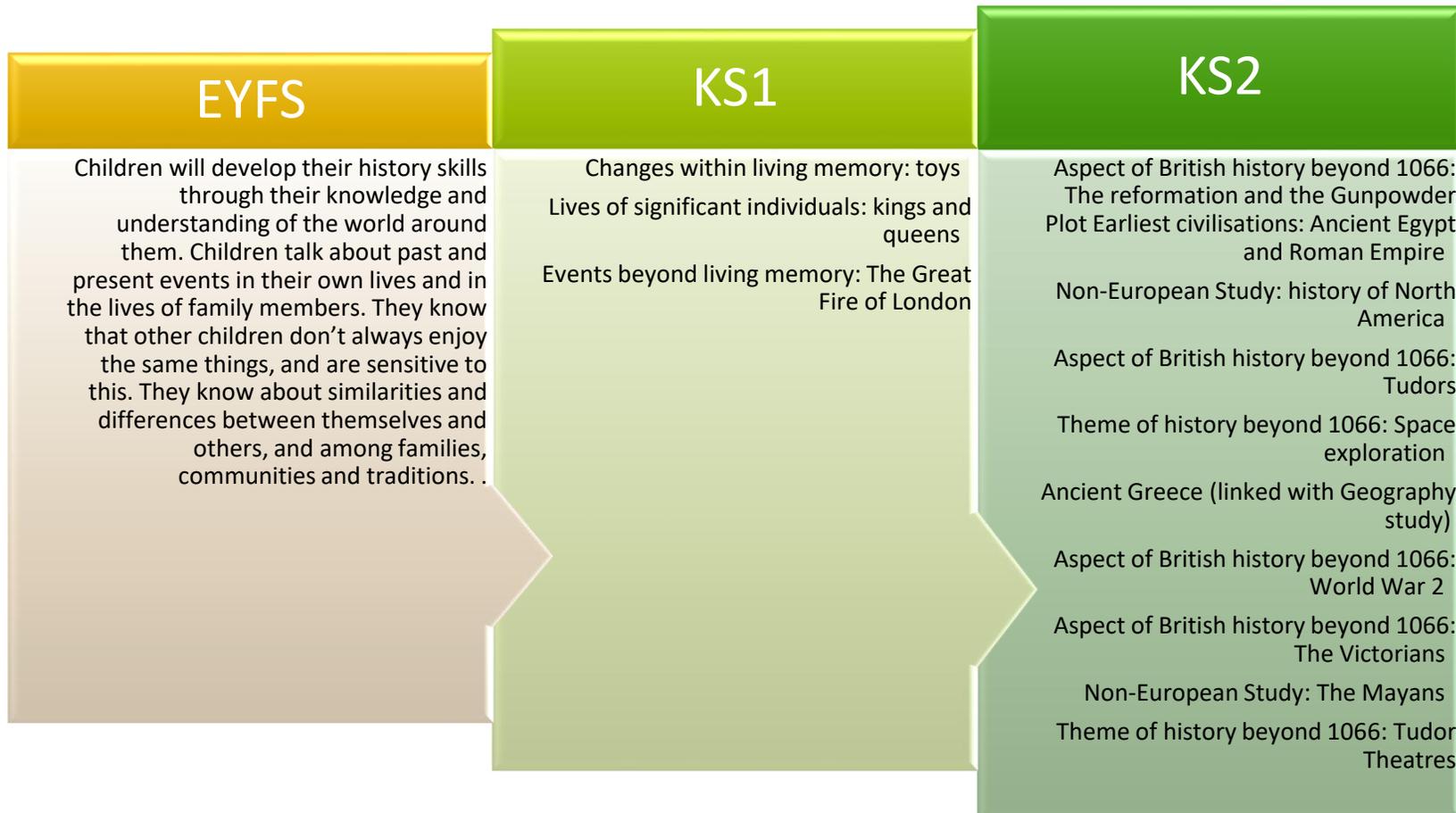
What is the aim of our curriculum for History?

At Nine Mile Ride Primary School, we have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of periods of British History
- To discover links and connections to the History they learn and the wider community and locality
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

History Intent and Purpose

What do we teach in our History curriculum?



History Intent and Purpose

How does our History curriculum link to our key curriculum competencies?

Character

History allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and communicate their thoughts through presentations or writing.

Ensuring children develop a sound knowledge and understanding of the world around them enables them to become critical thinkers and influential global citizens who all play a part in the world in which they live.

Cultural

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage.

Core

History links across the curriculum with Maths, Science and English. Children, especially in UKS2, are encouraged to read range of secondary sources of information to support enquires. Language and writing is consistently extended through a variety of historical concepts.

Curriculum

Cross curricular outcomes in History are specifically planned for, with strong links between geography and English lessons identified, planned for and developed.

History Implementation and Pedagogy

How is History taught at Nine Mile Ride?

- History lessons at Nine Mile Ride focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way through engaging activities, trips and visitors that give all our students an opportunity to explore the past.
- Children are encouraged to explore and analyse artefacts and sources to gain their own understanding of historical evidence and what this can tell us about the past.

History Implementation and Pedagogy

Why is History taught in this way?

- We aim for it to inspire pupils' curiosity about the past and to know more about it. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children 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.

How will we know if children are making progress?

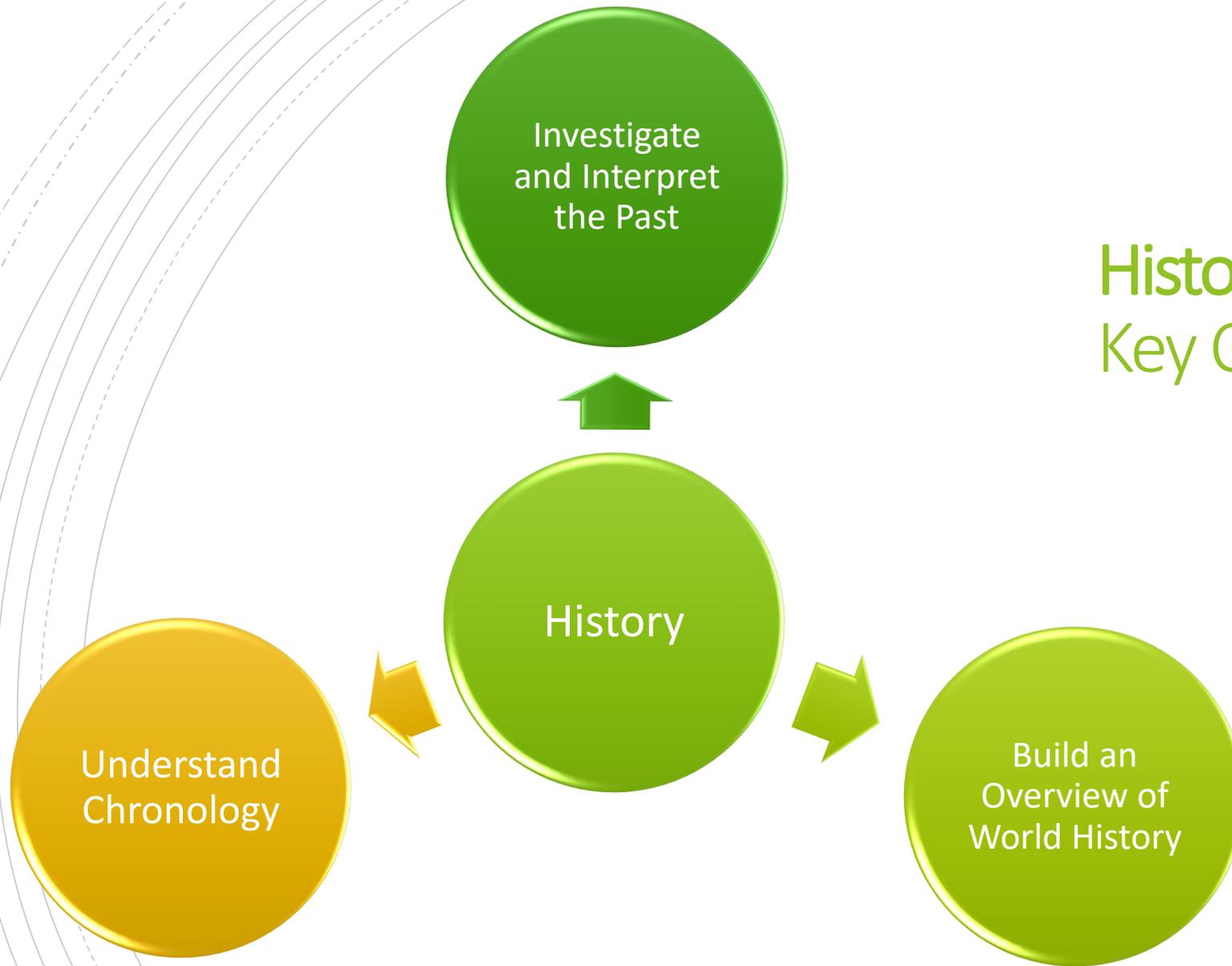
- The progression of skills is set out, through the Key Stages, in order to build and develop chronological understanding; knowledge of events, people and changes; connections and historical links; interpretations; historical enquiry. The use of knowledge organisers aid students in understanding the intended outcomes by the end of the unit.

History Breadth

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|--|--|
| <p>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Changes within living memory: toys</p> <p>Lives of significant individuals: kings and queens</p> | <p>Events beyond living memory: the Great Fire of London</p> | <p>Aspect of British history beyond 1066: The reformation and the Gunpowder Plot</p> <p>Earliest civilizations: Ancient Egypt</p> | <p>Roman Empire</p> <p>Non-European Study: history of North America</p> <p>Aspect of British history beyond 1066: Tudors</p> | <p>Theme of history beyond 1066: space exploration</p> <p>Ancient Greece</p> <p>Aspect of British history beyond 1066: World War 2</p> | <p>Aspect of British history beyond 1066: The Victorians</p> <p>Non-European Study: The Maya</p> <p>Theme of history beyond 1066: Tudor theatres</p> |

History

Key Concepts



History Progression Map – Investigate and Interpret the Past

| Historical Interpretation | Historical Enquiry | Historical Representation |
|--|---|---|
| <p>2</p> <ul style="list-style-type: none">Look at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet). | <ul style="list-style-type: none">Use information to find out what life might have been like in the pastUse information to find out what happened in the past.Use language such as a little while ago, a very long time ago etc. to describe when things happened in the pastEstimate the ages of people (younger, older) by studying and describing their features. | <ul style="list-style-type: none">Write my date of birth.Use time lines to place an event or a significant person.Write stories about the past.Draw labelled diagrams and write about them to tell others about people, objects or events from the past. |

Build an Overview of World History

| |
|--|
| <p>2</p> <ul style="list-style-type: none">Use information to describe the past.Use information about the past to describe the differences between then and now.Look at evidence to give and explain reasons why people in the past may have acted in the way they did.Recount the main events from a significant event in history (giving some interesting details). |
|--|

History Progression Map – Understanding Chronology

2

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries

Geography

“ The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world”

— President Barack Obama

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Geography Intent and Purpose

Why do we teach Geography?

At Nine Mile Ride we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place within it.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote our children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

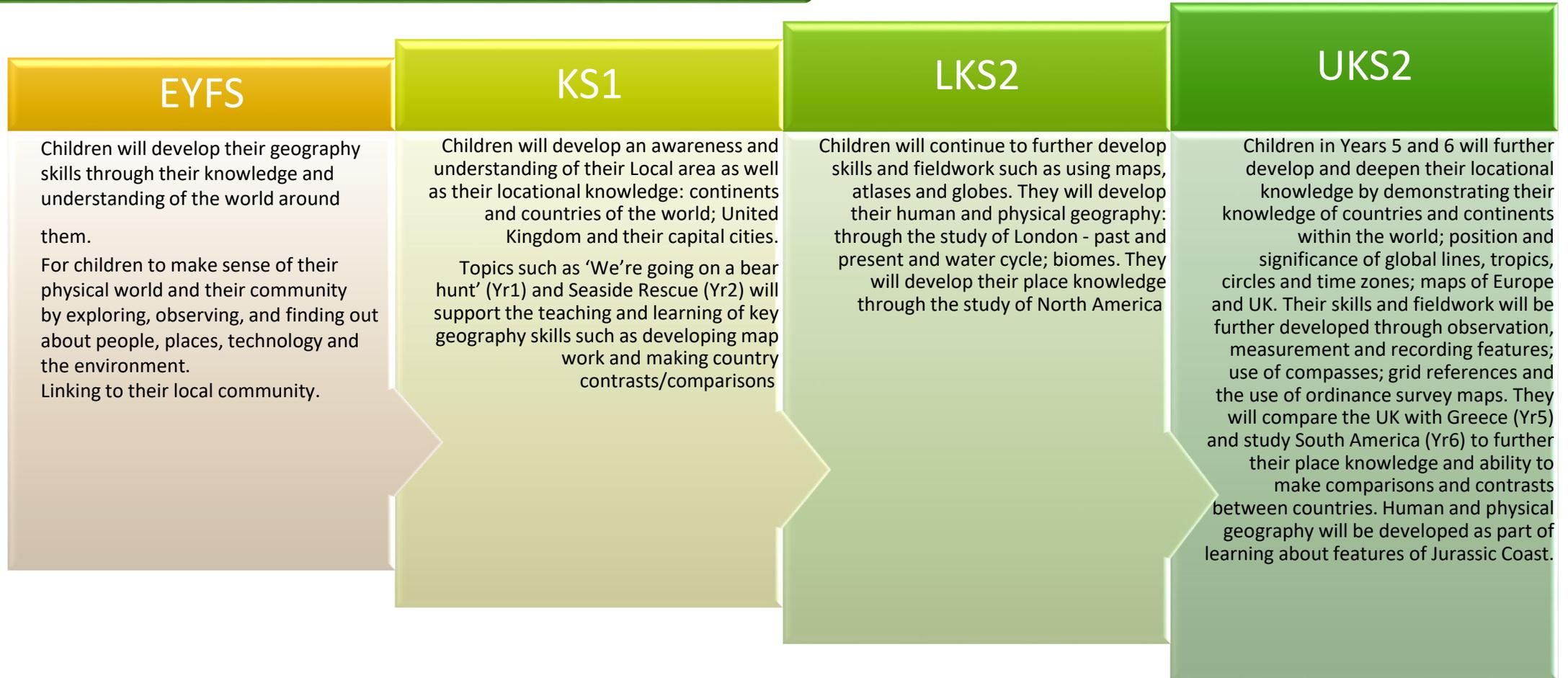
What is the aim of our curriculum for Geography?

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use local area and community to develop geographical skills and knowledge

Geography Intent and Purpose

What do we teach in our Geography curriculum?



