Year 5

Curriculum Overview

Nine Mile Ride School

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Nine Mile Ride School

Introduction

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.

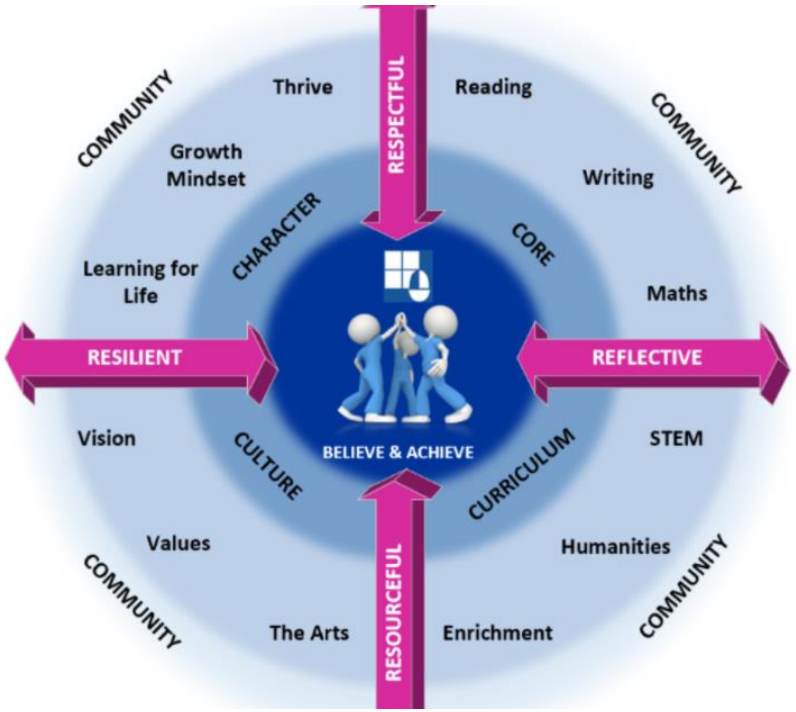
The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

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.

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.

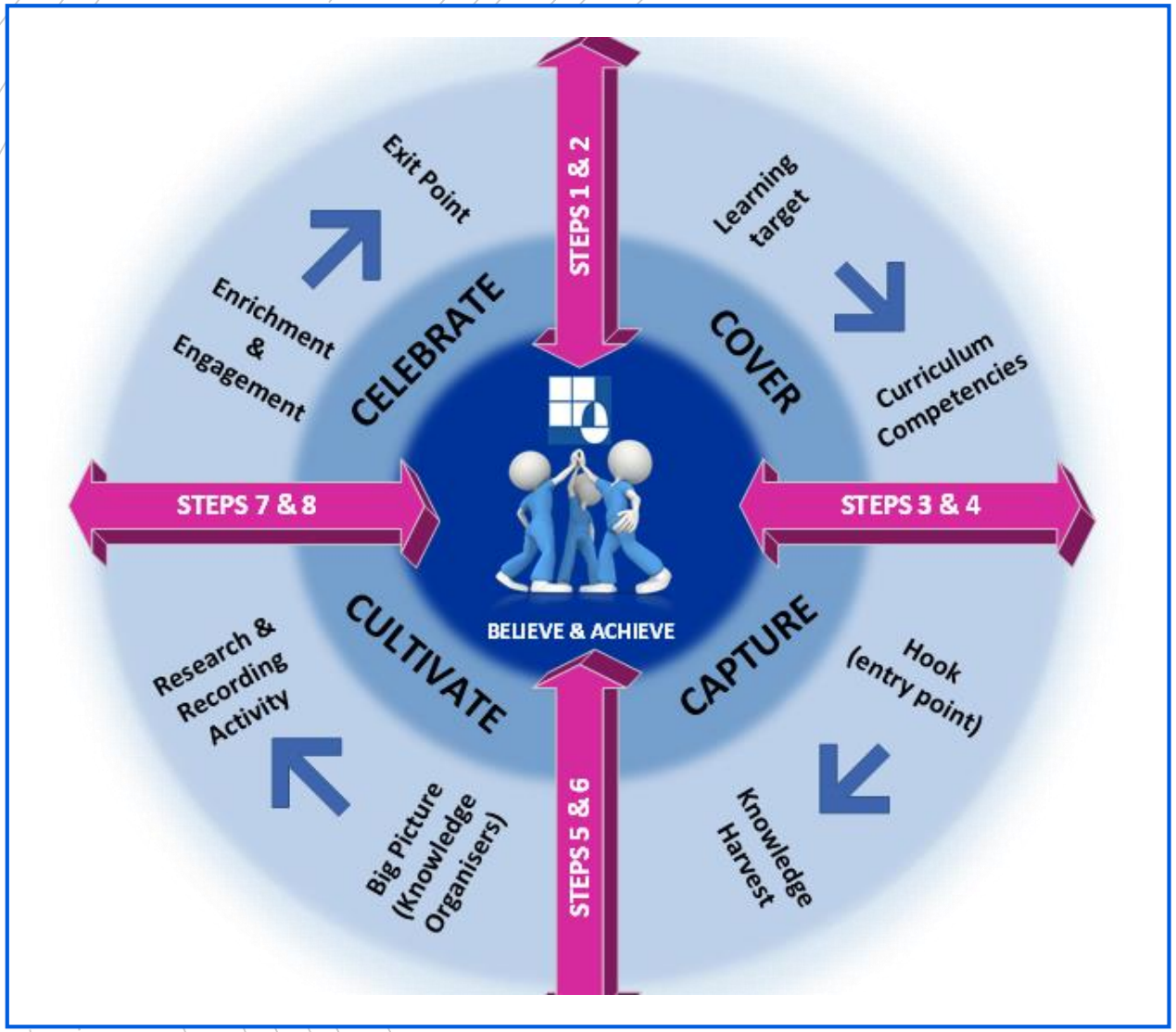
Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

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.

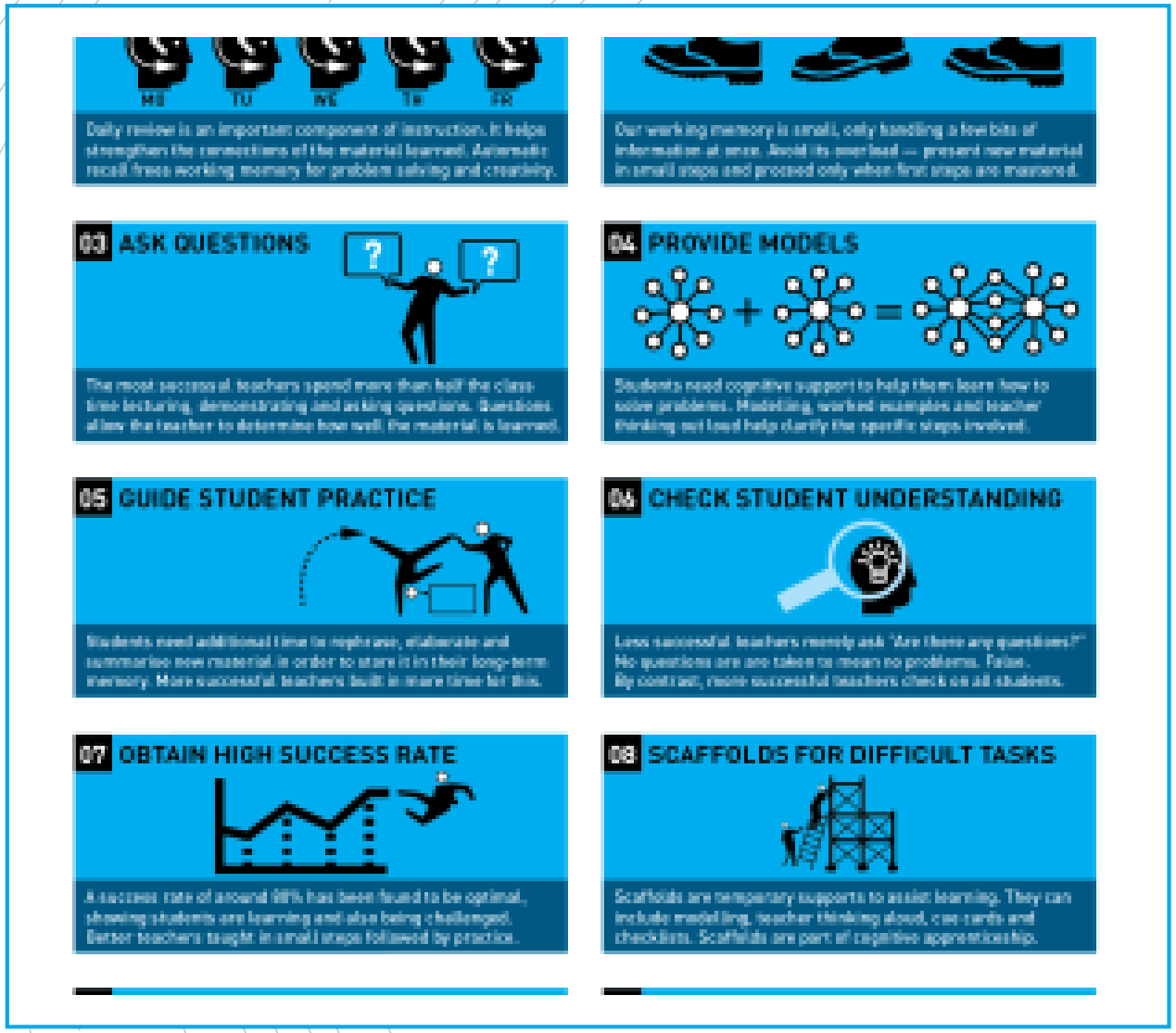
Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.