Geography Intent and Purpose

How does our Geography curriculum link to our key curriculum competencies?

Character

Geography allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and organise field work and communicate their thoughts through presentations or writing.

Geography covers many moral issues e.g. global warming.

Children are informed about the world and so able to help with social change issues.

Ensuring children develop a sound knowledge and understanding of the world around them enables them to become critical thinkers and influential global citizens who all play a part in the world in which they live.

Cultural

In line with our Science curriculum, showing an understanding, exploring and respecting how our planet works is essential in the 21st century. As climate change and its various effects on the Earth become more and more evident, we need to reflect on how previous human actions have caused harm. Our children need to be equipped and empowered to act as responsible global citizens. A good knowledge of the geography curriculum will support a wide variety of career paths.

Physical geography, which deals with climate, atmosphere, soil, streams, landforms, and oceans.

Human geography, which looks at people, cultures, and migration.

Core

Geography is integrally linked with Maths, Science and English. Key maths concepts such as measure and statistics are used within gathering, recording, presenting and analysing data. Children, especially in UKS2, are encouraged to read range of secondary sources of information to support enquires and language and writing is consistently extended through a variety of geographical concepts.

Curriculum

Cross curricular outcomes in Geography are specifically planned for, with strong links between geography and English lessons identified, planned for and developed. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

Geography Implementation and Pedagogy

How is Geography taught at Nine Mile Ride?

- Geography programme of study provided by the National Curriculum has been broken down to ensure both progression and coverage from EYFS and across Key Stage 1 and 2. Geography is taught as part of our NMR creative curriculum with each year group following a topic/ theme with knowledge and skills interlinked.
- The teaching, learning and sequencing of the curriculum follows:
 - A progression of skills that is organised into four main themes: Geographical enquiry, Geographical skills fieldwork, investigating places and investigating patterns for each year group.
 - Each theme will be taught explicitly through exciting topics, including links to other areas of the curriculum
 - Fieldwork allowing pupils to explore their local area
 - A teaching sequence that begins with a 'hook', builds knowledge and skills and concludes with a reflection including trips and showcases to an audience
- We will deliver a curriculum that:
 - Inspires a curiosity and fascination about the world and its people
 - Equips children with an understanding of diverse places, people, resources and environments around them
 - Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
 - Develops an understanding that the Earth's features are interconnected and change over time
 - Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
 - Use local area and community to develop geographical skills and knowledge

Geography Implementation and Pedagogy

Why is Geography taught in this way?

- Topics are creative, fun and engaging but teach the skills of each subject discretely within them.
- The teaching sequence immerses the children with a 'hook', builds knowledge and skills and concludes with a reflection that can be showcased to an audience.
- The curriculum map groups subjects per term to allow for the sequencing of prior learning and the fluent development of new skills, which are repeated within the year and year on year.
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- The intent of the geography curriculum is that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with appreciation to human and physical characteristics.

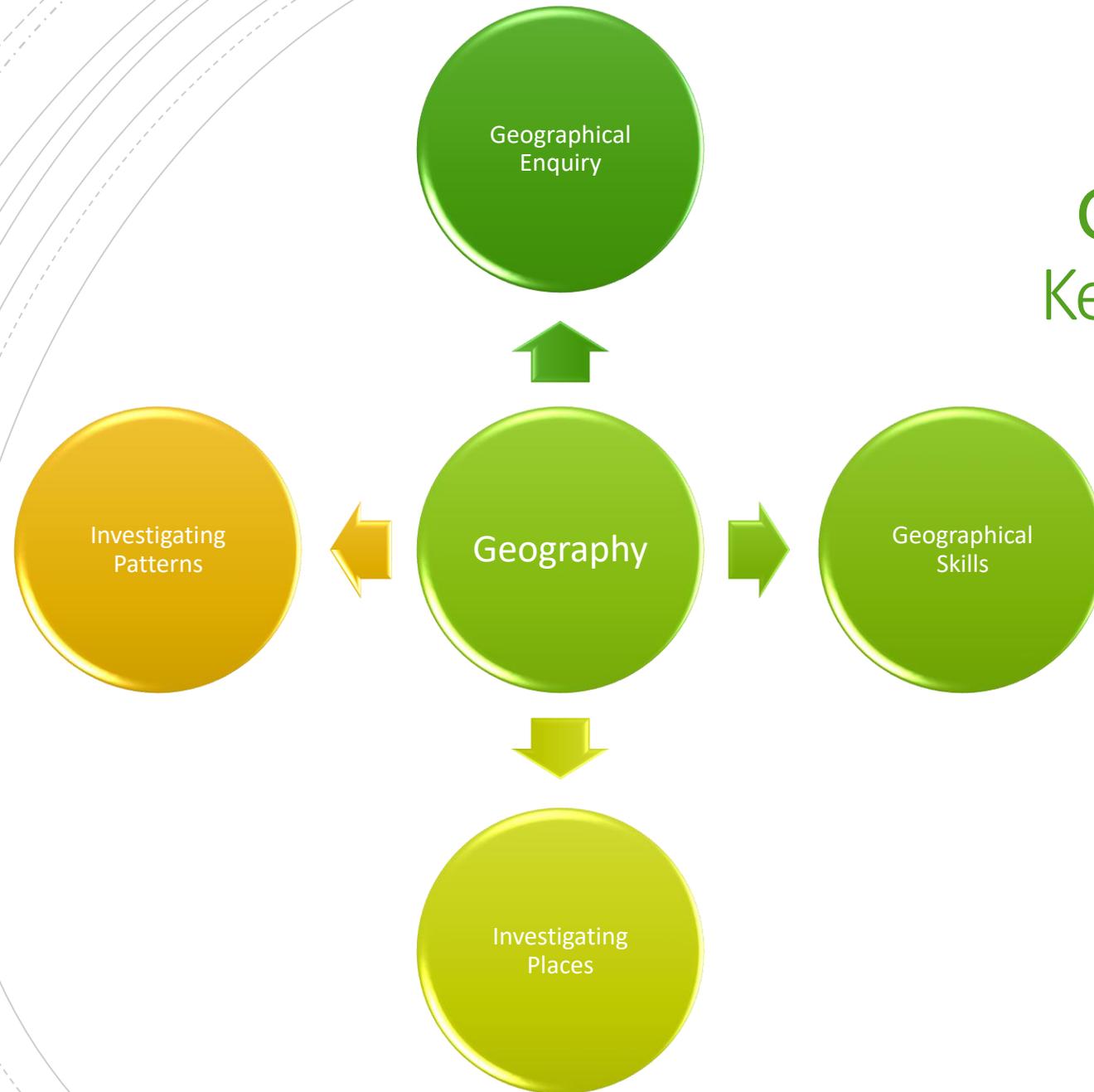
How will we know if children are making progress?

- The use of knowledge organisers aid students in understanding the intended outcomes by the end of the unit.
- Opportunities for children to explore the outdoor learning environments, both within the school grounds and local community
- There will be a clear progression of skills across Key Stage 1 and 2 that builds on prior knowledge that can be demonstrated in books
- Our children will be confident geographers and be able to clearly discuss their learning from past and current topics, as well as explain their next steps
- Out-of-class opportunities ensure geography is ongoing and embedded e.g. School trips and Eco Schools which provides children to take responsibility for looking after their environments

Geography Breadth

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|--|---|
| <p>For children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.</p> <p>Linking to their local community.</p> | <p>Local area</p> <p>Locational Knowledge: continents and countries of the world; United Kingdom.</p> <p>Place knowledge: Around the World.</p> <p>Identify human and physical key features of countries.</p> <p>Geographical skills and fieldwork: using a compass, maps, globes and atlases.</p> | <p>Seaside locations (human and physical geography).</p> <p>Map work to identify capital cities and seaside towns in the UK.</p> <p>Place knowledge: contrasting a non-European location with the UK (Mexico).</p> <p>Weather and Map work: Identifying places on a map/fossils/rocks.</p> | <p>Skills and fieldwork: maps, atlases and globes.</p> <p>Human and physical geography: London - past and present.</p> | <p>Skills and fieldwork: Map skills.</p> <p>Human and physical geography: water cycle; biomes.</p> <p>Place knowledge: study of North America.</p> | <p>Locational knowledge: countries and continents; position and significance of global lines, tropics, circles and time zones; maps of Europe and UK.</p> <p>Skills and fieldwork: compass; grid references; ordinance survey maps.</p> <p>Place knowledge: compare UK and Greece.</p> | <p>Human and physical geography: features of Jurassic Coast.</p> <p>Place knowledge: study of South America.</p> <p>Skills and fieldwork: observe, measure and record features.</p> |

Geography Key Concepts



Geography Progression Map – Geographical Enquiry

| | Questioning | Collecting Evidence | Analysing Evidence | Handling Information | Viewpoint |
|---|--|---|--------------------|---|---|
| 2 | <ul style="list-style-type: none"> Ask: “What and who will I see in this place? Why are these people here and what are they doing?” | <ul style="list-style-type: none"> Use basic fieldwork skills (e.g. marking on a map of a school). | | <ul style="list-style-type: none"> Use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help describe places. | <ul style="list-style-type: none"> Explain what I like and dislike about a place and give clear reasons. |

Geographical Skills

| | Identify Features and Language | Fieldwork | Mapping | Drawing Maps and Plans |
|---|--|--|---|---|
| 2 | <ul style="list-style-type: none"> Describe places using geographical words such as natural and built. Look at places and draw features I like or dislike, sorting them into groups. | <ul style="list-style-type: none"> Take digital photographs of a locality and use them to help describe a place, adding geographical words. | <ul style="list-style-type: none"> Mark known locations on a map of the British Isles. Mark on a map of the local area: the location of the school and any other features I know about. | <ul style="list-style-type: none"> Make a map of the things in the place being visited or finding out about. Label maps with geographical words I have learned Use a key with symbols or colours to help identify features on a map. |

Geography Progression Map – Investigating Places

| Describing Places | Naming and Explaining Locations and Linking Places in the World | Identifying Change in the Past, Present and Future | Comparing Places |
|---|--|---|--|
| <p>3</p> <ul style="list-style-type: none"> Describe a place using information learned. Using geographical vocabulary to describe a place confidently. | <ul style="list-style-type: none"> Name the significant places and features of a location being studied. Know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. Name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. Name and identify the three longest rivers in the UK (Severn, Thames, Trent). Name and identify the seas around the UK (The English Channel, the Irish Sea and the North Sea). | <ul style="list-style-type: none"> Identify how a place where people live (settlement) has changed over time and give some reasons for this. | <ul style="list-style-type: none"> Compare places where people live and give reasons for the differences. |

Geography Progression Map – Investigating Patterns

Patterns and Processes

- 3**
- Identify the parts of a river and understand how land use is different along the river's course (source, meander, mouth) and areas around (flood plains)

Environmental Change and Stability

- Keep a class weather chart throughout the school year and discuss weather around the world.
- Understand that climate change can be a result of human activity.

Schooling deprived of religious insights is wretched education.

— *Russell Kirk* —

Religious Education

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Religious Education Intent and Purpose

Why do we teach RE?

The purpose of RE is to promote religious literacy, beginning in the foundation years. This requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. In addition to learning about religions and worldviews, RE offers pupils the opportunity to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, enabling them to develop discernment about the many attitudes and opinions which they will encounter within a diverse community.

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE gives varied opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

What is the aim of our curriculum for RE?

Pupils should:

- Know about and understand a range of religions and worldviews (both globally and within the local community)
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews
- To achieve these aims, RE provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.
- RE plays an important role in preparing pupils for life in a modern world and should enable them to flourish as citizens in a diverse global society.

Religious Education Intent and Purpose

What do we teach in our RE curriculum?

Whole School

NMR RE curriculum ensures that every year group must encounter Christianity plus one other religion from Hinduism, Islam, Judaism & Sikhism

- FS – Key Religious Stories
- Yr1 – Christianity + Judaism
- Yr2 – Christianity + Islam
- Yr 3/4 - Christianity + Judaism/Hinduism (2 year rotation)
- Yr5 - Christianity + Sikhism
- Yr6 - Christianity + Islam

The curriculum is based on key enquiry questions which are linked to three elements of “Belonging, Believing and Behaving” ensuring that children ‘learn about’ and ‘learn from’. This is achieved through both class based and experiential lessons, engaging with representatives from local faith groups.

Religious Education Intent and Purpose

How does our RE curriculum link to our key curriculum competencies?

Character

RE enables development within SMSC, LORIC, Growth Mindset and an understanding of British Values

SMSC: through a developing understanding of what it means to be spiritual and live within an acceptable set of morals in a diverse community

LORIC: through an awareness of developing individual characteristics that can be demonstrated through leadership, organisation, resilience, initiative and communication.

Cultural

RE enables children to develop an understanding of the community and world in which they live, showing respect and tolerance for those with different beliefs and opinions from their own.

Core

RE can be integrated into some of the Core Subjects, for example English and science, through written tasks and discussion and discovery of the world around us through religious stories.

Curriculum

Staff should consider cross curricula links when planning RE to ensure that it is not just a stand-alone subject

e.g. RE, Topic & Geography: Judaism and the Passover Story/Ancient Egyptians/World map work

RE & Science: Climate change/Creation stories

RE & Music: Music styles through various religions and periods of time

Religious Education Implementation and Pedagogy

How is RE taught at Nine Mile Ride?

- To enable children to gain knowledge and understanding of a range of religions and world views and to use that knowledge to engage in informed and balanced conversations about them, RE is taught regularly and consistently across all year groups. RE is delivered through an enquiry based approach enabling children to consider a 'Big Question' based on a particular faith group. This is done through the 'Discovery' scheme of work, using a comprehensive set of medium term plans for every year group from Foundation Stage to Year 6. (This scheme supports the Pan Berkshire agreed syllabus for RE).
- 59 different enquiry modules are used throughout the 7 years to support the teaching, providing engaging and challenging lessons covering Christianity, Islam, Judaism, Hinduism, Sikhism & Buddhism.
- Christianity is taught in every year group with Easter & Christmas modules being taught in each year to give a progressive approach to learning.
- As well as Christianity, children will encounter one other faith group in each year; either Islam, Judaism, Sikhism, Hinduism or Buddhism.
- Each module is based on a particular faith, using an enquiry question and taught using a 4 -step process of Engagement, Investigation, Evaluation & Expression. Each module also indicates links to Key British Values which are woven through the learning.



Religious Education Implementation and Pedagogy

How is RE taught at Nine Mile Ride?