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

At Nine Mile Ride, we use Roseshine'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**
At NMR we will: • 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**
At NMR we will: • Ask/model higher order questions (including process) to check for understanding and guide students on how to respond; • Use AfL (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 5.
- 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	**To Infinity And Beyond**		**Groovy Greeks!**		**I'm An Evacuee... Get Me Out Of Here!**	
English **Fiction** **Non-Fiction** **Poetry**	**Persuasive Letters –** Superheroes Model text: 'Dear Superman'	**Creating suspense** Model Text: 'Alien Landing' by Pie Corbett **Poetry** 'Six Ways to look at the Moon' by Pie Corbett **Instructions** Model text: How to make onion bhajis	**Warning tale - Ancient Greek Mythology** Model text: Daedalus & Icarus, Pandora's Box **Fables** Model text: The Fox and the Crane	**Persuasive texts –** holiday brochures: 'Come To Greece' Model text: Come To France **Poetry** 'A Boy's Head' by Miroslav Holub **Non-Chron Reports** Greek theatre	**Diary** Declaration of war **Losing Tale -Story set during WW2.** Model text: 'The Gas Mask' by Pie Corbett	**Historical Fiction** Model text: Rose Blanche **Non-Chron Reports** War inventions **Instructions – How To Make An Anderson Shelter** Model text: How To Catch A Dragon?
Class Guided Reading Book	Cosmic By Frank Cottrell Boyce		Percy Jackson and the Lightening Thief By Rick Riordan		Letters from the Lighthouse By Emma Carroll	
Maths	Place Value Addition & Subtraction	Multiplication & Division Statistics	Perimeter & Area Fractions	Fractions Decimals & Percentages	Decimals Properties of Shapes	Converting units of measure

Year 5 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**To Infinity And Beyond**		**Groovy Greeks!**		**I'm An Evacuee... Get Me Out Of Here!**	
Science	**Sun, Earth and the moon**	**Forces**	**Materials and their Properties** Transparency Solubility Filtering Sieving Burning Chemical Changes		**Life Cycles** Differences in the life cycles of mammals, amphibians, insects and birds. Reproduction of some plants and animals. Changes in humans.	
DT	**Textiles** Design and make a Christmas stocking		**Food** Design and make a Greek pitta bread		**Construction** Design and make an air raid shelter **Inspirational Engineers** Hobart (D Day tanks), Hedy Lamarr (signalling)	
Computing	Online Safety Microsoft PowerPoint and Word	Online Safety Structure of the Internet	Online Safety Programming – Scratch (creating games)	Online Safety Programming – Scratch (creating games)	Online Safety Research and presentation (science) Using Excel	Online Safety Website Design

Year 5 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**To Infinity And Beyond**		**Groovy Greeks!**		**I'm An Evacuee... Get Me Out Of Here!**	
History	**History of Space Exploration**		**Ancient Greece**		**World War Two** How did WWII impact on life in Britain?	
Geography	**Explorer survival skills** World atlas, countries, continents, latitude and longitude, compass points, 4 & 6 figure grid references, ordinance survey symbols, relief maps.		**Where is Greece?** Locating places in Greece on maps. Comparison between UK and Greece e.g. temperature; rainfall physical geography		**Map Skills** The UK and Europe Maps of Europe and the UK, counties and cities (linked to History topic)	
French	Getting to Know You All About Ourselves		That's Tasty Family and Friends		School Life Time Travelling	
RE	**Key Question**: How far will a Sikh go to show commitment? **Religion**: Sikhism	**Key Question**: Is the Christmas story true? **Religion**: Christianity	**Key Question**: Are Sikh stories important today? **Religion**: Sikhism	**Key Question**: How significant is it for Christians to believe God intended Jesus to die? **Religion**: Christianity	**Key Question**: What is the best way for a Sikh to show commitment to God? **Religion**: Sikhism	**Key Question**: What is the best way for a Christian to show commitment to God? **Religion**: Christianity

Year 5 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**To Infinity And Beyond**		**Groovy Greeks!**		**I'm An Evacuee... Get Me Out Of Here!**	
Art	**Painting** Van Gogh's Starry Night Pastel Planets **Collage** Gaudi Star and Moon **Drawing** Cartoon Line Drawing		**Drawing** People in Action Drawing the human body **Painting** Greek Vases (large) with moving figures		**Drawing** Using lines to create movement **Painting** LS Lowry – war artist **Colour & line** Propaganda Poster	
PE	**Dance :** volcanoes Netball	**Gym :** bridges Netball	Swimming Ball Skills	Swimming **Gym :** flight	Circuits Cricket	Sports Leader Rounders Cricket
Music	**Music Express Units:** Solar System Keeping Healthy **Other:** Carol Singing		**Other:** Western Music History		**Music Express Units:** At the Movies Life Cycles	

Year 5 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**To Infinity And Beyond**		**Groovy Greeks!**		**I'm An Evacuee... Get Me Out Of Here!**	
PSHE	**All about me**	**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 Personal presentations Remembrance Day		Trip to Bayer Laboratory Fairtrade Fortnight Children's mental health awareness week –sleep		Young Leaders Reading FC Premier League Stars –Chris Berry Walk to school week Sports Day Year 5 & 6 ProductionWW2 Tea Party School trip to Gurdwara	
Diversity Links	BAME/Female scientists Maggie Aderin-Pocock Caroline Herschel NASA 'Hidden Figures'	?Starlight Night – Georgia O'Keefe to replace Gaudi? **Or** Alma Granites (female aboriginal artist) Night Sky	Breads from different cultures		Eid	WW2 – contribution of soldiers from the British empire Coding – Alan Turing

Year 5 – Character Subjects Overview

Core Faculty

Reading, writing and mathematics give children to 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
- Implementation and Pedagogy
- Breadth
- Key Concepts
- Progression Maps

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

Phase 4

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 5

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.

Y2

Revisit phase 4 and 5 sounds if needed

Introduce Phase 6

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.

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?

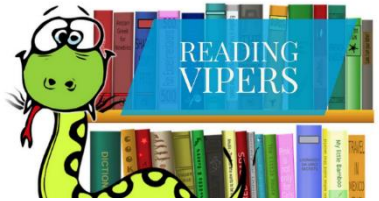
- Phonics is taught using the structure of our systematic synthetic programme 'Little Wandle Letters & Sounds'. This comprehensive programme provides a multi-sensory approach, using letter frames, flash cards, phonic games and listening activities.
- Using the Little Wandle Letters & Sounds lesson structure, 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.

Little Wandle LETTERS AND SOUNDS REVISED ™

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

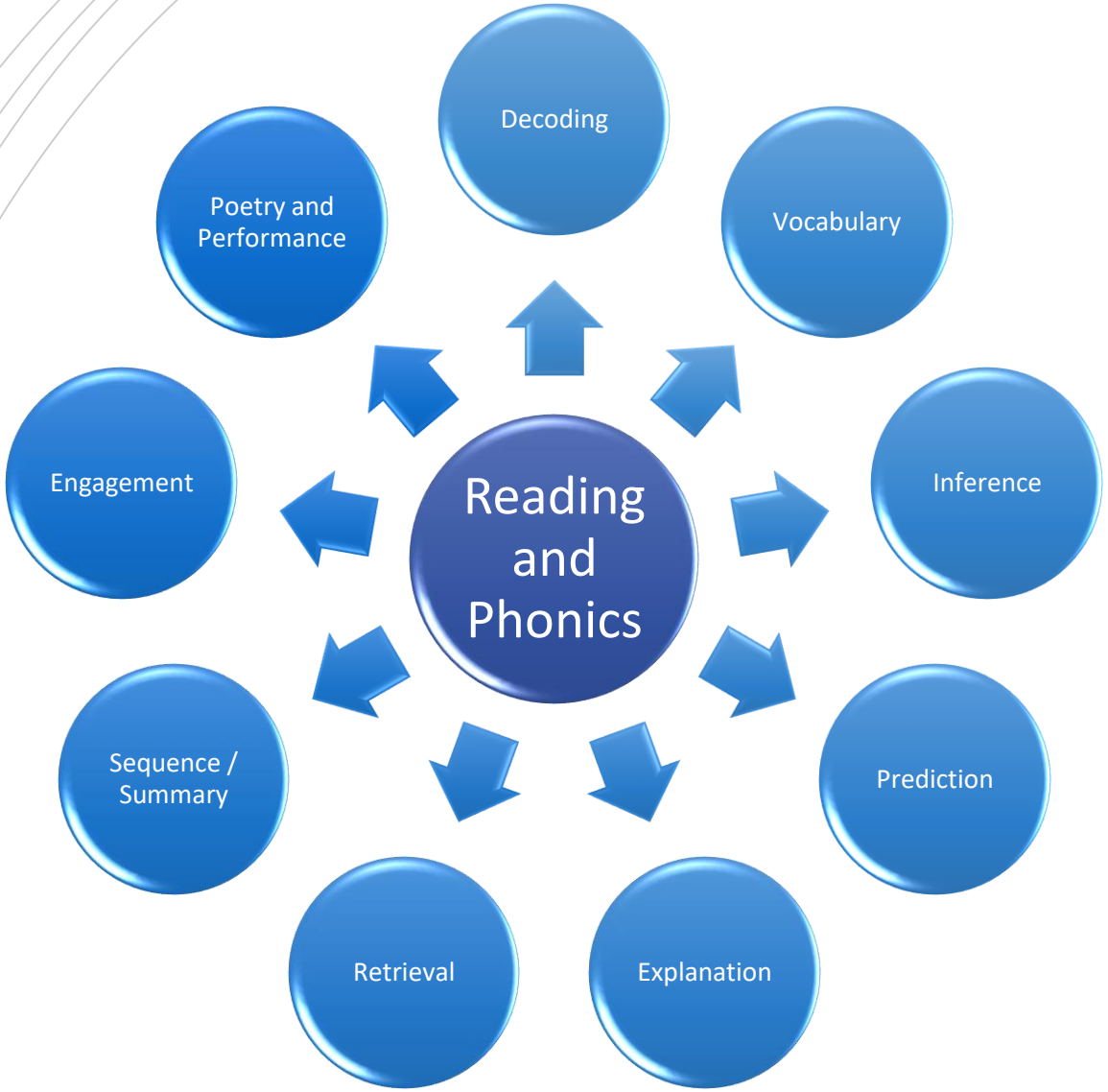
How will we know if children are making progress?

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

Phonics and Reading
Key Concepts



Nine Mile Ride School

Phonics Progression Map – Decoding

5	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. • Read most Y5/ Y6 exception words.

Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
5	• Re-read and reads ahead to locate clues to support understanding. • Use different voices when reading aloud to enhance mood and meaning. • Scan texts to locate key information.		• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.

Reading Progression Map – Inference

5	• Draw inferences from characters' feelings, thoughts and motives. • Uses the text to justify their inferences.

Prediction

5	• Make predictions of events based on details stated and implied, justifying them in detail with evidence from the text.

Explanation

5	• Understand the writer's perspective from explicit and implicit opinion. • Compare the themes and structures of different narrative texts. • Compare the features and structures of different types of non-fiction texts.

Retrieval

5	• Uses a range of techniques to locate information in fiction and non-fiction texts to answer questions based on the text.

Reading Progression Map – Summarising

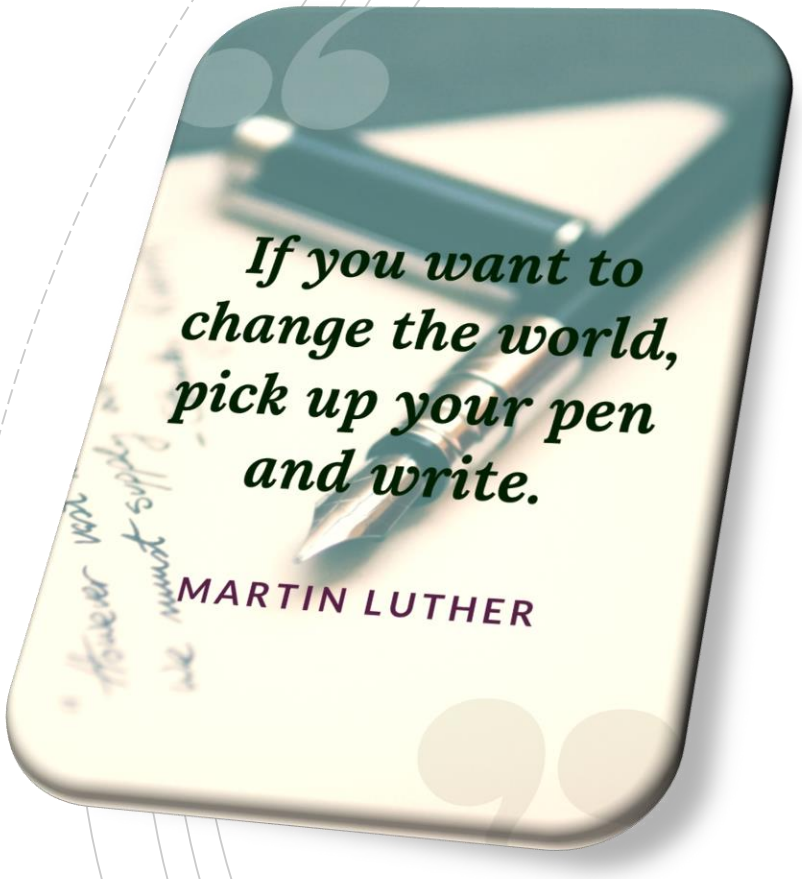
5	• Extract information from across a text and summarise in note form. • Identify main ideas drawn from more than one paragraph and to summarise these.

Engagement

5	• Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • 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. • Recommend texts to peers based on personal choice. • Understand own reading habits and set personal goals. • Explore themes through poetry, prose and other media. • Articulate a personal response and find evidence to support this.

Poetry and Performance

5	• Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.



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?

EYFS & KS1

Children will learn a model text through actions and a text map. Internalising the text through repetition, allows children to develop an understanding of the structures and language that they can then apply to their own writing. They are encouraged to develop their understanding of audience and purpose when 'writing as a reader' through characters, setting and effective language. Our writers are then able to change elements of the model text using their own ideas, toolkits and success criteria. They then apply this to the innovation and invention stages of writing with modelling and support.

LKS2

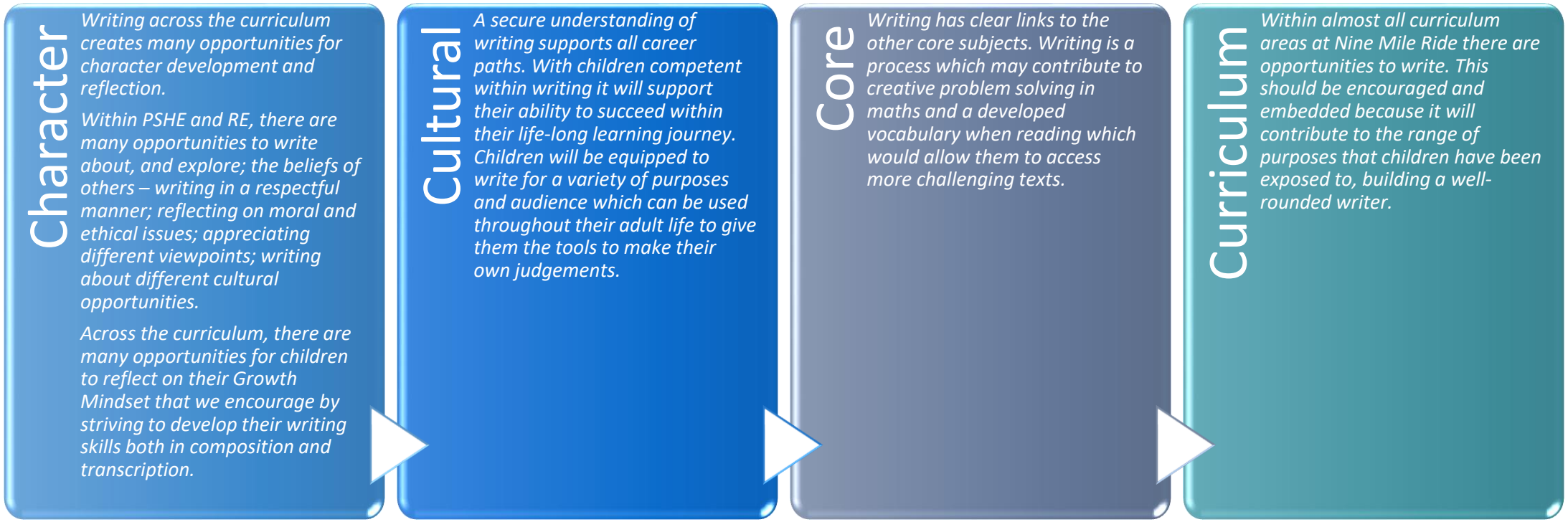
In Lower Key Stage 2, children will spend more time on the innovation and invention phases as they will have developed a sound understanding of the Talk for Writing sequence. Allowing them to draw upon a range of model texts, toolkits and success criteria to support and develop their writing for a range of audiences and purposes.

UKS2

Upon reaching Upper Key Stage 2, the children will have acquired a greater understanding of writing through a range of model texts across a variety of genres. They continue to explore model texts to understand how to write effectively, including key features, language and structure. This is then applied to each purpose of writing (to entertain, inform, persuade and discuss) through tasks that build independent writing as part of the invention phase.

Writing Intent and Purpose

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



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.

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	• 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	• 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	• Defeating the monster tale: The Lighthouse Keeper's Lunch • Warning tale: Little Red Riding Hood • Meeting tale: The Enormous Crocodile	• Wishing tale: the Firework Maker's Daughter • Defeating the monster tale - Grand Pharoah Terrace • Fantasy setting - The Magician's shop	• Settings and description: Escape from Pompeii • Finding tale: The Polar Bear's Son • Journey tale: Stuart Little • Suspense: The Nightmare Man	• Suspense: Alien landing • Warning tale: Daedalus and Icarus • Fables: The Fox and the Crane • Losing Tale: The Gas Mask • Historical Fiction: Rose Blanche	• 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	• Rhyming stories	• Firework poetry	• Patterned Poetry:The Magic Box • Riddles: Stegosaurus Riddle	• Observation - Candle Flame	• The Cave of Curiosity • Senses: The Sound Collector	• Six Ways to Look at a Moon • A Boy's Head	• Remembrance poetry • Sonnets

Writing Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non Fiction	• Labelling • Name writing • Non-fiction: Surprising Sharks; Mini-beasts • Recount: garage trip; farm trip • Instructions: Biscuit Bear	• Instructions: How to make a stir fry • Persuasion: postcards • Recount: trip to Windsor • Non-chronological report: Tell Me a Dragon	• 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	• Persuasion: Letter to King James I • Recount and report: King Tut in Murder Mystery • Playscript: Harry Potter and the Cursed Child	• 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	• 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	• 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

Nine Mile Ride School

Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
5	• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • Consistently link ideas across paragraphs. • Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	• Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • Regularly use dialogue to convey a character and to advance the action. • Perform their own compositions confidently using appropriate intonation, volume • and movement so that meaning is clear.