- **Step 1 – Engagement:** The human experience underpinning the key question is explored within the children’s own experience, whether that includes religion or not e.g. a human experience underpinning the question, ‘What is the best way for a Sikh to show commitment to God?’ is ‘commitment’, so lesson 1 aims to help all children resonate with the experience of ‘commitment’ in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).
- **Step 2 - Investigation:** The children are guided through the enquiry, using a range of appropriate resources for experiential learning, allowing the children to ‘step into’ the subject using a wide range of learning styles. For example, this may be through watching relevant videos, listening to stories, discussion & recording, handling artefacts & meeting people from different faith groups by either inviting them to school or visiting places of worship.
- **Step 3 - Evaluation:** This draws together the children’s learning, allowing them time to reflect on their own lives and to reach their own conclusions about the key question of that enquiry. This can be through a formal assessment task if appropriate using the age-related expectation descriptors at the end of each enquiry. However, this may be done through other expressive methods such as creative art allowing children to express their ‘learning about’ and ‘learning from’ the subject.
- **Step 4 - Expression:** Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.



Religious Education

Implementation and Pedagogy

Why is RE taught in this way?

- This 4 - step approach allows children to use their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge, nurturing spiritual development and embedding British values.
- Experiential opportunities of learning enable the subject to 'come alive' and develops more concrete pathways of learning & understanding for the child. e.g. handling the 5 k's of Sikhism or smelling frankincense & Myrrh from the Christian stories will create memorable pathways.
- The range of faith groups explored allows a breadth of understanding to develop across the years. As the child progresses through the years they will gain a broad view of topics and begin to be able to compare and contrast views both across faith groups and with their own views.
- The enquiry questions develop the child's thinking skills which can be challenging as there is often no 'right' or 'wrong' answer but this can allow children's thinking to broaden and their opinions to change as they use their Growth Mindset.
- By year 6, children will have encountered all major faith groups and gained an understanding of what it means to believe, belong & behave within a community and are able to begin making multi-faith based links, learning respect and tolerance of others.

Religious Education

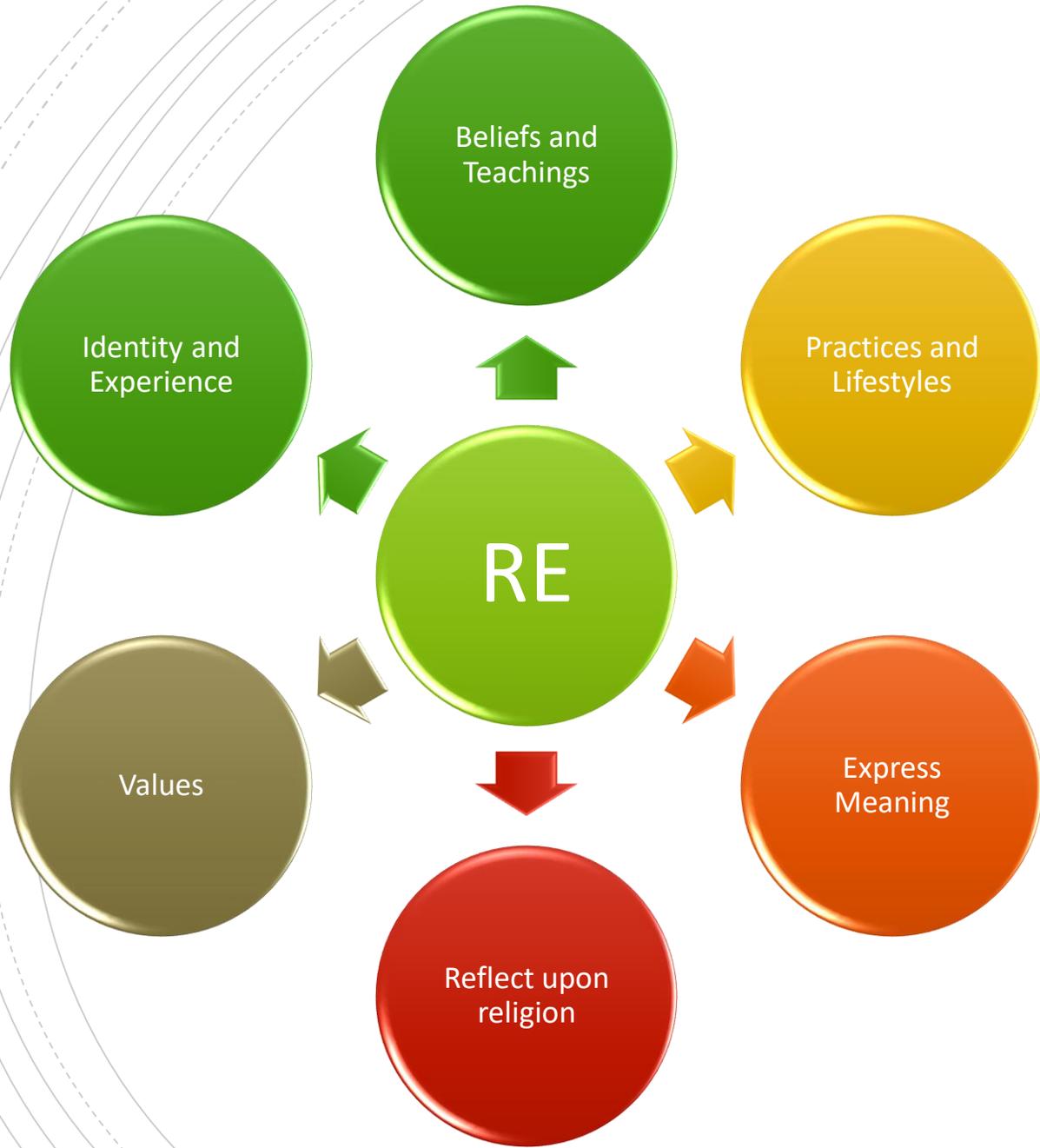
Implementation and Pedagogy

What is our intended impact?

- It is important to recognise that RE is not a subject to be taught in isolation and includes many similarities and overlaps with SMSC & British Values. Therefore, the intended impact reflects this:
 - Children will have the ability to be reflective about their own beliefs (religious or otherwise) and gain the skills needed to engage seriously with religions and worldviews
 - Children will have knowledge of, and respect for, different people's faiths, feelings and values
 - Children will enjoy learning about themselves, others and the world around them, preparing them for life in a modern world
 - Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds
 - Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
 - Children will develop positive and healthy relationships with their peers, both now and in the future
 - Children will respond to challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human

Religious Education Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|--|---|--|---|--|--|---|
| Religion | Christianity | Christianity Judaism | Christianity Islam | Christianity Hinduism | Christianity Judaism | Christianity Sikhism | Christianity Islam |
| Key Questions | <p>What makes people feel special?</p> <p>What is Christmas?</p> <p>How do people celebrate?</p> <p>What is Easter?</p> <p>What can we learn from stories?</p> <p>What makes places special?</p> | <p>Does God want Christians to look after the world?</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Was it always easy for Jesus to show friendship?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Is Shabbat important to Jewish children?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> | <p>Is it possible to be kind to everyone all of the time?</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Does going to a Mosque gives Muslims a sense of belonging?</p> <p>Does completing Hajj make a person a better Muslim?</p> | <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Has Christmas lost its true meaning?</p> <p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>What is 'good' about Good Friday?</p> <p>How can Brahman be everywhere and in everything?</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> | <p>How special is the relationship Jews have with God?</p> <p>What is the most significant part of the nativity story for Christians today?</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>Is forgiveness always possible for Christians?</p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Do people need to go to church to show they are Christians?</p> | <p>How far would a Sikh go for his/her religion?</p> <p>Is the Christmas story true?</p> <p>Are Sikh stories important today?</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p>What is the best way for a Christian to show commitment to God?</p> | <p>What is the best way for a Muslim to show commitment to God?</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Is anything ever eternal?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> |



Religious Education Key Concepts

Religious Education Progression Map – Beliefs and Teachings

2

- Describe some religious ideas from stories.
- Describe some religious beliefs, teachings and events.
- Tell you about what concepts like belonging, commitment, kindness and forgiveness mean to me in my own world.
- Express my own thoughts.

Practices and Lifestyles

2

- Describe some religious objects, places and practices.
- Start to use religious vocabulary to begin to describe the significance of facts and practices.

Express Meaning

2

- Know how religious beliefs can be expressed through the arts.
- Describe the messages or meanings of some religious symbols.

Religious Education Progression Map – Reflect Upon Religion

- 3**
- Ask questions that have no universally agreed answers.
 - Apply knowledge to an enquiry question and give an answer supported by one or more facts.

Values

- 2**
- Know the effect of actions on others when thinking about moral dilemmas.

Identity and Experience

- 2**
- Describe my feelings to other people.
 - Know that other people have feelings.
 - Talk about how my feelings may be similar to those of characters in religious stories.

Culture Faculty

The Arts are an essential ingredient in our education provision. The ways we have to express ourselves creatively and holistically are keys that unlock profound human understanding and accomplishment. The Arts, it has been said, cannot change the world, but they may change the human beings who might change the world.

In addition, physical education makes a positive impact on the lives of our community. It teaches children the value of staying active, what it means to work in a team, the importance of communication and focus.

Art

Music

PE

"I DREAM MY
PAINTING, AND
THEN I PAINT MY
DREAM."

VINCENT VAN GOGH

Art

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Art Intent and Purpose

Why do we teach Art?

At Nine Mile Ride we offer a structure and sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work and have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias. Children will also develop their knowledge of famous artists. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and allowing the children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will allow children to develop their emotional expression through art to further enhance their personal, social and emotional development.

What is the aim of our curriculum for Art?

At Nine Mile Ride we aim to develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.

Art Intent and Purpose

What do we teach in our Art curriculum?

EYFS

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively sharing ideas, resources and skills.
 - Listen attentively, move to and talk about music, expressing their feelings and responses.
 - Watch and talk about dance and performance art, expressing their feelings and responses.
 - Explore and engage in music making and dance, performing solo or in groups
 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - Share their creations, explaining the process they have used.

KS1

Pupils should be taught:

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

KS2

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
 - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history.

Art Intent and Purpose

How does our art curriculum link to our key curriculum competencies?

Character

Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculpture.

Cultural

A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. An interest in this subject could lead to careers ranging from fashion/graphic designers to art therapists.

Core

Art can be integrated into the Core Subjects for example the inclusion of sculpture, geometric patterns can be linked to Maths. The communication and language aspects of English are practised through discussions as well as writing, where children are able to evaluate and celebrate their final "pieces".

Curriculum

There are many opportunities for pupils to apply art skills in other subjects.

- Art through the ages – History
- Sculpture and craftwork – Geography
- Design and 3D work – DT
- Digital media – ICT
- Colour spectrum - Science

Art Implementation and Pedagogy

How is Art taught at Nine Mile Ride?

- At Nine Mile Ride we weave the arts into our core classroom curricula as well as teach specific artistic skills and abilities. We do not follow a scheme of work, instead we try to link our arts work to topics that the children are learning about and that build on prior learning and provide opportunities to develop visual literacy.
- Units of learning in art are start with an existing piece of art or style of art which represents the rich diversity of art throughout history and the globe. Techniques and styles are discussed, and skills used within the original artwork are explored and developed, with work being recorded in sketch books. Children will have the opportunity to express their artistic skills with a final piece of artwork inspired by the original piece.
- Teachers are encouraged to help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, “I like the way the artist has ...” or “In this artwork see ...” as well as developing their own. At Nine Mile Ride, we have created a map of expectations, skills, techniques and media for each year group and this is available for all staff to see, aiding them to plan their lesson accordingly. Each year, skills are developed, different media, techniques are used, and the children’s knowledge and interest in the subject grows. It is vital that staff use the map so that progression can develop and there are no overlaps. Great/cultural artists are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes’ interest as well.

Art Implementation and Pedagogy

Why is Art taught in this way?

- The role of the visual arts in early childhood education has long been recognised and valued as an essential component of the curriculum. (Eckhoff, Angela, 2011) The arts consist of different forms such as dancing, drawing and painting, performance art, sculpturing and many more. There is more and more information available that shows how crucial arts integration is to creating well-rounded, well-prepared learners and leaders.
- Art helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Art experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe their own culture as well as with the wider world. It is important that the subject matter is broad and includes culturally and ethnically diverse artists. Children need to understand that all sorts of people, in a variety of ways, make art. This can be shown through paintings, sculptures, websites, books and visiting galleries (real or virtual). Art can nurture the child's well-being and growth mind-set as it helps in the development of self-esteem, self-discipline, cooperation, and self-motivation. Children's self-esteem will improve, as there is no right or wrong answer in creative work.
- A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognised for academic achievement, than children who do not participate.

Art Implementation and Pedagogy

What is our intended impact?

- At Nine Mile Ride, we hope to develop and foster in children a love of art. A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can-do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculptures. At school, we plan arts week where the focus is on the above skills and a theme, by setting aside a week can enable children to become absorbed in the topic.
- Learning walks, art displays, sketchbooks and planning will highlight how art is taught across the school and it will be evident to see areas that may need extra input and staff who may be able to share their skills and knowledge.
- We want children to feel confident in their artistic abilities, and celebrate their achievements through visual displays in classrooms, corridors and through community projects.
- The skills learnt will allow children to apply them to a range of subjects as well as making them ready to tackle new experiences.