Writing Progression Map – Grammar and Punctuation

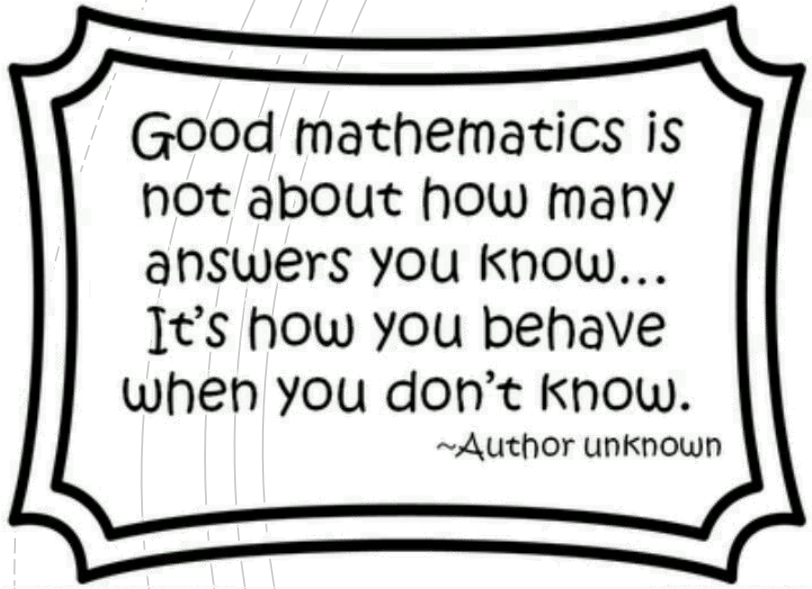
	Sentence Construction and Tense	Use of Phrases and Clauses
5	• use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • Ensure the consistent and correct use of tense throughout all pieces of writing.	• Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). • Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
	Punctuation	**Use of Terminology**
5	• Use commas consistently to clarify meaning or to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis.	• Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

Writing Progression Map – Presenting Appropriately

5	• Has a clear and consistent writing style • Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency.

Spelling

Coverage	Spelling Rules
5 • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	tial / cial able / ible cious / tious ant / ent, ancy / ency



Mathematics

- 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.

White Rose

Power Maths

Number Sense Maths

Mathematics Implementation and Pedagogy

Why is mathematics taught in this way?

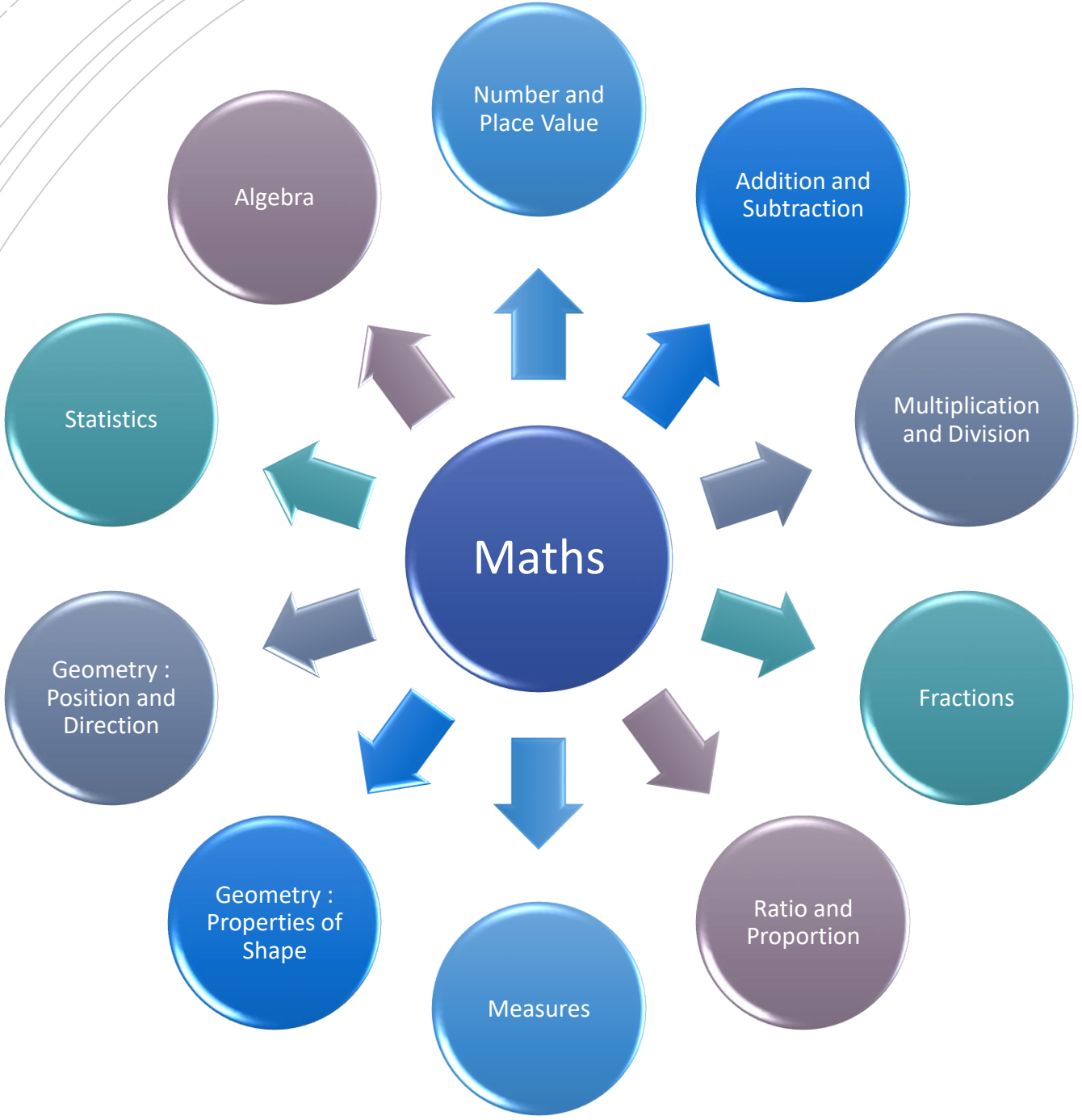
- The mastery approach which is promoted in England is based on the approach to maths teaching adopted in Shanghai. Pupils taught using this approach consistently achieve high standards the PISA tests, which compare 15-year-olds in school systems across the developed world. This approach has been promoted 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 our during year 4.
- Children will also show an 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



Nine Mile Ride School

Mathematics Breadth and Progression Map – Number and Place Value

	Counting	Comparing Numbers	Rounding
5	• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Count forwards or backwards in steps of powers of 10 for any given number up to one million.	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	• Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000.

	Identifying and Representing Numbers	Reading and Writing Numbers and Recognising Place Value	Problem Solving
5		• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• Solve number problems and practical problems that involve all of the above.

Mathematics Breadth and Progression Map – Addition and Subtraction

	Mental Calculations	Written Calculations	Number Bonds
5	• Perform mental calculations, including with mixed operations and large numbers.	• Add and subtract whole numbers with more than 4 digits, including using formal written methods.	

	Problem Solving	Inverse Operations
5	• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Mathematics Breadth and Progression Map – Multiplication and Division

	Multiplication and Division Facts	Order of Operations	Mental Calculations
5			• Multiply and divide numbers mentally drawing upon known facts. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

	Written Calculations	Inverse Operations
5	• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	

	Problem Solving	Multiples, Factors, Primes, Squares and Cubes
5	• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) .

Mathematics Breadth and Progression Map – Fractions

	Counting in Fractions	Recognising Fractions	Comparing Fractions
5		• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	• Compare and order fractions whose denominators are all multiples of the same number.

	Comparing Decimals	Equivalence (including Fractions, Decimals and Percentages)	Rounding Decimals
5	• Read, write, order and compare numbers with up to three decimal places.	• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$). • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100.	• Round decimals with two decimal places to the nearest whole number and to one decimal place.

	Adding and Subtracting Fractions and Decimals	Multiplying and Dividing Fractions and Decimals
5	• Add and subtract fractions with the same denominator and multiples of the same number. • Recognise and convert mixed numbers and improper fractions.	• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Mathematics Breadth and Progression Map – Measures

Comparing and Estimating	
5	• Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring). • Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water).

Measuring and Calculating	
5	• Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.

Telling the Time	
5	• Solve problems involving converting between units of time.

Mathematics Breadth and Progression Map – Measures

Converting Units of Measurement	
5	• Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Solve problems involving converting between units of time. • Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.

Angles	
5	• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Identify: – Angles at a point and one whole turn (total 360°) – Angles at a point on a straight line and ½ a turn (total 180°) – Other multiples of 90°.

Mathematics Breadth and Progression Map – Geometry

	Identifying and Drawing Shapes and their Properties	Comparing and Classifying Shapes
5	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Draw given angles, and measure them in degrees (°).	• Use the properties of rectangles to deduce related facts and find missing lengths or angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

	Position, Direction and Movement	Pattern
5	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	

Mathematics Breadth and Progression Map – Statistics

	Interpreting, Constructing and Presenting Data	Solving Problems
5	• Complete, read and interpret information in tables, including timetables.	• Solve comparison, sum and difference problems using information presented in a line graph.

Curriculum – STEM Faculty

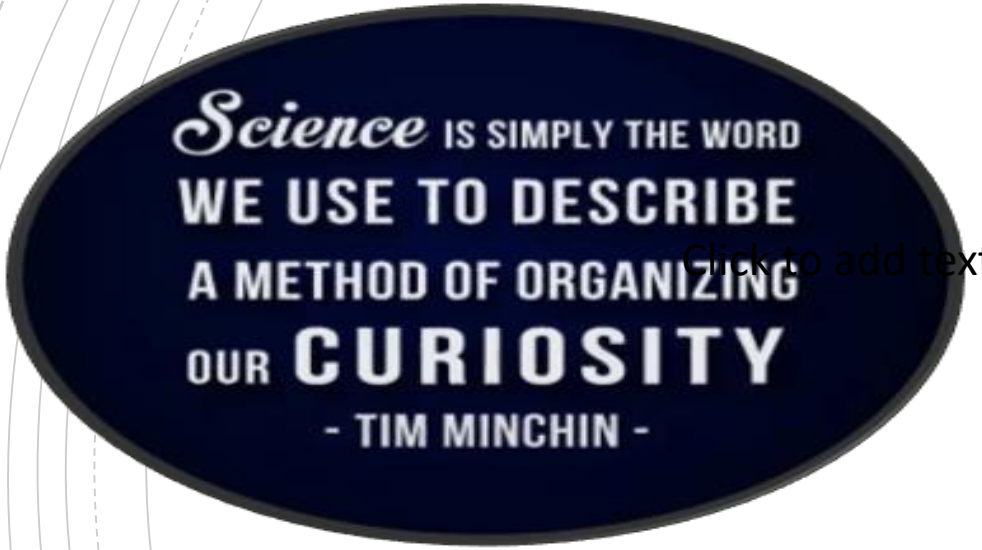
It is our belief that it is vital for all children to question, find problems and most importantly find ways to solve those problems. Through the subjects of mathematics, science, design technology and computing, we aim to teach children to be interested in these concepts to allow them to help shape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

Science

Design Technology

Computing

Nine Mile Ride School



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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?