Art Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------|--|---|--|--|---|--|--|
| Drawing | <p>Recreate pictures inspired by Mondrain.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> | <p>Use pastels to make observational drawings of poppies.</p> | <p>Develop artistic styles through creation of a beach scene picture (Mary Cassatt).</p> <p>Learn about the work of artists, describing similarities and differences and use as a stimulus – create a piece of work in the style of Jackson Pollack.</p> | <p>Using pens and pencils, focus on scale, shading, tone, use of pressure on the pencil. Making marks, noticing patterns. Robert Delauney – Firework Patterns.</p> | <p>Create self portraits, focussing on proportions, pencil handling and shading more accurately.</p> | <p>Adapt drawing techniques according to the tool (pencil/charcoal) to draw people in action (Greek athletes and hoplite soldiers)</p> | |
| Painting | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>– pond pictures (Monet).</p> | <p>Develop art and design techniques using colour, pattern, texture, line, shape, form and space - aboriginal art creating own natural paints (Albert Namatjira).</p> <p>Use a digital image to capture a image (self portrait) then use paint to complete the image.</p> | <p>Develop art and design techniques using colour, pattern, texture, line, shape, form and space - beach scene picture (Mary Cassatt).</p> <p>Learn about the work of artists, describing similarities and differences and use as a stimulus – create a piece of work in the style of Jackson Pollack.</p> | | <p>Use colour mixing/matching, experimenting with shade and tone through a variety of painting exercises (mixing colours, use of water with watercolour paint) inspired by Georgia O'Keefe.</p> <p>Use paint to create portraits using Holbein for inspiration.</p> | <p>Use colour mixing/matching, experimenting with shade/ tone, different sized brushes and marks to create the effect of movement (mixing colours, with ready mix or powder paint) inspired by Vincent Van Gogh.</p> | <p>Mix a range of watercolours to create an impression of a view - Monet</p> |

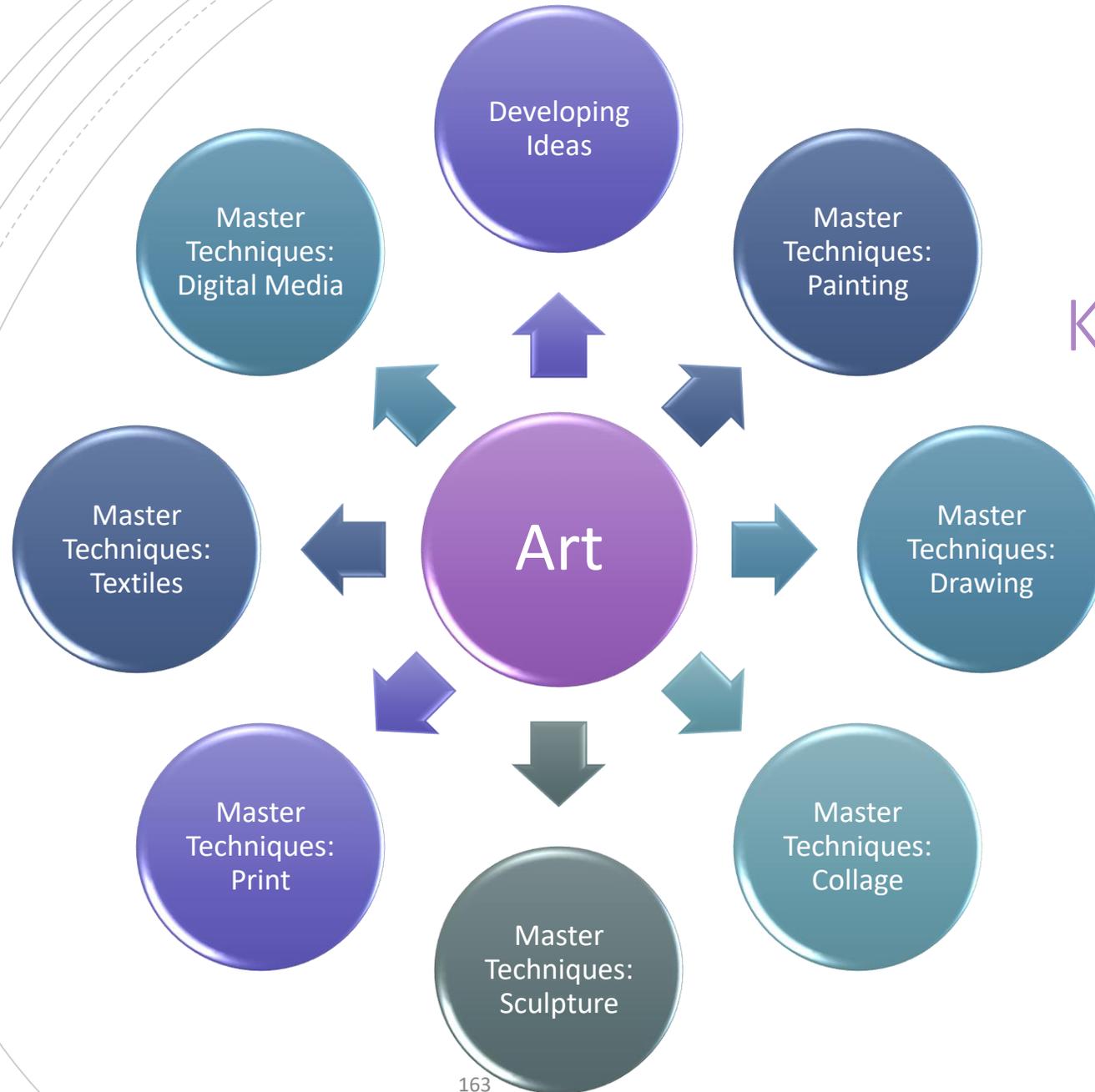
Art Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|--|---|---|--|--|---|
| Print | | Create Mexican patterns using a range materials and shapes to print. | | | | Modify and adapt prints using a variety of different materials e.g. polystyrene, sharp tools, safety scalpels. | Print with overlapping colours based on designs by William Morris. |
| Collage | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. tiger camouflage picture (Henry Rousseau). Use what they have learnt about media and materials in original ways - paper plate sharks. | Use natural resources creatively – hedgehogs/bear faces. Use a range of materials creatively - cherry blossom trees – Taiken Yokoyama (plus other Japanese artist). | Use a range of materials creatively – create fire pictures based on the Great Fire of London. | Develop assemblage skills, using a range of materials and assembling to create a certain effect - Egyptian collars. | Assemblage skills, using a range of materials and assembling to create a certain effect - Roman Mosaics. | Use a range of either warm or cold colours . Gaudi Sun and Moon to affect mood collages focussing on colour and pattern. | |
| Sculpture | Papier Mache – experimenting with design, texture and form using recourses to create 3D volcano. Experiment with design, texture and form - making clay Diwali lamps. | | Develop ideas, experiences and imagination by creating clay dinosaur fossils. | Clay - shape, form, model and construct a Canopic jar using a variety of techniques: score, slip, mould. | | | Use slip to join clay (slab technique) and add decorative features based on Mayan Stelae. |

Art Breadth

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|---|--|---|--|--|--|--|
| Digital Media | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>use natural resource and an iPad to capture work– Andy Goldsworthy.</p> | Use a digital image to capture a image (self portrait) then use paint to complete the image. | Use a digital image to capture a image. Use paint or photo software to manipulate the image to create a piece of art - beach hut stimulus | | Capture images of my own work. | | Design motif using repeating patterns William Morris. |
| Textiles | | | Develop art and design techniques using colour, pattern, texture, line , shape, form and space - make a dinosaur puppet using a running stitch. | Design and create a bag using a range of joining techniques to create a desired effect. | | Develop joins and layering of fabric, creating Christmas Stocking using a range of fabric colours. | |
| Artists | <p>Mondrian</p> <p>Monet</p> <p>Andy Goldsworthy</p> <p>Henry Rousseau</p> | <p>Henri Matisse</p> <p>International Artists</p> | <p>Mary Cassatt</p> <p>Jackson Pollack</p> <p>Henry Moore</p> | <p>Georgia O’Keefe</p> <p>Hans Holbein</p> <p>Roman Sculptures</p> <p>Surrealist artists</p> | <p>Robert Delaunay</p> <p>Tarak El Komi</p> <p>Salvador Dali</p> <p>Egyptian 3D</p> <p>Picasso</p> | <p>Van Gogh</p> <p>Gaudi</p> <p>Ancient Greek Vases</p> | <p>William Morris</p> <p>Turner</p> <p>Ancient Mayan Stelae</p> <p>Monet</p> |

Art Key Concepts



Art Progression Map – Developing Ideas

- Start to understand how ideas are developed through processes.
 - Build up resilience to getting things wrong and trying again.
 - Practise and share learning and skills with others, receive and offer feedback to improve. Produce creative work, exploring their ideas and recording experiences.
- 2**
- Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to own work and try different materials and methods to improve. Use key vocabulary to demonstrate knowledge and understanding in this strand.

Mastering Techniques : Drawing

| | Skills | Knowledge and Understanding |
|----------|---|--|
| 2 | <ul style="list-style-type: none"> • Use pencils, pastels and charcoal in drawings. • Show patterns and textures in drawings by adding dots and lines. • Show different tones using coloured pencils. • Begin to control the types of marks made with a range of media. | <ul style="list-style-type: none"> • Make a variety of lines of different sizes, thickness and shapes. • Look at drawings by other artists. • Use dots and line to demonstrate pattern and texture. • Use vocabulary to demonstrate knowledge. |

Mastering Techniques : Painting

| | Skills | Knowledge and Understanding |
|----------|---|--|
| 2 | <ul style="list-style-type: none"> • Add white to colours to make tints. • Add black to colours to make tones. • Control the types of marks made with the range of media (e.g. layering, mixing media and adding texture). | <ul style="list-style-type: none"> • Know the positions of primary and secondary colours in relation to each other on the colour wheel. • Link colours to natural and man-made objects. • Use key vocabulary for this strand (e.g. tint and shade). |

Art Progression Map – Mastering Techniques : Collage

| Skills | Knowledge and Understanding |
|--|---|
| 2 <ul style="list-style-type: none">• Create collages in groups or individually.• Mix paper and other materials with different textures and appearances. | <ul style="list-style-type: none">• Use shapes, textures, colours and patterns in collages.• Say how other artists have used texture, colour, pattern and shape in their work. |

Mastering Techniques : Sculpture

| Skills | Knowledge and Understanding |
|---|---|
| 2 <ul style="list-style-type: none">• Experiment in a variety of malleable media such as clay• Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.• Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.• Use tools and equipment safely and in the correct way• Use shape, form, construct and model from observation and imagination. | <ul style="list-style-type: none">• Add lines and shapes to my clay work.• Add texture to my clay work by adding clay and using tools.• Say how other artists have used texture, colour, pattern and shape in their work. |

Art Progression Map – Mastering Techniques : Textiles

| | Skills | Knowledge and Understanding |
|---|---|--|
| 2 | <ul style="list-style-type: none">Use glue to join fabrics.Use a running stitch to join fabrics.Gain confidence in stitching two pieces of fabric.Explain how to thread a needle and have a go | <ul style="list-style-type: none">Show awareness of the best techniques to join different textiles.Combine different media to add colour and detail.Use textiles to create artwork that is matched to an idea or purpose.Use key vocabulary to demonstrate knowledge of this strand e.g. over, under. |

Mastering Techniques : Digital Media

| | Skills | Knowledge and Understanding |
|---|---|--|
| 2 | <ul style="list-style-type: none">Use a digital camera, Ipad, scanner or internet to capture images.Manipulate images to create a piece of art.Use the internet to research artists and their work. | <ul style="list-style-type: none">Describe my work using key words: line, tone, texture, shape.Copy and paste areas of the image, save and print the image.Use a digital camera to select, capture, save and print.Use technology purposefully to create art. |

**"MUSIC AND
RHYTHM FIND
THEIR WAY
INTO THE
SECRET
PLACES OF
THE SOUL."**

PLATO

Music

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Music Intent and Purpose

Why do we teach Music?

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement as they learn to compose, sing and listen critically to music.

What is the aim of our curriculum for Music?

The national curriculum for music aims to ensure that all pupils:
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 notations
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
perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Singing can be used across the whole curriculum to enrich children's learning, as well as forming part of school assemblies and singing for special occasions.

We aim to offer a range of additional music activities the children can be involved with including iRock, Peripatetic lessons, choir, together with one-off projects such as KS1 Summer Proms, Summer Music Concert, WASMA and end of term productions.

Music is integrated into all parts of society and by developing some understanding about the impact music has on us, the children will see the purpose and importance of music in our everyday lives.

Music Intent and Purpose

What do we teach in our Music curriculum?

EYFS

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

KS1

Children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music (interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)

KS2

Children are taught to:

- sing and play musically with increasing confidence and control
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
 - listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Music Intent and Purpose

How does our music curriculum link to our key curriculum competencies?

Character

Music composition, singing and performance naturally lend themselves to developing organisational and collaborative skills. The performance elements provide numerous opportunities for the children to develop 'Growth Mindset'.

Cultural

Music weaves its way through all aspects of society and the children are made aware of the importance of music in people's lives. Music connects many societies and is an integral part of many celebrations and festivals.

Core

There is a strong correlation between music and mathematics - beat and rhythm are formed from patterns with maths underlying their structure.

Music is often used in storytelling and to create mood/set a scene and helps to develop imagination for story writing. Music can be used as a stimulus for creative writing, or lyrics can be analysed to develop reading skills of inference and comprehension.

Curriculum

Where appropriate music curriculum can be linked to topic, in particular historical or geographical music (with music from different eras or countries around the world). Through the use of Sing Up, there will also be opportunities for teachers to reinforce topics through a range of songs related to all aspects of the curriculum.

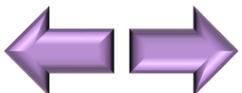
Music Implementation and Pedagogy

How is Music taught at Nine Mile Ride?

- At Nine Mile Ride we broadly follow the Music Express scheme of work for music; which is complimented with additional material from a range of sources. Lessons are taught over a two week period, with children receiving 2-hours of music lessons within this time. In addition to the specific music lessons, which are designed to develop skills, children will be exposed to a range of diverse music and musical styles as part of their topic learning. Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.
- Music lessons have a spiral approach to the curriculum. Skills are revisited throughout the key stages and are mastered over time.
- In music, progression can be shown by doing simple things better, as well as by doing more complex things.
- The lessons concentrate on 'making music', whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.
- The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.
- Children in Year 4 are taught to play a musical instrument though partnership with Berkshire Maestros Music Hub. This gives every child the opportunity to learn an instrument whilst in primary education.

MUSIC
EXPRESS

171



Music Implementation and Pedagogy

Why is Music taught in this way?

- Music plays an important role in children's academic and social development and should engage and inspire pupils to develop a love of music and increase their self-confidence, creativity and sense of achievement.
- From The Importance of Music DFE 2011, "The value of music as an academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun.....enables lifelong participation in, and enjoyment of, music "
- From The Importance of Music DFE 2011, " to have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence." Children in Year 4 have instrumental tuition from Berkshire Maestros Music Hub for 1 term.
- In 2021, the government published a new model music curriculum, which is followed by the updated Music Express online, which is used to plan our music lessons. This document also stresses the importance of exposing children to a wide range of high quality songs and musical styles, to experience the best in musical history.

What is our intended impact?

- Children foster a lifelong passion for music either as listener, creator or performer
- All children have the opportunity to express themselves musically, developing their musical skills through composition and performance
- Children gain an awareness and appreciation of the importance of the music in our everyday lives
- Children have opportunities to grow life skills through singing or playing: communication, self-confidence, collaboration, self esteem and sensitivity towards others.
- We see development in listening skills, concentration, creativity, memory, intuitions, aesthetic sensitivity and perseverance.