EYFS

Understanding the World

Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. .

Expressive arts and design

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

KS1

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

LKS2

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

UKS2

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

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 use 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.

Science Implementation and Pedagogy

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.

Science Implementation and Pedagogy

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	Plants Explore the natural world around them, making observations and drawing pictures of plants. Animals, including humans Explore the natural world around them, making observations and drawing pictures of animals. 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. Living things and habitats 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.	Plants Identify, name and describe the structure of a variety of common wild and garden plants, including trees. Animals, including humans 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.	Living things and habitats Explore differences between things that are living, dead, have never been alive; name and describe habitats; describe sources of food, using simple food chains. Plants Describe how seeds and bulbs grow; find out what plants need to grow. Animals, including humans Know that animals have offspring; the basic needs of animals; healthy lifestyle .	Animals, including humans Identify that animals need the right type of nutrition; identify use of skeleton am muscles in animals and humans. Living things and habitats Classification keys to group animals; changing environments.	Animals including humans Identify different teeth; describe the digestive system; construct and interpret food chains. Plants Identify functions of parts of flowering plants; water transportation; within plants; life cycle of flowering plants.	Living things and habitats Describe differences in life-cycles; describe the process of reproduction in some plants and animals. Animals, including humans Describe changes as humans develop to old-age.	Living things and habitats Describe and give reasons for classification. Animals, including humans Identify and name parts of the circulatory system; recognise the impact of diet, drugs and exercise; describe transportation of nutrition. Evolution and inheritance Recognise that living things have changed over time, and that fossils provide information recognise variation; explain adaptation.

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	• 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.	• 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.	• 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.	• 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 5 – Living things and habitats

Year 5 – Animals, including humans

Year 5 – Properties and Changes of Materials

Year 5 –Earth and Space

Year 5 – Forces

Science - Knowledge Organisers

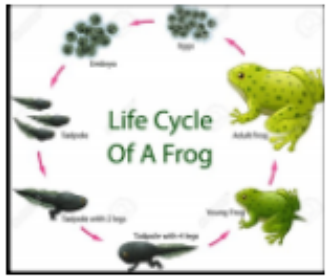
TOPIC: Living things and their habitats	YEAR: 5	KEY CONCEPT : Living Things

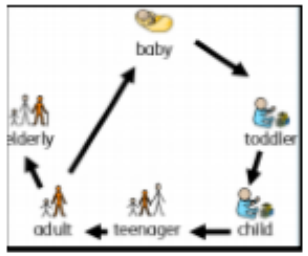
What should I already know?

- Recognise that living things can be grouped in a variety of different ways
- Group and identify some living things in our local and wider environment
- Recognise that environments change and the dangers these have to living things.

What will I know by the end of the unit?

What is reproduction ?	• Sexual reproduction requires two parents with female and male gametes (cells) • Asexual reproduction will produce offspring that is identical to them and it requires only one parent.
How do plants reproduce?	• Male Gametes can be found in the pollen • Female Gametes can be found in the Ovary • Pollination occurs when pollen from another anther is transferred to the stigma by the bees and other insects • The pollen then travels down and meets the Ovule which causes seeds to form • Seeds are then dispersed which causes germination to occur again
What are examples of lifecycles?	• The lifecycles of mammals, birds and amphibians and insects have differences and similarities.





Scientific investigation (TAPS)

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.	• Can children present their research clearly? • Can children present using scientific language?

Key vocabulary

Anther	The part of a stamen that releases the pollen
Bulb	A root shaped like an onion which grows into a plant
Cell	The smallest part of a plant that allows it to function independently
Dispersed	Scattered, spread, or separated through a large area
Fertilization	Male and female gametes meet to form a seed or an embryo
Germination	If a seed germinates or is germinated, it is growing
Life cycle	The series of changes that an animal or plant passes through from the beginning of it's like, to it's death
Metamorphosis	A person or a thing that develops or changes into something completely different.
Pollination	To pollinate a plant or tree means to fertilize other flowers of the same species so that they produce seeds
Pollen	A fine powder produced by flowers. It fertilizes other flowers of the same species so that they produce seeds.
Reproduction	When an animal or plan produces one or more individual similar to itself
Stigma	The top of the center of a flower which takes in pollen

TOPIC: Animals including humans	YEAR: 5	KEY CONCEPT : Living Things

What should I already know?

- The simple functions of the basic parts of the digestive system in humans
- The different types of teeth in humans and their simple functions
- Understand a variety of food chains and know what a producer, predator and prey is.

What will I know by the end of the unit?

Describe the changes as humans develop to old age.	• Describe the difference in the life cycles of mammals, animals, an amphibian, an insect and a bird • Life cycles develop in cycles. • Understand that the lifecycles of different mammals and animals are different to each other.

Scientific investigation (TAPS)

Describe the changes as humans develop to old age

Take measurements using a range of different materials	• Can children record and present results clearly?

Key vocabulary

Adolescent	The process of developing from a child into an adult
Adult	A person who is fully grown or developed
Asexual reproduction	Offspring get genes from one parent so are clones of their parents
Child	A young human being below the age of puberty or below the legal age of majority
Foetus/ Fetus	An unborn or unhatched offspring of a mammal, in particular an unborn human more than eight weeks after conception
Gestation	The time of developing inside the womb between conception and birth
Life expectancy	The average period that you may expect to live
Mammal	A warm blooded vertebrate animal, distinguishable by the possession of hair or fur, females secreting milk for young and typically giving birth to live young
Offspring	A persons child or children/ an animals young
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction
Reproduction	The production of offspring by a sexual or asexual process
Sexual reproduction	Offspring get genes from both mum and dad, inheriting a mix of features from both

TOPIC: Properties and changes of materials	YEAR: 5	KEY CONCEPT : Properties of Materials

What should I already know?

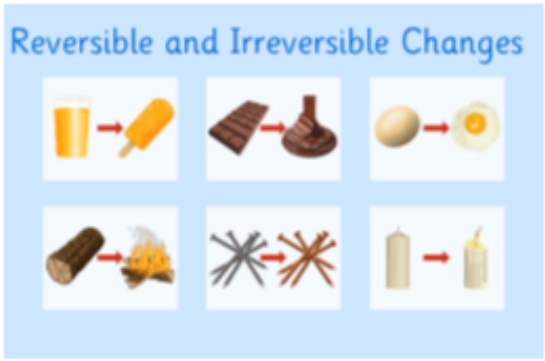
- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- The shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Know the different between an object and the material from which it is made.
- Know the names of different everyday materials including woods, plastic, glass, metal, rock and water.
- Group everyday materials based on their simple physical properties.

What will I know by the end of the unit?

Materials have physical properties which can be investigated and compared	• Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity, and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Decide how mixtures might be separated, including through filtering, sieving and evaporating • Know that dissolving, mixing and changes of
The physical properties of materials determine their uses.	• Compare the use of different everyday materials such as metals, wood, plastic.

Scientific investigation (TAPS)

Know that some materials will dissolve in a liquid to form a solution	
Gather and record data of increasing complexity using tables	• Can children record data clearly and accurately? • Can children record repeat readings?
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials	
Plan different types of scientific enquiry including recognising and controlling variables	• Can children plan and carry out a fair test to compare the absorbency of different brand nappies? • Can children explain why the test is/is not fair?
Compare everyday materials on basis of their thermal conductivity **Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.**	
Use test results to make predication to set up further comparative and fair tests	• Can children carry out an investigation to test a hypothesis?
Know that some materials will dissolve in a liquid to form a solution	
Plan scientific enquiry to answer question and recognise and control variable where necessary	• Can children plan a fair test to investigate factors affecting the speed which solids dissolve in water?



Key vocabulary

Conductor	A material or device which allows heat or electricity to carry through
Dissolve	When something solid mixes with a liquid and becomes part of the liquid
Evaporation	The process of turning from liquid to vapour
Flexible	Capable of bending easily without breaking
Gas	An air-like fluid substance which expands freely to fill any space available
Insulator	A substance that flows freely but can be measured by volume e.g water or oil
Irreversible	Cannot be reversed back to its original state
Liquid	A substance that flows freely but can be measured by volume e.g water or oil
Magnetic	Capable of being magnetized or attracted by a magnet
Material	The matter from which a thing is or can be made from
Opaque	Not able to see through, not transparent
Reversible	Able to be reversed back to its original state
Solid	Firm and stable in shape, not a liquid or fluid
Soluble	Able to dissolved, especially in water
Thermal	Relating to heat
Transparent	Allow light to pass through so that objects behind can be seen

TOPIC: Earth and Space	YEAR: 5	KEY CONCEPT : Physical Processes

What will I know by the end of the unit?

What causes day and night?	The Earth rotates on it's axis anti-clockwise and makes a complete rotation over 24 hours (a day) This makes it appear as the sun moves through the sky but the earths rotation causes day and night Different parts of the earth experience daylight at different times– the means that morning and night are in different places. This is also the reason we have time zones As the earth rotates, shadows that are formed change in size and orientations.
Year length and the seasons	The earth takes 365 and a quarter days to orbit the sun Because of the extra quarter of a day it take to orbit the sun, every four years the Earth is a leap year! It is the Earth tilt that causes seasons
The moon	The moon orbits the Earth anticlockwise and takes approximately 28 days The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the moon The moon has different phases depending on where it is in orbit The moons gravity causes high and low tides.
What is a solar system?	There are 8 planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). Pluto is a dwarf planet They all orbit the Sun, which is a star, and they all have moons The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune) There are also asteroids, meteoroids and comets in the solar system The solar system is in a galaxy called the Milky Way The galaxy is in the universe.