Music Breadth

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--|--|--|---|--|---|--|
| Autumn | Singing songs as a group. | Ourselves (ME) Explore ways of using voices expressively. | Ourselves (ME) Use voices to describe feelings and moods; create and notate sounds | Sounds (ME) Exploring sounds from around the world | Instrumental Tuition from Music Hub | Solar System (ME) Singing in parts; explore elements of music; critical listening to musical extracts; compose and perform to a theme. | Journeys (ME) Sing in parts; performance. |
| | Create sounds using instruments. | Develop singing skills while performing actions. | Water (ME) Explore pitch through singing and instruments; | Environment (ME) Composing – create accompaniments and sound pictures | Sound (ME) Exploring sound – look at how sounds are made and use voice for beatbox sounds | Keeping Healthy (ME) Exploring tempi and rhythm; singing – awareness of scales; syncopated rhythm; accompaniment | World Unite (ME) Develop rhythm and pitch through song and body patterns and movement; performance. |
| | Describing sounds using language such as loud and quiet. | Seasons (ME) Develop vocabulary and understanding of pitch. | Class composition based on a pond. | Building (ME) Beat – sing and compose to create a performance | Poetry (ME) Performing – use voice expressively and creatively | Christmas Carol singing. | Christmas Carol singing. |
| | Identify a range of instruments by appearance and sound. | Number (ME) Develop a sense of steady beat. | Travel (ME) Tanzanian game song - accompany using voices and instruments; orchestral piece. | Christmas Christmas Rap, Christing Song and Carol Singing. | Notation Stave notation, pitch and rhythm | Christmas Carol singing. | |
| | Nativity Singing and performance. | Number (ME) Explore steady beat and rhythm; use body percussion, voices and instruments to play beats and patterns from Italian Renaissance to West Africa. Nativity Singing and performance. | | Environment (ME) Composing – compose descriptive accompaniments Christmas Christmas Rap, Christing Song and Carol Singing. | | | |

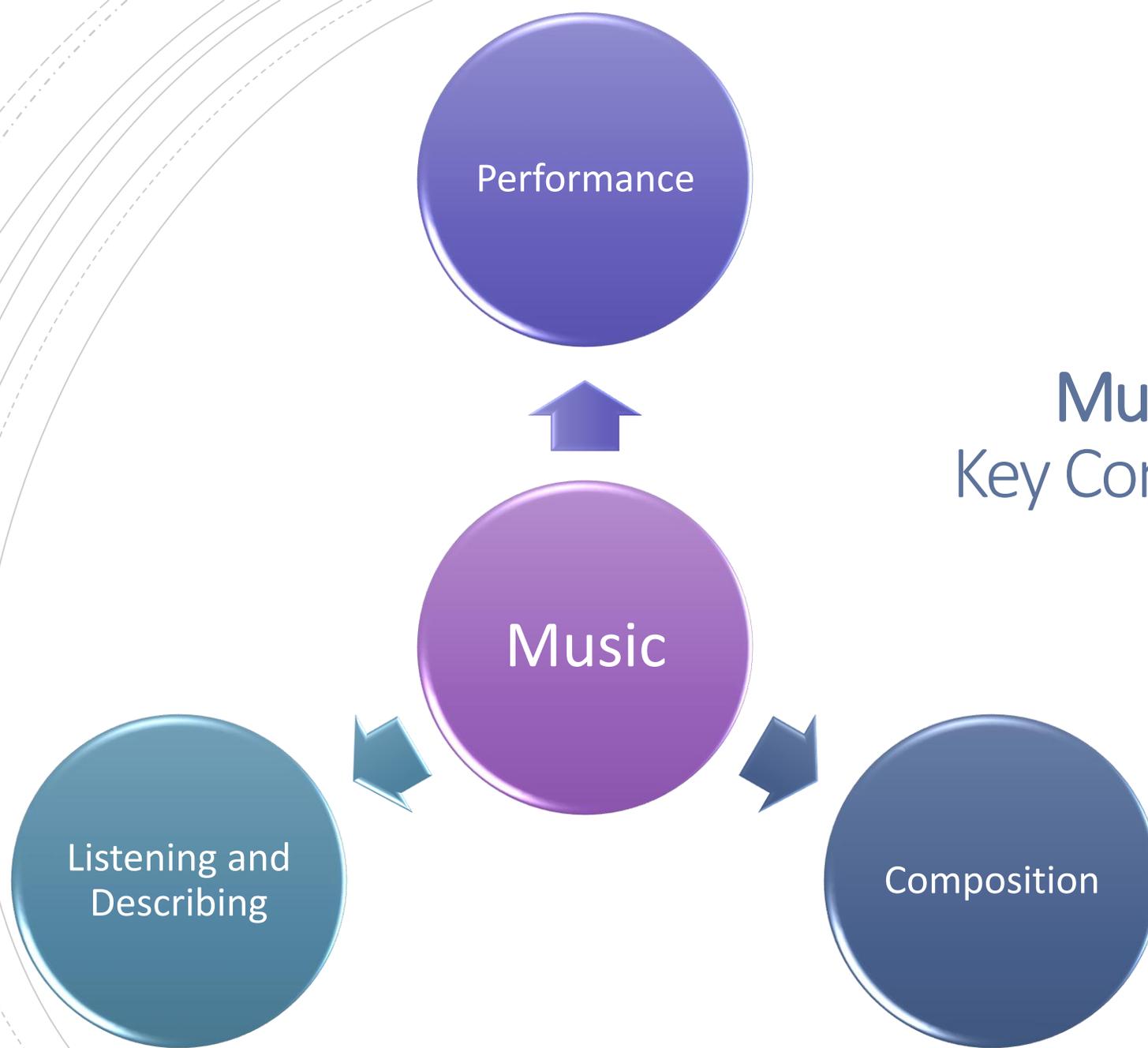
Music Breadth

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--|--|--|---|---|--|--|
| Spring | Singing songs as a group. | Travel (ME) Develop performance skills and learn about music from around the world. | Our Bodies (ME) Develop a sense of steady beat. Respond to music and play rhythm patterns using body percussion and instruments. | Communication (ME) Composing – graphic scores and using voice expressively | Recycling (ME) Structure – improvise and play different musical structures | Western Musical History Explore the development of musical instruments and impact on music. | Samba Develop knowledge of Samba – history, carnival, instruments, rhythm and structure; performance; critical listening. |
| | Create sounds using instruments. | Animals (ME) Further develop understanding of pitch. | Animals (ME) Develop understanding and recognition of changing pitch. | China (ME) Pitch – explore the pentonic scale and notation / graphic score | Building (ME) Beat – explore musical textures and structures | | |
| | Describing sounds using language such as loud and quiet. | Identify contrasts of high and low pitch. | Develop understanding and recognition of changing pitch. | In The Past (ME) Pitch – Metre, rhythmic ostinato, pitch and notation, dance | Ancient Worlds (ME) Structure – compose music using layers pyramid structure | | |
| | Identify a range of instruments by appearance and sound. | Pattern (ME) Develop an understanding of counting in beats of 2, 3 and 4 and introduction to a score. | Interpret pitch line notation using voices and tuned instruments. | | | | |
| | | Machines (ME) Explore beat and combine steady beat with word rhythms and explore changes in tempo. | Story Time (ME) Introduce famous pieces to stimulate composition. Interpret a storyboard with sound effects and develop own ideas using voices and percussion. Pattern (ME) Use simple notation to play, create and combine rhythms using body percussion and instruments. | | | | |

Music Breadth

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--|---|--|---|---|--|---|
| Summer | Singing songs as a group. | Story Time (ME) Learn how music can be used to tell a story. | Our Land (ME) Explore timbre and texture as they explore descriptive sounds. Listen to, and perform, music inspired by myths. | Food and Drink (ME) Performing – chants and songs using word rhythms | Communication (ME) Composing – compose and sing songs and raps | At the Movies (ME) Use of graphic score; explore how music creates mood; compose and perform for a film sequence. | Growth (ME) Pulses in different tempi; rhythmic and melodic ostinato; singing in parts; critical listening to musical extracts; performance. |
| | Create sounds using instruments. | Identify contrasts of fast/slow, loud/quiet. | Weather (ME) Create descriptive sounds and word rhythms with raps and songs about weather. | Human Body (ME) Structure – improvising and word rhythms | Food and Drink (ME) Performing – chants and songs using word rhythms | Life Cycles (ME) Structure – explore musical moods and styles; compose and perform. | Upper Junior Production Singing and performing. |
| | Describing sounds using language such as loud and quiet. | Our Bodies (ME) Respond with movement to steady beat and rhythm patterns with a steady beat. | Weather (ME) Create descriptive sounds and word rhythms with raps and songs about weather. | Time (ME) Beat – develops understanding of beat, metre and rhythm. | In The Past (ME) Notation – use a variety of notation to build performances. | Life Cycles (ME) Structure – explore musical moods and styles; compose and perform. | Upper Junior Production Singing and performing. |
| | Identify a range of instruments by appearance and sound. | Water (ME) Develop and further explore changes in pitch using tuned percussion. | Seasons (ME) Develop understanding of pitch through movement, song and listening games. | Beats – develops understanding of beat, metre and rhythm. | In The Past (ME) Notation – use a variety of notation to build performances. | Life Cycles (ME) Structure – explore musical moods and styles; compose and perform. | Upper Junior Production Singing and performing. |

Music Key Concepts



Music Progression Map – Listening and Describing

Elements of Music

- Pitch: Identify lower and higher sounds, and respond to the overall shape of melodies.
- Duration: Distinguish between rhythm and beat, and can understand how rhythmic patterns fit to the beat.
- Dynamics: Beginning to understand when music gets louder or quieter.
- 2** • Tempo: Beginning to understand when music gets faster or slower.
- Texture: Recognise well defined musical features within a piece of music.
- Timbre: Identify how sounds are made: blown, plucked, shaken, struck, vocalised, strummed, electronically.
- Structure: Understand and identify repetition and contrast in music, including ostinato.

Applying Understanding

- Recognise and recall musical structures.
- Identify how the choice of sound source can contribute towards the mood or effect in the music heard or performed.
- Use and explore a variety of signs or symbols linked to understanding of elements.

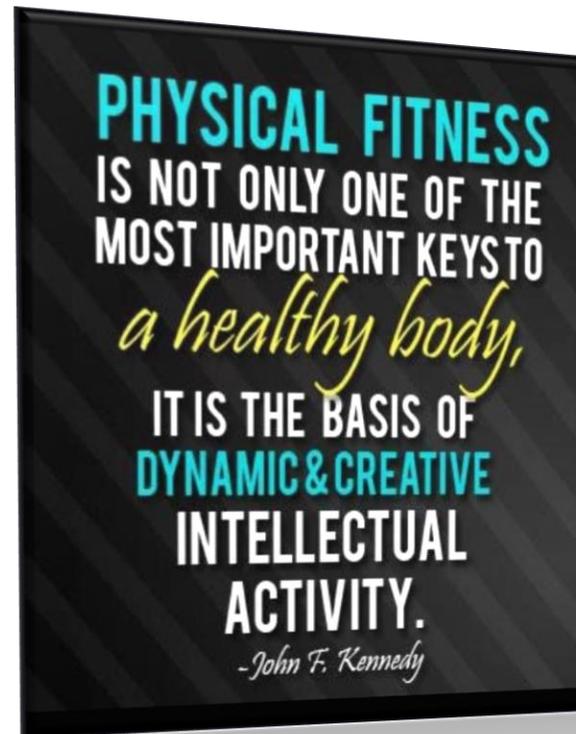
Music Progression Map – Performance

| | Singing | Use of Instruments | Performing |
|----------|---|---|---|
| 2 | <ul style="list-style-type: none">• Take part in singing, following the tune well.• Make and control long and short sounds using my voice and body percussion.• Sing songs with simple patterns as accompaniments | <ul style="list-style-type: none">• Perform with others taking instruction from the leader.• Make and control long and short sounds using instruments. | <ul style="list-style-type: none">• Follow hand and eye signals to direct and lead• Improve my own work• Rehearse and perform individually, in pairs, small groups and as a class |

Music Progression Map – Composition

| Exploration | Composition | Recognising and Recording |
|--|--|--|
| <p>2</p> <ul style="list-style-type: none">• Make more sounds that are different- high/low, loud/quiet, slow/fast.• Explore how sounds can be made, changed and used to create musical patterns. | <ul style="list-style-type: none">• Create short rhythmic phrases.• Structure sounds in an order appropriate to a specific purpose.• Compose accompaniments to songs using carefully chosen instruments. | <ul style="list-style-type: none">• Respond to changes in mood and character within pieces of music through movement, dance and artwork.• Build an appropriate musical vocabulary and use when talking about music.• Improve my own work |

Physical Education



- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Physical Education

Intent and Purpose

Why do we teach PE?

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

What is the aim of our curriculum for PE?

Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy active lives.

Physical Education

Intent and Purpose

What do we teach in our PE curriculum?

EYFS

Pupils should be taught to:

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

KS1

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 - take part and broaden their knowledge of less popular sports through sports workshops (for example, lacrosse, orienteering, martial arts, tri golf, boccia and new age kurling, trampolining, katakanuing, handball)
 - take part in Sports Leader workshops to develop skills required to achieve the Sports Leader Award (to be practised, for example, as Playground friends, Sports Day Captains)
 - **In particular, KS2 pupils should be taught to:**
- swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - perform safe self-rescue in different water-based situations.

Physical Education Intent and Purpose

How does our PE curriculum link to our key curriculum competencies?

Character

PE requires perseverance to practise new and develop known skills and techniques.

It builds resilience and helps to develop a growth mindset.

Pupils are able to develop their own individual skills and those required as part of a team.

Communication skills and an understanding of fairness and respect of others

A knowledge of a healthy lifestyle and fitness.

Cultural

A varied dance curriculum allows pupils to gain an understanding of cultures other than their own.

Through learning and respecting rules in varying circumstances.

Mutual respect of the differences between theirs and others abilities and the celebration of all.

Core

Maths - Data handling from the use of recorded PE results.

Literacy –through written work after a visit/trip (for example Madejs ki Stadium/ Osmington.) Reports written to read in celebration assemblies.

Curriculum

Topic - Dance to be linked to topic areas.

Computing- use of PC to write reports for assemblies, yearbooks.

Use of Ipad/ Lenovo to record times/videos of PE

Use of ipad/ Lenovo to record techniques to assess, review and then evaluate techniques/ routines.

Geography- through the development of map work during orienteering workshops.

Physical Education Implementation and Pedagogy

How is PE taught at Nine Mile Ride?

- The class teacher will mainly focus on curriculum PE areas; Gym, Dance, Striking and fielding, Invasion and Net and Wall Games.
- The sports workshops will be divided into two areas.
 - 1) In order to offer a greater range of activities and skills and open up different opportunities for the pupils, the workshops will include less main stream sports, for example, golf, lacrosse, katakanuing, orienteering, handball and the Sports Leader Award.
 - 2) To continue to build upon class teaching and develop PE skills and knowledge in curriculum PE areas and include the expertise of teaching for subjects such as swimming and athletics.
- In class PE the Val Sabin schemes of work will be used as a basis for Gym, Dance, Striking and fielding, Invasion and Net and Wall Games. From these the long and medium term overviews ensure a balance of units for all areas of PE in all year groups and demonstrate progression across the whole school. In lessons they can be used as a basic weekly lesson plan and be adapted to meet the needs of the pupils as appropriate. There is flexibility within the units to allow for cross curricular teaching where appropriate, for example relating dance to class topic work.
- Across the school, sports initiatives are used to keep pupils active, Run the World, Go Noodle, lunchtime play. Additional sports events are planned for example School Games Day, Golf Day, Sport Relief and national initiatives supported, Walk to School week, Bikeability.
- Pupils will develop their individual and team skills and work in differing groups to enable skill and knowledge sharing, co-operation and social interaction on different levels. They are given the opportunity to become Sports leaders and develop this role within the school environment.
- Within other curriculum lessons there is an aim for greater physical activity.



Physical Education

Implementation and Pedagogy

How is PE taught at Nine Mile Ride?

Class PE

- Each lesson will consist of:
 - a) warm up, appropriate to the skills within the unit
 - b) main body of the lesson to develop skills and then to incorporate them into games/activities (small sided if appropriate)
 - c) cool down/plenary- review of skills developed, things that went well, things to improve
- There should be an emphasis on pupils being active for the majority of the session.
- Key objectives are set out at the start of the unit and each lesson will build from the last. KS1 focuses on core skills and KS2 will build and develop on these.
- To differentiate, as each skill or activity is being practised the teacher will set further challenges to those more able and reinforce or make simpler as necessary for those less confident.
- These will include acquiring, developing, selecting and applying skills, knowledge and understanding and elements of fitness and health.

Physical Education Implementation and Pedagogy

How is PE taught at Nine Mile Ride?

Workshops

- Sports Workshops (KS2) will introduce a new skill set to many of the pupils via less popular sports.
- To familiarise with the sport the introduction to any session will often include a video showing the nature of the learning and what the outcome of a proficient player within that sport would look like.
- For Lower KS2, the focus may be on the entry level to the activity and will be built upon in Upper KS2. These will include developing skills, K & U and elements of fitness and health.
- Workshops will include visits to community facilities and clubs to enhance learning by using specialist equipment and resources.
- Where necessary or appropriate a specialist coach may be used to teach, for example Martial Arts.
- Workshops will continue to develop skills that are taught in class PE.
- Lesson plans are developed from a variety of sources. These may be from sports specific governing body documents, school games plans, Val Sabin, specialist coaches, community coaches from sports clubs.
- Club links will aid the teaching of class PE and workshops and develop pathways via after school or community clubs.
- KS1 will have selected one-off workshops throughout the school year to introduce them to a greater range of activities, some related to school sports clubs.

Physical Education Implementation and Pedagogy

Why is PE taught in this way?

- PE CPD evidences physical development aiding the whole person within the context of learning. Government focuses highlight the importance of physical fitness and reducing obesity through initiatives such as Change for Life , the Sports Funding and the ‘Sugar tax.’
- It is imperative that the class teacher maintains teaching PE, as well as the sports specialist. The aim is to ensure that they are not ‘deskilled’ or lose confidence.
- The use of outside coaches to provide CPD to a class teacher during the lesson builds upon the knowledge and confidence of the whole school.
- Courses and on line learning have developed the structure of lessons and competition.
- The increase of opportunity through workshops enables all pupils to access a wider range of sports and thereby encourage more to take up a more physically active lifestyle.
- Observations have been carried out during lessons and pupil surveys completed to understand the development of their needs.
- Reviews have been completed into various aspects of a lesson and its quality, for example, the amount of active time across the whole lesson.

Physical Education Implementation and Pedagogy

What is our intended impact?

- Pupils will be motivated to participate in a variety of sports and understand the importance of developing a physically active and healthy lifestyle.
- They will be able to talk about PE and the various sports that they have experienced with enthusiasm and knowledge. By encouraging and developing a growth mindset, they will understand how they can build resilience, improve on what they have achieved and what the next step may look like and celebrate their successes.
- Assessment will be via observation against a set of objectives and through Fundamentals challenges, recording and peer/self – assessment.
- PE will offer a range of skill sets, experiences and activities that aim to give an opportunity for all and interests that can be taken forward into leisure/school/community clubs.
- Pupils are keen to attend competitions/events in the various sports at an appropriate level.
- Pupils will have the knowledge and skills to work collaboratively and independently, be involved and take responsibility for decision making, planning and problem solving and build resilience to outcomes and situations in both sport and life decisions.
- By investing in all children, looking for opportunities, and being fully inclusive despite any needs or challenges, each will fulfil their potential.

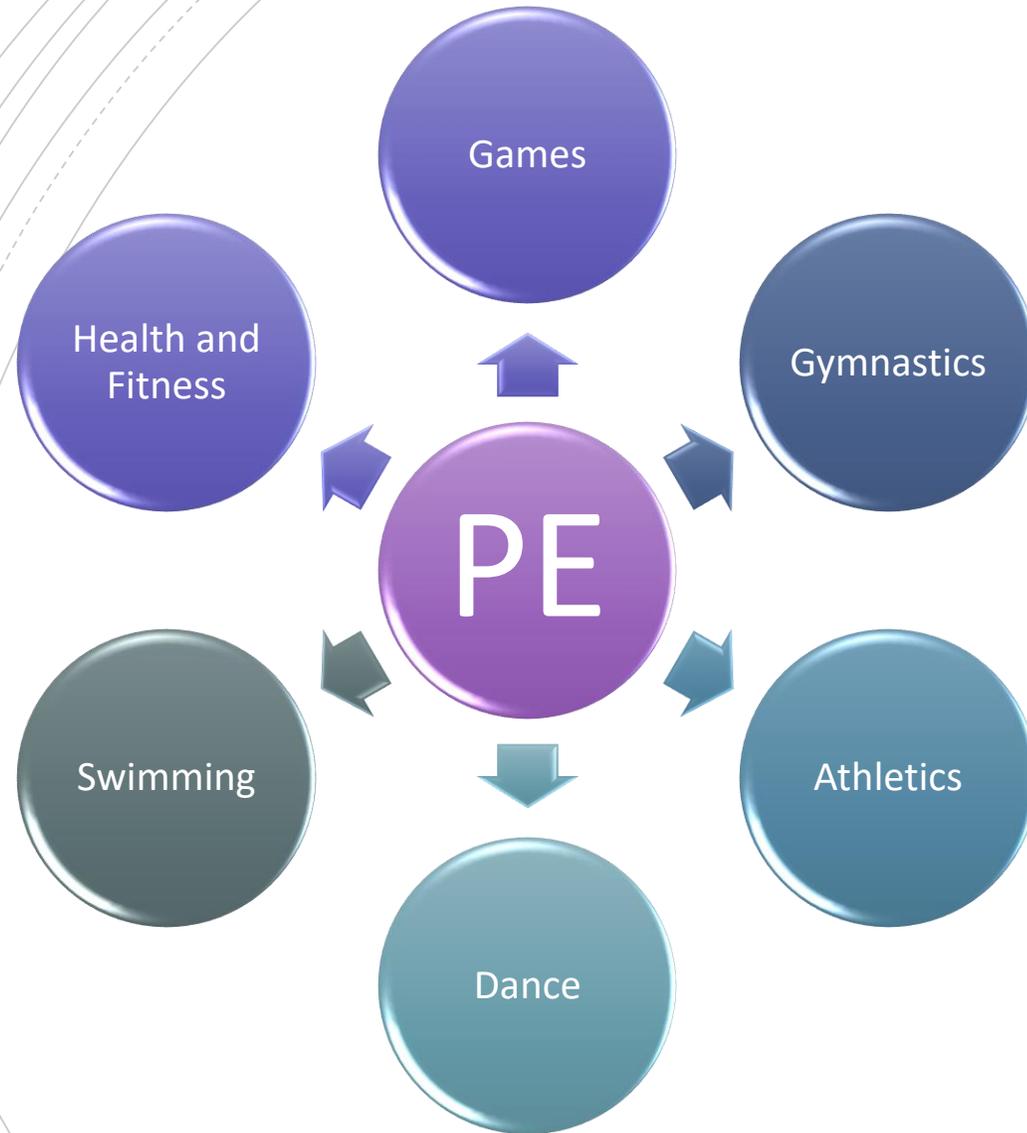
Physical Education

Breadth

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--|--|---|--|---|---|--|
| Games | Large ball skills Moving independently and within partners. Playing games with others. | Large ball skills Throwing, catching and aiming Bat and ball skills and games Developing partner work Rounders | Throwing and catching Making up games with partners Tennis Dribbling, kicking and hitting Cricket Rounders | Netball Football Tennis Rounders Cricket | Tag Rugby Hockey Tennis Rounders Cricket | Netball Football Tennis Cricket | Tag Rugby Hockey Rounders Cricket |
| Dance | Respond to a range of music and stimulus by dancing. | Topic related: flight, bouncing; jumping; landing; rocking; rolling; creating shapes | Topic related: | Topic related: fireworks | Topic related: Roman dancing; The Eagle and the Fish; Tudor dancing | Topic related: space; flight; WW2 | Topic related: street urchins; country dancing |
| Gymnastics | Moving themselves and exploring a range of body shapes and movements. | Team gym Wide, narrow and curled Flight-bouncing Jumping and landing Rocking and rolling | Team gym Pathways Spinning, twisting and turning | Stretching, curling and arching Pathways Symmetry and asymmetry. | Balance Receiving body weight Balance leading into change | Spinning and turning Flight | Matching and mirroring Bridges. |
| Swimming | | | | | | Safe self-rescue 25m distance stroke development. | |

Physical Education Breadth

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--------------------------------|-----------------------------------|-----------------------------------|--|--|---|--|
| Athletics | Running Jumping Throwing | Running Jumping Throwing | Running Jumping Throwing | Sprinting Long distance Throwing Jumping | Circuit Sprinting Long distance Throwing Jumping | Circuit Sprinting Long distance Throwing Jumping | Circuit Sprinting Long distance Throwing Jumping |
| Workshops | | Judo Boccia New Age Kurling | Judo Boccia New Age Kurling | Orienteering Cricket Tri Golf Gym Indoor Athletics Boccia New Age Kurling Football Netball Tag Rugby Basketball Handball Seated Volleyball | Orienteering Cricket Tri Golf Gym Indoor Athletics Boccia New Age Kurling Football Netball Tag Rugby Basketball Handball Seated Volleyball | Orienteering Cricket Tri Golf Indoor Athletics Boccia New Age Kurling Paddle Making Katakanuing Football Netball Tag Rugby Basketball Boxfit Handball Sports Leader | Orienteering Lacrosse Tennis Cricket Tri Golf Gym Indoor Athletics Boccia New Age Kurling Katakanuing Football Netball Yoga Football Netball Tag Rugby Boxfit Handball Sports Psychology |



Physical Education Key Concepts

Physical Education Progression Map – Games

| Throwing and Catching and Understanding Space | Working with Others | Bat and Ball Skills | Throwing Skills |
|--|--|--|---|
| <p>2</p> <ul style="list-style-type: none"> • Throw and bounce pass and pass with the feet accurately. • Move into a space to catch a ball. • Develop ideas of where to stand to make a game more difficult for an opponent. | <ul style="list-style-type: none"> • Develop some group tactics for the relevant game. • Being to work co-operatively in a team. • Change the rules of a simple game to make is simpler / more challenging. | <ul style="list-style-type: none"> • Begin to hit a ball towards a target. • Develop hitting a ball in varying directions alone and with a partner. • Hit a ball with a bat from a static base in different directions. | <ul style="list-style-type: none"> • Use the underarm and overarm throw in a game. |

Gymnastics

| Movements and transitions | Shapes and Balances | Rolls | Team Gym | Using Equipment |
|---|---|--|--|---|
| <p>2</p> <ul style="list-style-type: none"> • Develop $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns on the floor. • Copy and repeat 2 or 3 simple turns, balances, jumps on the floor. • Travel in different directions in different ways creating curved and straight line patterns. | <ul style="list-style-type: none"> • Develop straight, star, pike and straddle shapes, improving body tension on floor and equipment. • Link wide and narrow shapes and balances. | <ul style="list-style-type: none"> • Develop independent log roll and (supported) forward roll. • Investigate technique for teddy bear roll. | <ul style="list-style-type: none"> • Developing team gym format, compete from bench / springboard / box using correct run up, straight / star dismount and line up. | <ul style="list-style-type: none"> • Use ladders confidently and safely to climb up/down on equipment. • Move across units confidently using differing heights. |

Physical Education Progression Map – Athletics

| | Running | Jumping | Throwing |
|---|---|--|--|
| 2 | <ul style="list-style-type: none"> Maintain speed over a short distance. Develop running over a longer distance. Begin to understand how to run a relay race using a baton. Develop running over hurdles. | <ul style="list-style-type: none"> Develop 1 to 2 footed jump from a short run up. Understand technique required for scissors jump on to mats with no bar. | <ul style="list-style-type: none"> Being to use the correct stance for throwing a range of equipment. |

Dance

| | Movements and Choreography | Performance and Impact | Describing Dance |
|---|--|---|---|
| 2 | <ul style="list-style-type: none"> Begin to use control and co-ordination when practicing the basic actions. Vary actions and movements and use imaginative ideas to create a short dance/routine. | <ul style="list-style-type: none"> Copy simple rhythms and patterns with a partner or individually. Communicate mood and feelings within a dance / routine. | <ul style="list-style-type: none"> Observe and describe each other and themselves using some appropriate dance vocabulary. |

Health and Fitness

| | Getting Reading to Exercise | Health and Fitness | Impact of Exercise on the Body |
|---|--|---|---|
| 2 | <ul style="list-style-type: none"> Know how to warm up safely looking for space and others. | <ul style="list-style-type: none"> Explain why physical exercise is good for me. | <ul style="list-style-type: none"> Recognise how my heart beat and temperature change during exercise. |

Character Faculty

Giving children the skills to become happy, healthy and successful people is more than teaching them knowledge. The subjects in this faculty develop children's character, spirituality and wellbeing, which are all vital parts of them becoming well-rounded and responsible members of our community.

PSHE

Character
Education

SMSC

Education is the most powerful
weapon which you can use to
change the world.

— Nelson Mandela —

PSHE

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

PSHE Intent and Purpose

Why do we teach PSHE?

Character Education is about development of our children's awareness of themselves as individuals, their role in society as well as their awareness of their own and other physical and emotional wellbeing.

This is primarily taught as part of their personal, social, health and economic lesson, which we feel that this is a vital part of all pupils' education. PSHE is taught to ensure children are well-rounded individual when they leave NMR.

What is the aim of our curriculum for PSHE?

Our Character Education curriculum aims to help pupils understand how to play a positive and successful role within our society, both as a child and as an adult within the future.

We provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

PSHE Intent and Purpose

What do we teach in our PSHE curriculum?