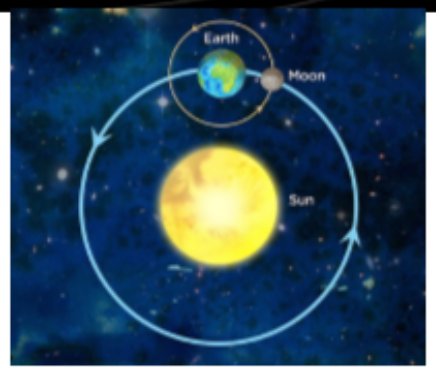
What should I already know?

- We have four seasons (autumn, winter, spring and summer)
- The sun is a source of light but the moon is not
- The a shadow is caused when an object blocks light from passing through it
- The properties of a sphere

Scientific investigation (TAPS)

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Gather and record data using tables and graphs	• Can children design simple tables to record results? • Can children present results as a bar chart or line graph?



Key vocabulary

Asteroid	A rock that orbits the sun in a belt between Mars and Jupiter
Axis	An imaginary line through the middle of something
Comet	A bright object with a long, tail that travels around the sun
Galaxy	An extremely large group of stars and planets. Our galaxy is called the Milky way
Gravity	The force which causes things to drop to the ground
Leap year	A year which has 366 days. The extra day is the 29th February. There is a leap year every four years.
Meteorite	A rock from outer space that has landed on Earth
Orbit	The curved path in space that is followed by an object going around and round a planet, moon or star
Planet	A large round object in space that moves around a star
Shadow	A dark shape on a surface that is made when something stands between a light and the surface
Solar system	The sun and all the planets that go around it
Star	A large ball of burning gas in space
Time zones	One of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of GMT (Greenwich Mean Time)
Universe	The whole of space and all the start, planets and other forms of matter and energy in it.

TOPIC: Forces	YEAR: 5	KEY CONCEPT : Physical Processes

What will I know by the end of the unit?

What is Gravity?	• Objects fall towards the Earth because of the force of gravity acting between the earth and the falling object • Gravity is the force which draws objects and planets towards its center • Gravity keeps all of the planets in orbit around the sun
What is air resistance?	• Air resistance (or drag) acts against gravity on falling objects and this is how a parachute works.
What affects the motion of objects?	• Some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

What should I already know?

- How things move on different surfaces
- That some forces need contact between two objects, but magnetic forces can act at a distance
- Magnets attract or repel each other and attract some materials and not others
- Group a variety of everyday materials on the basis of whether they attract to a magnet
- That magnets have two poles

Scientific investigation (TAPS)

Identify the effect of water resistance.

Explain the degree of trust in the results.	• Can children use test results to make predications relating water resistance to surface area? • Can children identify variables which may affect the results?

Identify the effect of air resistance that acts between moving surfaces

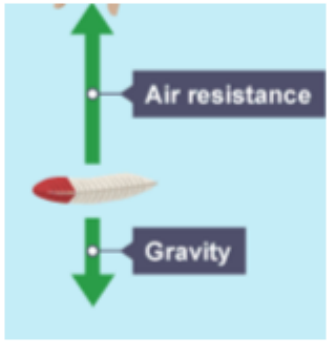
Measure, take repeat readings.	• Can children improve accuracy by repeating measurements? • Can children identify patterns in results?

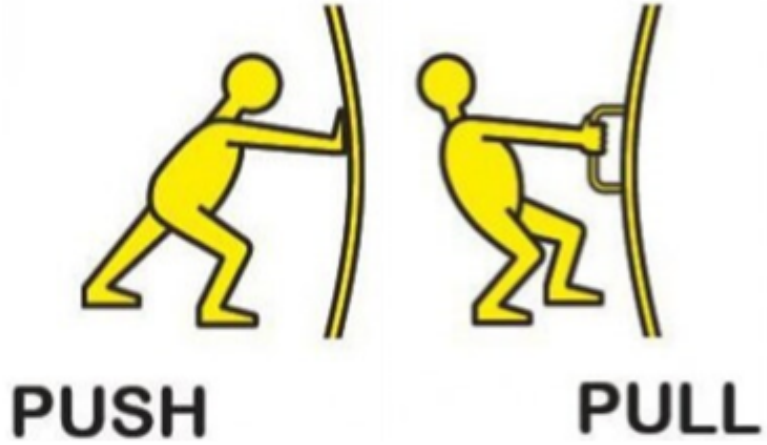
Key vocabulary

Air resistance	A force that is caused by air with the force acting In the opposite direction to an object
Force	A push or pull upon an object resulting from its interaction with another object
Friction	The resistance that one surfact or object encounters when moving over another
Gravity	The force that attracts a body towards the center of the earth
Levers	A rigid bar resting on a pivot that is used to move a heavy object
Pull force	To draw something towards you.
Push force	To move something by using force
Water resistance	A force that is caused by water with the force acting in the opposite direction to an object

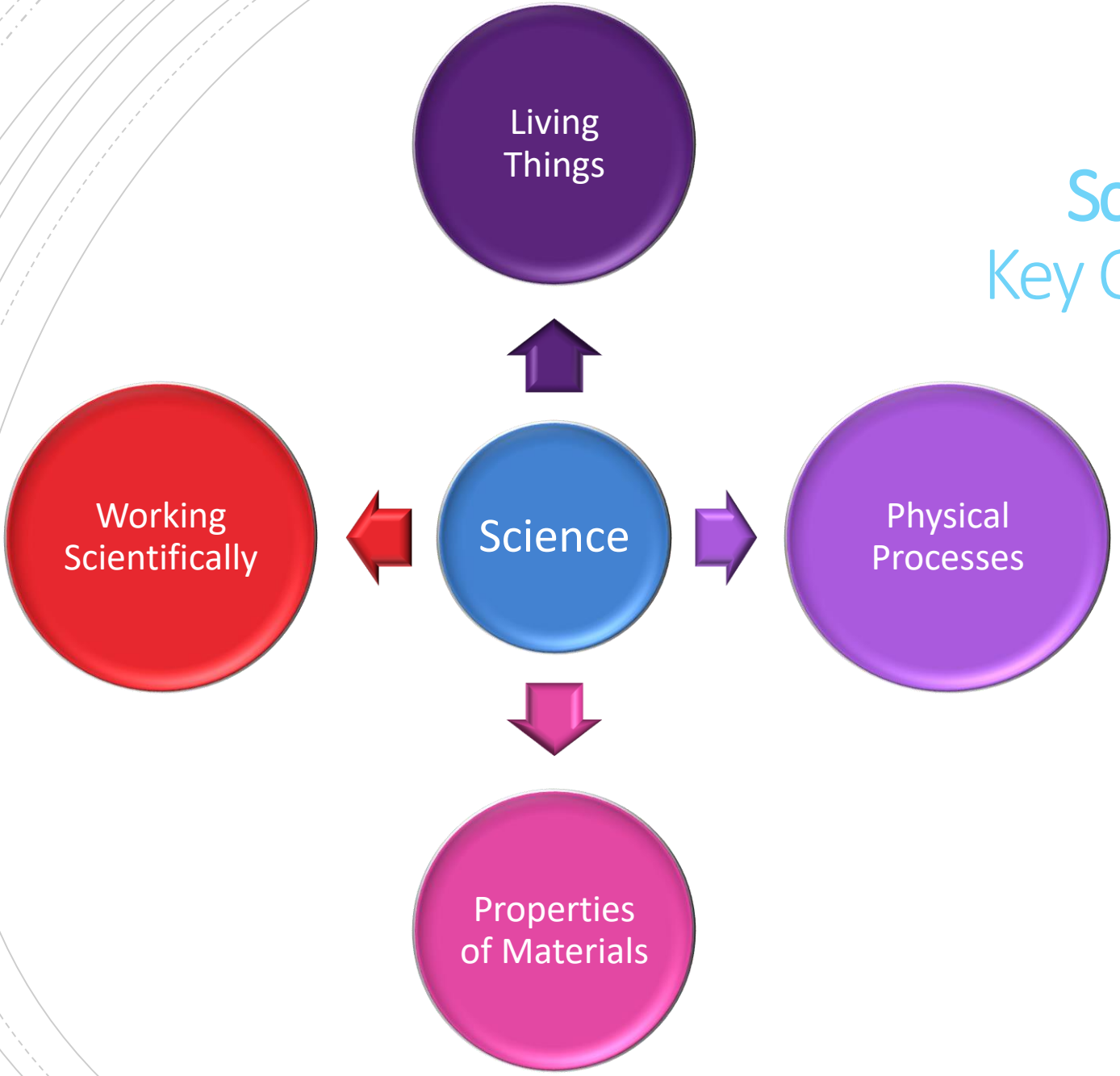
Balanced Forces

Unbalanced forces





Science
Key Concepts



Nine Mile Ride School

Science Progression Map – Living Things

	Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
5	• Have a good knowledge of all basic life processes. • Know how energy is transferred in animals when they digest and absorb food. • Know that plants and animals in a local habitat are interdependent and can explain the terms consumer and producer. • Describe the life processes of reproduction in some Animals, including humans. • Describe the main stages of the life cycles of humans and flowering plants and I point out the similarities.		• Describe the main functions of parts of plants including stamen, stigma, style, petal, sepal. • Know that green plants need light and water to grow well and that plants produce new material from air and water in their leaves. • Know that plants produce flowers which have male and female organs and that seeds are formed when pollen fertilises the ovum. • Describe the process of pollination, fertilisation, seed dispersal and germination.	