Whole School

The Jigsaw PSHE programme has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Sex Education will be taught in the summer term each year as per the DfE's guidance. This will be taught using the Jigsaw resources.

PSHE Intent and Purpose

How does our PSHE curriculum link to our key curriculum competencies?

Character

Children learn to become more self-aware and aware of others. They will learn how to deal with increasingly challenging changes, and discover ways in which they can deal with these independently.

They will develop strategies for communication, looking after themselves and others and how to embrace and develop opportunities and chance.

Cultural

PSHE helps children develop their understanding of other people's beliefs, ideas and culture.

Core

Children develop their speaking and listening skills through discussion and debate in PSHE. They explore a range of stories in PSHE lessons e.g. on growth mindset theme. PSHE also helps children develop their empathy skills, understand character's viewpoints and develop their creative writing.

Curriculum

PSHE can be linked to different subjects, such as RE with the understanding of other cultures and beliefs and Geography with topics such as Fair Trade and the positive and the environmental impact of tourism. SMSC and British Values are a core part of all PSHE lessons.

PSHE Implementation and Pedagogy

How is PSHE taught at Nine Mile Ride?

- The teaching of PSHE is delivered using the Jigsaw scheme of work from year groups 1-6. Each half term is different unit. (Bring me in my world, Celebrating differences, Dreams and goals, Healthy me, Relationships and Changing me) The Changing me unit delivers Sex Education appropriate for each year group.
- Throughout the school we encourage children to adopt a 'growth mindset.' This is done through school and team assemblies throughout the year with a 'growth mindset' theme. Additionally, all staff use the language of growth mindset in their everyday teaching, marking and feedback, class displays and conversations with the children.
- Children in Foundation stage follow the EYFS curriculum and work towards Early Learning Goals (Making Relationships, Self confidence and self awareness, Managing feelings and behaviour)



PSHE Implementation and Pedagogy

Why PSHE taught in this way?

- We use Jigsaw because it offers a comprehensive programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work. It gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw also has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons include mindfulness allowing children to advance their emotional awareness, concentration and focus.
- The impact of growth mindset has been studied by many different researchers around the world. The overwhelming majority of these have found that having a growth mindset is associated with improved academic performance.

What is our intended impact?

- Children will develop positive and healthy relationships with their peers, both now and in the future.
- Children will have respect for themselves and others.
- Children will understand the physical aspects of sex education at an age appropriate level.
- Children will have positive body images.
- Children will demonstrate a healthy outlook towards school.

PSHE Breadth

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|--|---|---|--|---|--|
| Being me in my world | <p>Feeling special and safe.</p> <p>Being part of a class.</p> <p>Rights and responsibilities.</p> <p>Rewards and feeling proud.</p> <p>Consequences.</p> <p>Owning the class charter.</p> | <p>Hopes and fears for the year.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Safe and fair learning environment.</p> <p>Valuing contributions.</p> <p>Choices.</p> <p>Recognising feelings.</p> | <p>Setting personal goals.</p> <p>Self identity and worth.</p> <p>Positivity in challenges.</p> <p>Rules, rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Responsible choices.</p> <p>Seeing things from others' perspectives.</p> | <p>Being part of a class team.</p> <p>Being a school citizen.</p> <p>Rights, responsibilities and democracy.</p> <p>Rewards and consequences.</p> <p>Group decision making.</p> <p>Having a voice.</p> <p>What motivates behaviour.</p> | <p>Planning the forthcoming year.</p> <p>Being a citizen.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>How behaviour affects groups.</p> <p>Democracy, having a voice, participating.</p> | <p>Identifying goals for the year.</p> <p>Global citizenship.</p> <p>Children's universal rights.</p> <p>Feeling welcome and valued.</p> <p>Choices, consequences and rewards.</p> <p>Group dynamics.</p> <p>Democracy, having a voice.</p> <p>Anti-social behaviour.</p> <p>Role modelling.</p> |
| Celebrating Differences | <p>Similarities and differences.</p> <p>Understanding bullying.</p> <p>Making new friends.</p> <p>Celebrating differences in everyone.</p> | <p>Gender stereotypes.</p> <p>Understanding bullying.</p> <p>Standing up for yourself and others.</p> <p>Making new friends.</p> <p>Gender diversity.</p> <p>Celebrating differences and remaining friends.</p> | <p>Families and their differences</p> <p>Family conflict and how to manage it</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p> | <p>Challenging assumptions.</p> <p>Judging by appearance.</p> <p>Accepting self and others.</p> <p>Understanding influences.</p> <p>Understanding bullying.</p> <p>Problem solving.</p> <p>Identifying how unique everyone is.</p> <p>First impressions.</p> | <p>Cultural differences and how they can cause conflict.</p> <p>Racism.</p> <p>Rumours and name calling.</p> <p>Types of bullying.</p> <p>Material wealth and happiness.</p> <p>Enjoying and respecting other cultures.</p> | <p>Perceptions of normality.</p> <p>Understanding disability.</p> <p>Power struggles.</p> <p>Understanding bullying.</p> <p>Inclusion/exclusion.</p> <p>Differences as conflict.</p> <p>Differences as celebration.</p> <p>Empathy.</p> |

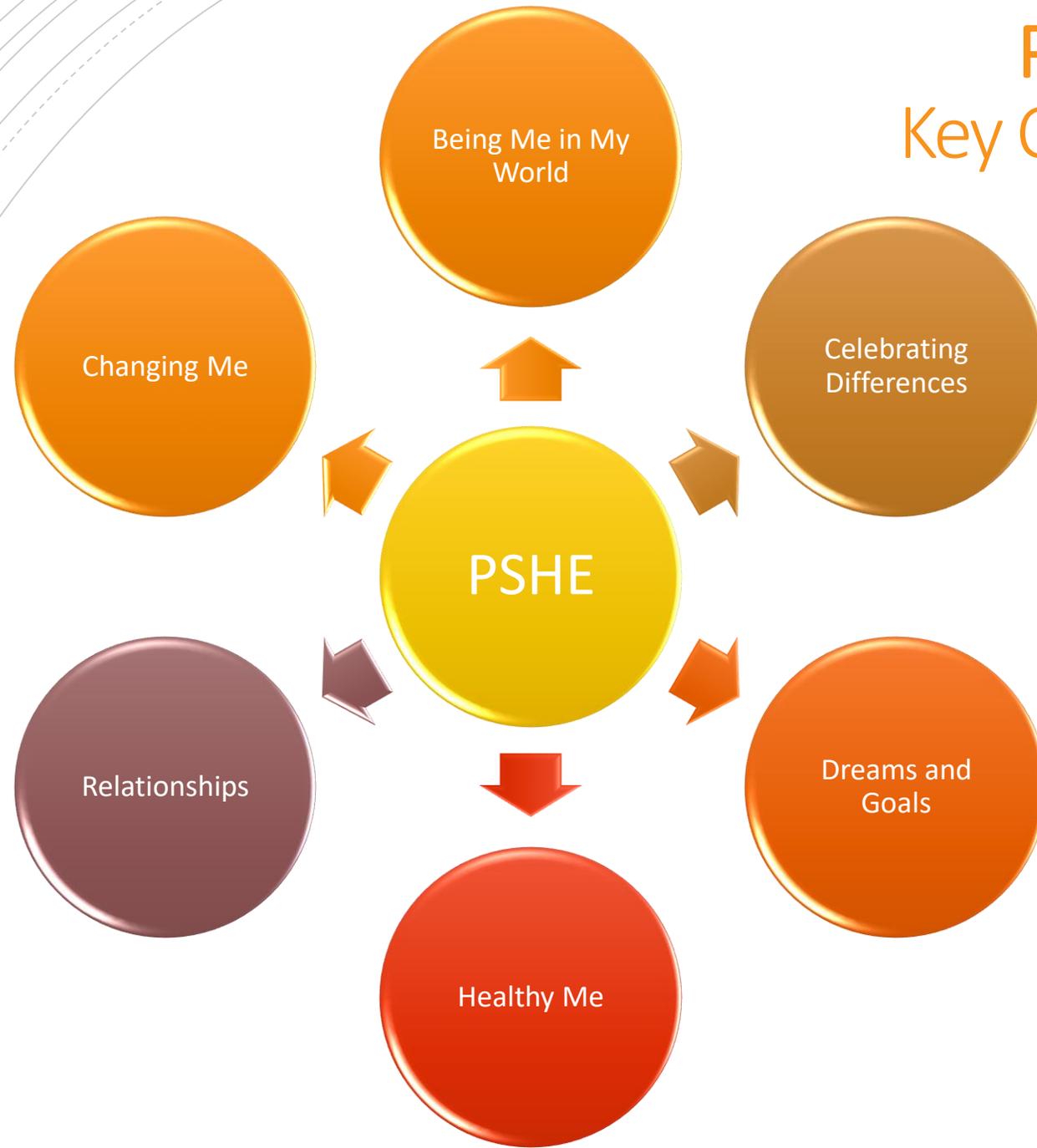
PSHE Breadth

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---|---|---|---|--|---|
| Dreams and Goals | Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success. | Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group cooperation. Contributing to and sharing success. | Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting. | Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes. | Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation. | Personal learning goals – in and out of school. Success criteria. Emotions in success. Making a difference to the world. Motivation. Recognising achievements. Compliments. |
| Healthy Me | Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Keeping safe. Medicine safety. Road safety. Linking health and happiness. | Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food. | Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why its important online and offline. Respect for myself and others. Healthy and safe choices. | Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength. | Smoking including vaping. Alcohol. Alcohol and anti-social behaviour. Emergency aid. Body image. Relationship with food. Healthy choices. Motivation and behaviour. | Taking personal responsibility. How substances affect the body. Exploitation including 'county lines' and gang culture. Emotional and mental health Managing stress. |

PSHE Breadth

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|---|---|---|--|--|---|
| Relationships | <p>Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend . Self acknowledgement. Being a good friend to myself. Celebrating special relationships.</p> | <p>Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.</p> | <p>Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.</p> | <p>Jealousy. Love and loss. Memories of loved ones. Getting on and falling out. Girlfriends and boyfriends. Showing appreciation for people and animals.</p> | <p>Self recognition and self worth. Building self esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMART internet safety rules.</p> | <p>Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.</p> |
| Changing Me | <p>Life cycles – animals and human. Changes in me. Changes since being a baby. Differences between male and female bodies (correct terminology). Linking growing and learning. Coping with change. Transition.</p> | <p>Life cycles in nature. Growing from young to old. Increasing independence. Differences in male and female bodies (correct terminology). Assertiveness. Preparing for transition.</p> | <p>How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.</p> | <p>Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.</p> | <p>Self and body image. Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Growing responsibility. Coping with change. Preparing for transition.</p> | <p>Self image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition.</p> |

PSHE Key Concepts



PSHE Progression Map – Being Me in my World

- Identify some of my hopes and fears for this year.
 - Understand the rights and responsibilities for being a member of my class and school.
- 2**
- Listen to other people and contribute my own ideas about rewards and consequences.
 - Understand how following the learning charter will help me and others learn.
 - Recognise how democracy and having a voice benefits the school community.

Celebrating Differences

- Start to understand that sometimes people make assumptions about boys and girls (stereotypes).
 - Understand that bullying is sometimes about difference.
- 2**
- Recognise what is right and wrong and know how to look after myself.
 - Understand that it is OK to be different from other people and to be friends with them.
 - Tell you some ways I am different from my friends.

Dreams and Goals

- Choose a realistic goal and think about how to achieve it.
 - Carry on trying (persevering) even when I find things difficult.
- 2**
- Recognise who I work well with and who it is more difficult for me to work with.
 - Work well in a group.
 - Tell you some ways I worked well with my group.
 - Know how to share success with other people.

PSHE Progression Map – Healthy Me

- Know what I need to keep my body healthy.
- Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
- 2** • Understand how medicines work in my body and how important it is to use them safely.
- Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- Make some healthy snacks and explain why they are good for my body.
- Decide which foods to eat to give my body energy.

Relationships

- Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- 2** • Identify some of the things that cause conflict with my friends.
- Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- Recognise and appreciate people who can help me in my family, my school and my community.
- Express my appreciation for the people in my special relationships.

Changing Me

Recognise cycles of life in nature.

Tell you about the natural process of growing from young to old and understand that this is not in my control.

Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

- 2** Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.

Understand there are different types of touch and can tell you which ones I like and don't like.

Identify what I am looking forward to when I move to my next class.

**Intelligence plus
character - that is
the goal of true
education.**

~Martin Luther King, Jr.

~Martin Luther King, Jr.

Character Education

- Intent and Purpose
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

Character Education Intent and Purpose

Why do we teach Character Education?

Character Education is about development of our children's awareness of themselves as individuals, their role in society as well as their awareness of their own and other and emotional wellbeing.

Through teaching explicit character skills, we hope for all children to develop a Growth Mindset when it comes to tackling new challenges, and to be set and achieve aspirational goals.

What is the aim of our curriculum for Character Education?

Our Character Education curriculum aims to help pupils understand how to play a positive and successful role within our society, both as a child and as an adult within the future.

LORIC aims to bring together the development of the whole person, developing confidence, and ultimately success, in young people. It also provides children with personal attributes essential for employability and life - central to the Primary Edge is a select group of key character attributes which together form the LORIC family: **Leadership**, **Organisation**, **Resilience**, **Initiative** and **Communication**.

Character Education Intent and Purpose

What do we teach in our Character Education curriculum?

Whole School

LORIC comprises of 5 'characters', each with a key life skill: Laura LEADERSHIP; Oily ORGANISATION; Raj RESILIENCE; Izzy INITIATIVE; Charlie COMMUNICATION. Each attribute is taught through a series of 3 or 4 sessions. Children will be faced with challenges such as setting up their own 'business' to display their leadership skills.

Character Education Intent and Purpose

How does our Character Education curriculum link to our key curriculum competencies?

Character

*The teaching of LORIC sessions help to develop children's character and develop skills in **Leadership, Organisation, Resilience, Initiative and Communication.***

Cultural

LORIC helps children learn about to communicate effectively and for different purposes. This will help them understand more about how to communicate effectively in creative ways, or in team sports.

Core

LORIC will help children to develop key skills, such as organisation and resilience which will help them complete tasks in English and maths that they may find difficult.

Curriculum

PSHE can be linked to different subjects, such as RE with the understanding of other cultures and beliefs and Geography with topics such as Fair Trade and the positive and the environmental impact of tourism. SMSC and British Values are a core part of all PSHE and LORIC lessons.

Character Education Implementation and Pedagogy

How is Character Education taught at Nine Mile Ride?