Science Progression Map – Properties of Materials

	Grouping and Classifying Materials	Changing Materials	Separating Materials
5	• Describe some metallic properties and use these properties to distinguish metals from other solids. (e.g.. good electrical conductivity.) • Know that indicators are used to distinguish acids from alkalis. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	• Identify a range of contexts in which changes take place. (e.g.. evaporation, condensation.) • Explain how to make things 'dry' more quickly using ideas about factors affecting evaporation e.g. hairdryer warms hair and blows evaporated water away. • Give examples of how heating and cooling materials can cause them to change, and that burning can produce new materials. • Know that temperature can affect the rate at which evaporation or condensation will take place. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Demonstrate that dissolving, mixing and changes of state are reversible changes.	• Use my knowledge of how a mixture can be separated to suggest ways in which other similar mixtures might be separated. • Recognise that dissolving is a reversible change. • Explain why there is a limit to how much solid will dissolve in a liquid and how to recover the solid. • Explain that the larger the volume of water the more solid will dissolve. • Use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Science Progression Map – Physical Processes

	Electricity	Forces	Light and Sound	Earth and Space
5		• Know that weight is measured in Newtons. • Recognise that when an object falls, air resistance is the frictional force of air on objects moving through it and acts in the opposite direction to weight. • Explain that the Earth and objects are pulled towards each other and that this gravitational attraction causes objects to have weight. • Recognise that some mechanisms, including gears, pulleys, levers and springs, allow a smaller force to have a greater effect. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces		• Use models to explain effects that are caused by the movement of the earth. (Eg. length of the day or year.) • Explain the changes in the appearance of the Moon over a period of 28 days. • Independently represent the times of sunrise and sunset in graphs. • Describe the movement of the Earth and other planets relative to the Sun in the solar system.

Science Progression Map – Working Scientifically

	Ideas and Evidence in Science	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
5	• Describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. (eg. Jenner's work on vaccination.)	• Find an appropriate approach when trying to answer a question. • Select from a range of sources of information. • When investigation involves a fair test, I find the key factors to be considered. • Make predictions based on my scientific knowledge and understanding.	• Select apparatus and plan to use it effectively. • Make a series of observations, comparisons or measurements with precision. • Use the computer to collect data • Record observations and measurements systematically. • Use appropriate scientific language and conventions to communicate data.	• Repeat observations and measurements and offer explanations for any differences I encounter. • Draw conclusions that are consistent with the evidence and relate these to scientific knowledge. • Make practical suggestions about how my working methods can be improved.

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 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 21st Century. It provides links to 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.

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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.

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

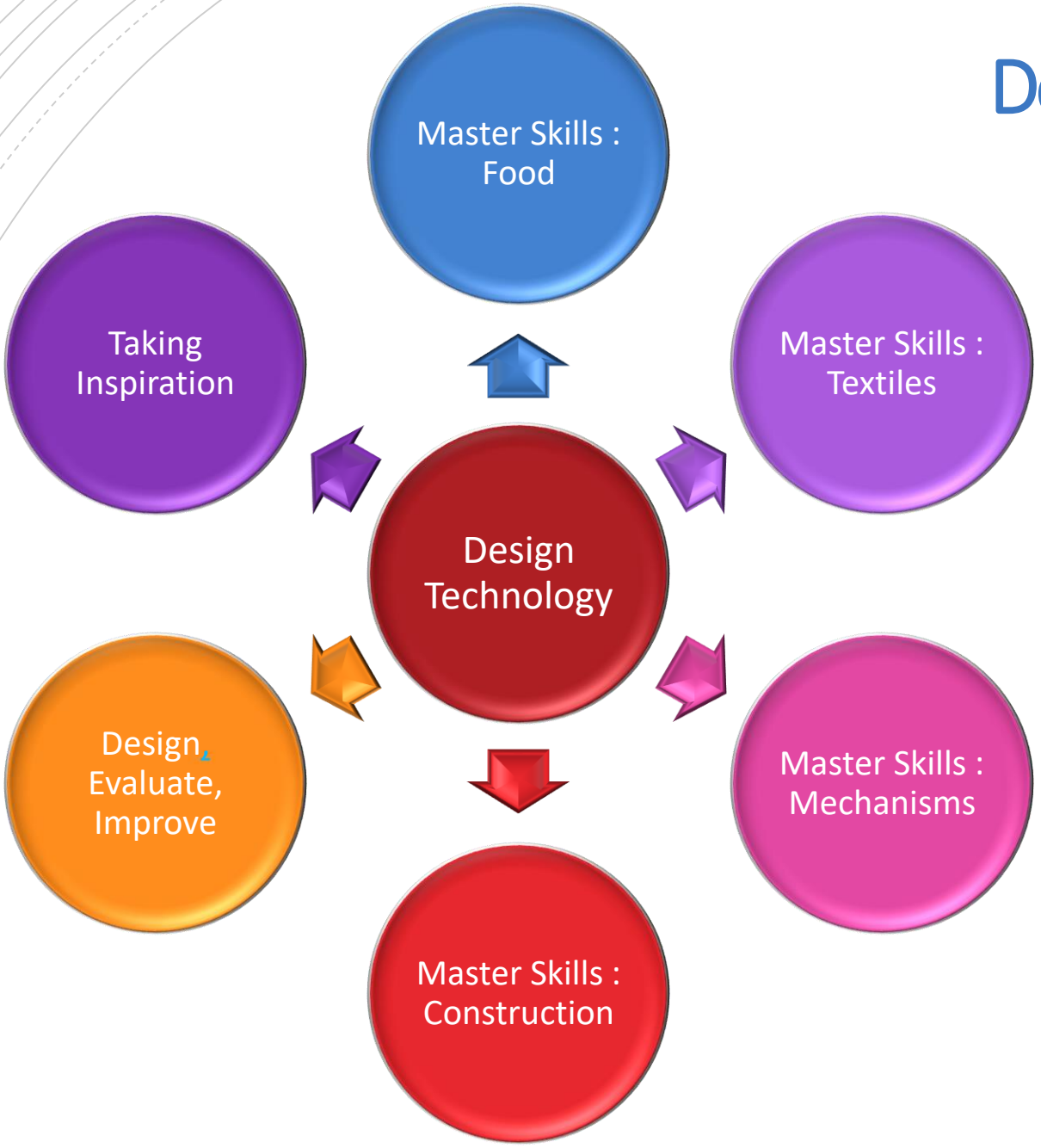
How will we know if children are making progress?

- 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



Nine Mile Ride School

Design Technology Progression Map – Food

5	• Use a range of appropriate tools effectively to make a product. • Create a food product which uses a selection of seasonal ingredients to meet an identified need. (e.g. cultural event). • Understand seasonality and know where and how ingredients are grown, reared, caught and processed. • Know that not all food is grown, reared, caught and processed in the UK. • Use science knowledge of irreversible changes to create food products that combine to make a new material, which then describe using its sensory qualities. • Work in a safe and hygienic way. • Understand that some foods may not be eaten raw, as it is unsafe.

Design Technology Progression Map – Textiles

5	• Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Understand that fabrics can be strengthened, stiffened and reinforced where appropriate. • Textile work incorporates the views of intended users and for the purpose. • Use art skills such as stitching to help create a product that is sturdy and fit for purpose. • Use a blanket stitch to join textiles. • Mark out using own pattern and templates.

Design Technology Progression Map – Construction

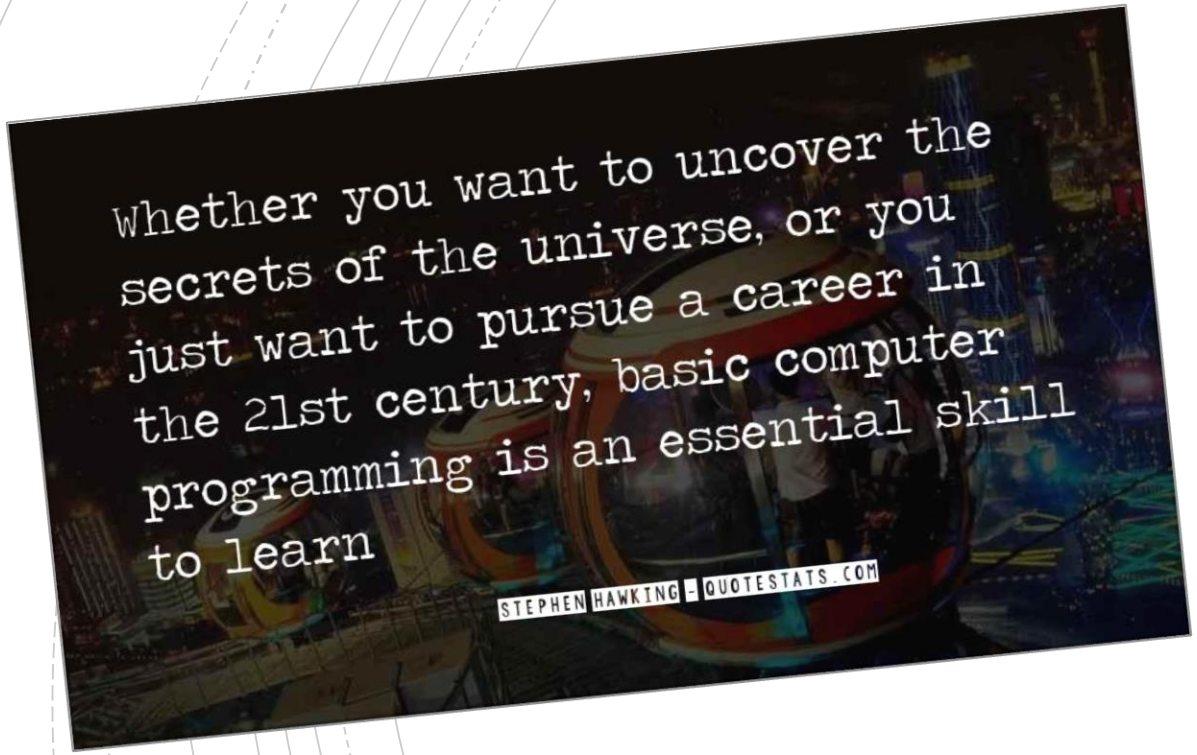
5	• Measure to shape materials accurately with a focus on precision. • Strengthen, stiffen and reinforce more complex structures. • Use a range of materials and components including construction materials. • Make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate.