- The teaching of Character Education is delivered through the LORIC scheme of work. Each half term we focus on a different LORIC character (Laura Leadership, Ollie Organisation, Raj Resilience, Izzy Initiative and Charlie Communication) The first lesson taught in each half term in Years 1-6 should be a LORIC lesson using the PIXL lesson plans. LORIC characters are displayed in each classroom.
- Throughout the school we encourage children to adopt a 'growth mindset.' This is done through school and team assemblies throughout the year with a 'growth mindset' theme. Additionally, all staff use the language of growth mindset in their everyday teaching, marking and feedback, class displays and conversations with the children.
- Children in Foundation stage follow the EYFS curriculum and work towards Early Learning Goals (Making Relationships, Self confidence and self awareness, Managing feelings and behaviour)



Character Education Implementation and Pedagogy

Why is Character Education taught in this way?

work. It gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw also has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons include mindfulness allowing children to advance their emotional awareness, concentration and focus.

- We use the LORIC scheme because education and industry partners, including the CBI and the National Careers Service have produced lists of desirable qualities for the workplace and the 5 Edge Attributes - Leadership, Organisation, Resilience, Initiative and Communication - were selected as the most representative skills across all the research. The LORIC resources are focused on developing these 5 key attributes.
- The impact of growth mindset has been studied by many different researchers around the world. The overwhelming majority of these have found that having a growth mindset is associated with improved academic performance.

What is our intended impact?

- ▶ Children will develop positive and healthy relationships with their peers, both now and in the future.
- ▶ Children will have respect for themselves and others.
- ▶ Children will understand the physical aspects of sex education at an age appropriate level.
- ▶ Children will have positive body images.
- ▶ Children will demonstrate a healthy outlook towards school.

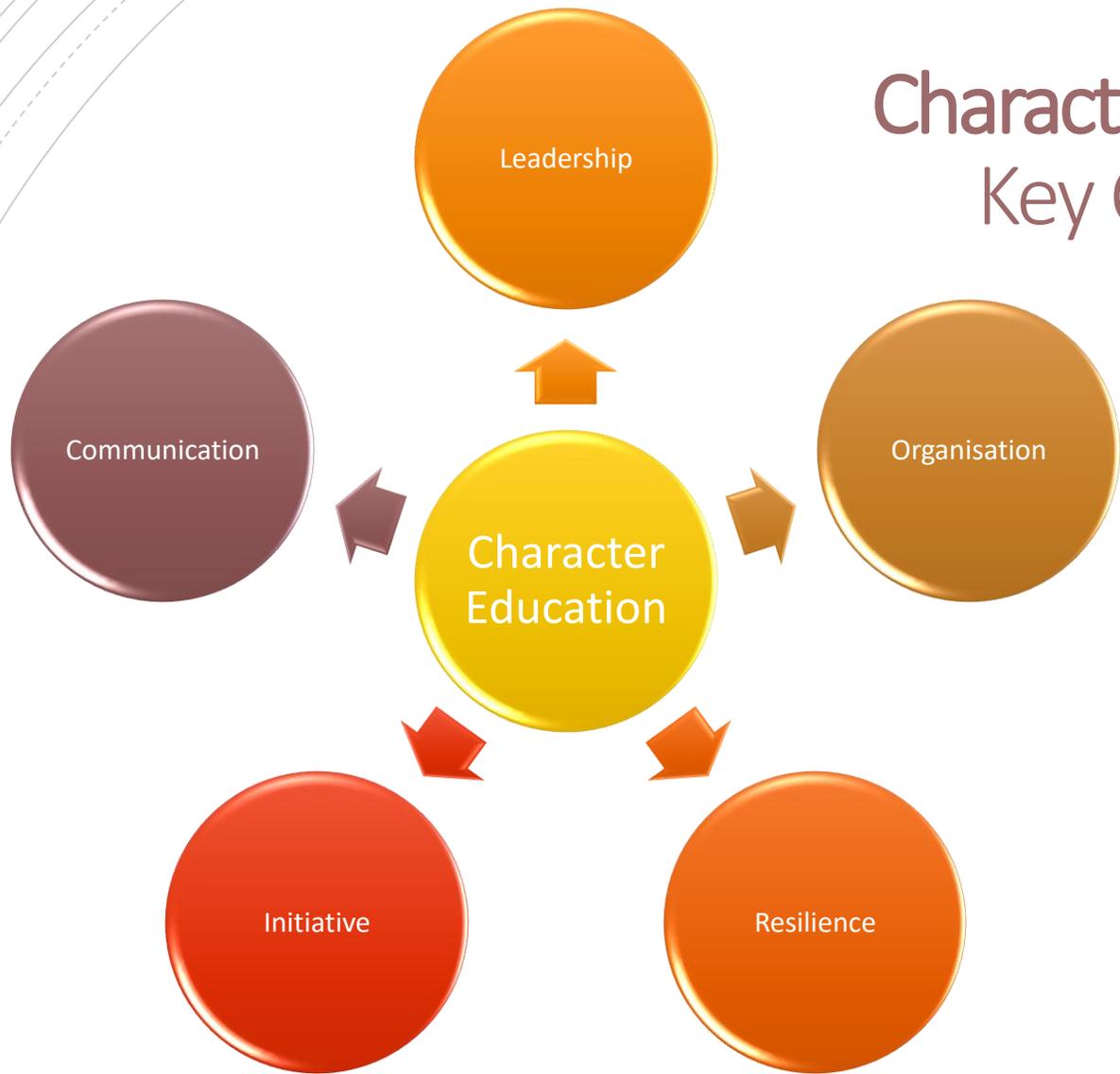
Character Education Breadth

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|--|--|--|--|--|--|
| Leadership | <ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help | <ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help | <ul style="list-style-type: none"> Explaining my leadership Listening to my team Keep calm and ask for help | <ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help | <ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help | <ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help |
| Organisation | <ul style="list-style-type: none"> Organising myself Organising an activity Organising together | <ul style="list-style-type: none"> Organising myself Organising an activity Organising together | <ul style="list-style-type: none"> Organising myself Organising an activity Organising together | <ul style="list-style-type: none"> Organising myself Organising an activity Organising together | <ul style="list-style-type: none"> Organising myself Organising an activity Organising together | <ul style="list-style-type: none"> Organising myself Organising an activity Organising together |
| Resilience | <ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge | <ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge | <ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge | <ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge | <ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge | <ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge |

Character Education Breadth

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
|---------------|--|--|--|--|--|--|--|
| Initiative | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas | <ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas |
| Communication | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion | <ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion |

Character Education Key Concepts



Character Education Progression Map – Leadership

- 1
&
2**
- Lead one or more peers to complete a task.
 - Explain to their peers how they will lead an activity.
 - Develop the ability to listen to ideas which might be different to their own and respond to the feelings of others.
 - Show willingness to ask for help from peers or adults when necessary.

Character Education Progression Map – Organisation

**1
&
2**

- Begin to demonstrate specific skills of personal organisation.
- understand and follow instructions accurately to complete an organised activity.
- Be a positive team member, contributing to the planning of an activity/team game.

Character Education Progression Map – Resilience

**1
&
2**

- Understand the meaning of the term perseverance (not giving up when you meet a challenge).
- Realise that sometimes they need to ask for help when a new skill is being learned.
- Begin to continue with an activity/challenge even though it is challenging.

Character Education Progression Map – Initiative

**1
&
2**

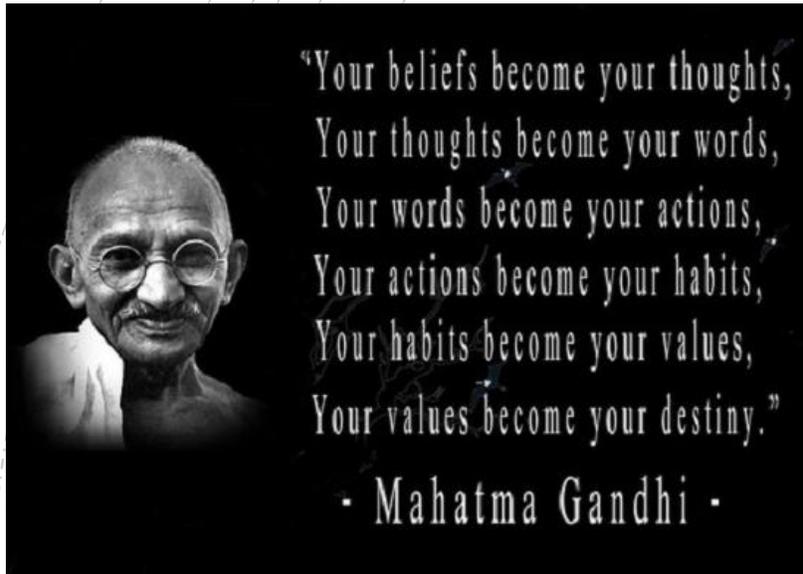
- Begin to take responsibility for their learning within a classroom context.
- Volunteer to participate in a planned activity.
- Share ideas with others whilst being involved in the planning and development of an activity.

Character Education Progression Map – Communication

**1
&
2**

- Begin to understand that they can communicate in more ways than just speaking.
- Begin to share ideas within groups and listening to what others share.
- Develop the use of body language to share ideas and feelings positively.

Social, Moral, Spiritual and Cultural Education (including British Values)



- Intent and Purpose
- Implementation and Pedagogy
- Breadth

SMSC and British Values Intent and Purpose

Why do we teach SMSC and British Values?

SMSC at Nine Mile Ride helps prepare pupils for life as engaged citizens and to meet its opportunities, challenges and responsibilities.

We aim to provide pupils with the knowledge, skills and understanding' to play a full and active part in society.

The purpose of teaching British Values at Nine Mile Ride is to ensure all pupils leave school prepared for life in modern Britain. The 4 British Values are: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

What is the aim of our curriculum for SMSC and British Values?

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.
- To understand the role of democracy in society.

SMSC and British Values Intent and Purpose

How does our SMSC curriculum link to our key curriculum competencies?

Character

Pupils have the opportunities to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Cultural

The school promotes children's cultural development through:

- The teaching of the RE curriculum
- Educational visits to places of worship
- Visitors to school from different faiths
- 'Celebration Shelf' display
- Whole school 'Diversity Week'
- School assemblies on a range of cultural themes
- Teaching about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Studying literature and art from different cultures
- Listening to music from different cultures
- Tasting foods from other countries

Core

The curriculum provides opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively

Curriculum

Geography: studying other countries around the world, fair trade, rainforests, impact of people on environment

History: study of ancient civilisations and cultures, WW2, Art: studying art from other cultures

Music: listening to music and singing songs from other countries and cultures

PE: dances from other cultures

RE: studying a range of religions and exploring the beliefs of different faiths

PSHE: developing Character through LORIC and

Computing: teaching of e safety and communication skills

SMSC and British Values

Implementation and Pedagogy

How is SMSC and British Values taught at Nine Mile Ride?

- British values and SMSC are not only embedded in our teaching, but are the ethos of everyday life at Nine Mile Ride. Neither are discreet subjects; we deliver a broad and balanced curriculum, to promote British values and the spiritual, moral, social and cultural development of all the pupils in the school.
- SMSC encompasses a child's personal growth and development and it is present in all subjects throughout the entire curriculum. It is delivered in a variety of ways through the provision of relevant activities, both in as well as beyond the classroom. At Nine Mile Ride, we actively promote fundamental British values, through ensuring our pupils' effective SMSC development.
- Spiritual development is encouraged by providing the children with opportunities to be reflective about their own beliefs – religious or otherwise. In RE lessons and assemblies, they are provided with the knowledge of different faiths. Children are encouraged to respect others' faiths, feelings and values both in the classroom as well as on the playground (embedding the British values of mutual respect and tolerance of those of different faiths and beliefs).
- Through age appropriate materials, children are taught to recognise the difference between right and wrong (Moral development). Adult support nurtures the spirit of fair play – whether it's taking turns in the classroom or making the right choices in a disagreement on the playground. Children are guided and encouraged to appreciate that there are consequences for their own actions. Older children are also taught to recognise legal boundaries - specific class sessions develop an understanding of the rule of law (another British value), with visitors to school from our local police community to reinforce the information.

SMSC and British Values

Implementation and Pedagogy

How is SMSC and British Values taught at Nine Mile Ride?

- The school promotes opportunities for our pupils to work effectively with each other as well as participate successfully in the wider community (Social development). Cooperating with others and being able to resolve conflicts effectively are an important part of daily life in school. The social development of pupils can be taught through specific sessions on the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; however these values run throughout the whole school curriculum and form the ethos and values of the school.
- The cultural development of pupils requires them to be exposed to a wide range of cultural influences. At Nine Mile Ride we do this through a broad range of activities such as our annual Diversity Week, where the children develop an understanding and appreciation of the range of cultures in our school. Teaching resources from a variety of sources are used to help pupils understand a range of faiths. Assemblies further embed the opportunity to explore cultural diversity.
- In order that we can embed British values, we include age appropriate materials on how democracy and the rule of law works in Britain. These materials include Picture News and Newsround. All pupils in our school community have a voice that is listened to. We demonstrate how democracy works by actively promoting democratic processes such as our pupil groups (for example the School Council) who are voted for by the pupils. We use opportunities such as general elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to argue and defend points of view.
- Picture News is a resource we use in a weekly assembly which is then followed up in class. This addresses relevant news stories and events which are happening around the world. The weekly topic is shared with parents in the NMR weekly newsletter so that parents and carers are able to follow it up at home too.

SMSC and British Values

Implementation and Pedagogy

Why is SMSC and British Values taught in this way?

- At Nine Mile Ride, we want all children to thrive and by embedding SMSC and British Values throughout our curriculum we are giving each and every child this opportunity. We believe that it should be part of our ethos so that children are able to leave NMR as well rounded individuals. SMSC is central to the development and growth of pupils as people, as it is to the growth of society as a whole.
- By giving the children opportunities to hold mock elections, for example, we are teaching them life skills which they will be able to use when they leave us and further into their lives. We are also providing children the opportunities to participate in new experiences and to develop awareness of other faiths/ cultures/ groups.

What is our intended impact?

- Children will have the ability to be reflective about their own beliefs (religious or otherwise).
- Children will have knowledge of, and respect for, different people's faiths, feelings and values.
- Children will enjoy learning about themselves, others and the world around them.
- Children will have the ability to recognise the difference between right and wrong and be able to readily apply this understanding in their own lives.
- Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds.
- Children will be able to cooperate well with others and resolve conflicts effectively.
- Children will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.
- Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Children will develop positive and healthy relationships with their peers, both now and in the future.

SMSC and British Values Breadth

Whole School

As well as being covered throughout other discreet subjects being taught, such as Religious Education, Character Education and Physical Education, we promote SMSC and British Values through other whole school initiatives, such as:

- School Council Elections.
- School assemblies (including Picture News).
- Celebrating religious and cultural festivals in class and on our celebration display.
- Around the World week.