Design Technology Progression Map – Design, Evaluate and Improve

5	• Generate ideas by collecting and using information. • Take the views of users' into account when designing. • Produce step-by-step plans. • Communicate alternative ideas using words, labelled sketches and models showing awareness of the constraints of a design. • Reflect on designs and develop them bearing in mind the way they will be used. • Create annotated sketches and cross-sectional diagrams.

Design Technology Progression Map – Taking Inspiration

5	• Discuss the work and designs of inspirational individuals and use these to create my own designs • Discuss the impact other inspirational individuals have had on the life we live.



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?

EYFS

Children will be able to:
- be confident in controlling the mouse
- able to independently turn the computer on and off
- program a Beebot with simple commands
- understand that they need to stay safe in the digital world

KS1

Children will be able to:
- understand that an algorithm is a set of instructions for a purpose which must be in the right order
- be able to create simple Word documents and PowerPoint presentations
- to understand that computers are a modern invention and have changed even in their own lifetimes
- understand how to stay safe online

LKS2

Children will be able to:
- have experience of using a coding programme
- be confident users of computing vocabulary
- be able to touch type
- be able to create Word documents and PowerPoint presentations
- understand how to search the internet effectively
- understand some of the risks of the digital world and how to keep themselves safe online

UKS2

Children will be able to:
- use Word, PowerPoint, Excel and Publisher to present information and support learning
- use a range of programming languages
- understand how to program Microbits to manage inputs and outputs
- critically evaluate digital information
- understand online risks and how to manage these so that they can stay safe online

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. Algorithm 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 thought the use of resources and equipment such as data loggers, recording videos and pictures of experiments, investigations and as a mean 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.

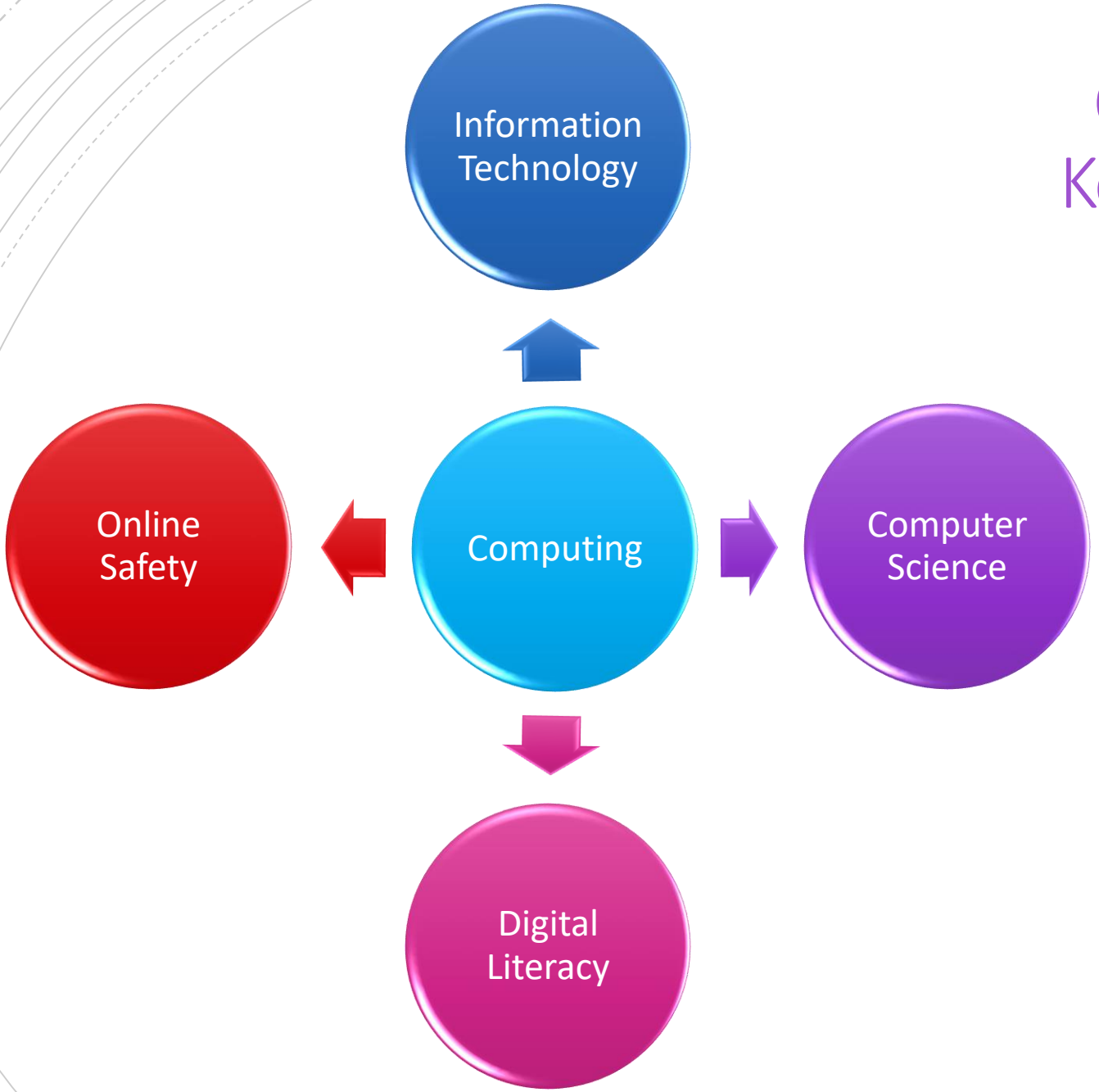
Computing Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	Mouse control – use of Paint package Opening and saving files	Creating a simple PowerPoint presentation Use of Cut, Copy, Paste shortcuts Adding pictures	Creating folders PowerPoint – backgrounds and controlling a presentation Word – changing fonts Use of shape tools to draw	Dance Mat typing; PowerPoint – research and create, transitions Photo editing	Dance Mat typing Word – columns, page breaks, clip art and WordArt	Word – tables, hyperlinks, headings, bullet points, page layouts PowerPoint – slide animations, embedding video Excel – intro to simple formulae; editing images	Publisher – links to MS Office suite 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



Nine Mile Ride School

Computing Progression Map – Information Technology

	Using Software	Graphics and Multimedia
5	• Change the page layout (landscape/ portrait). • Insert tables and hyperlinks into a document. • Confidently format all text to suit the purpose of my document, including using bullet points and sub-heading. . • Use the word count tool to check the length of my document. • Enter data into a spreadsheet, including inserting simple formulae	• Use slide animations and embed video into slides. • Edit images in documents.

Computer Science

	Controlling and Making
5	• Write simple code which uses variables. • Apply my understanding of coding to different development environments.

Digital Literacy

	Using Websites
5	• Have a basic understanding of how the internet is structured. • Know how to cite sources in my work and understand why this is important. • Begin to write a bibliography.

Computing Progression Map – Online Safety

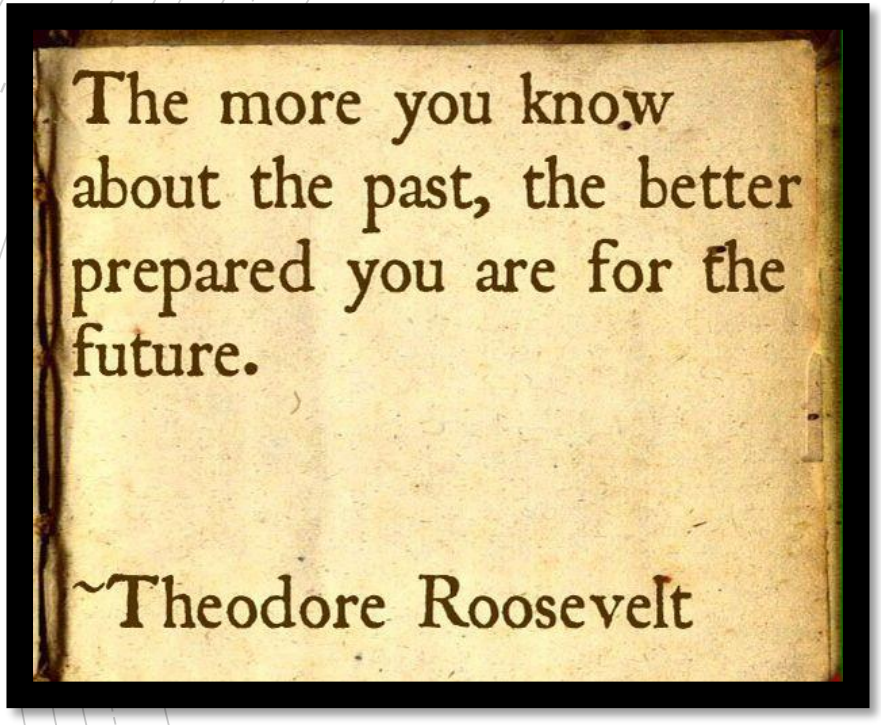
	Online reputation	Online bullying
5	• Explain how my online identity can be different to the identity I present in 'real life'. • Knowing this describe the right decisions about how I interact with others and how others perceive me. • Explain how identity online can be copied, modified or altered.	• Explain what it means to 'know someone' online and why this might be different to knowing someone in real life. Explain what is meant by 'trusting someone online.' Explain why this is different to 'liking someone online.' • Describe strategies for safe and fun experiences in a range of social environments. Give examples of how to be respectful to others online. Explain that there are some people I communicate with online who may want to do me or my friends harm. Recognise that this is not my / our fault.

	Self-image and Identity	Online Relationships
5	•Search for information about an individual online and create a summary report of the information found. •Describe ways that information about people online can be used by others to make judgements about an individual.	•Recognise when someone is upset, hurt, or angry online. •Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. •Explain how to block abusive users. •Explain how I would report online bullying in the apps and platforms I use. •Describe the helpline services who can support me and what I would say or do if I needed their help (e.g. Childline).

Computing Progression Map – Online Safety

	Online information	Health, wellbeing and lifestyle
5	• I understand the difference between online misinformation (inaccurate information distributed by accident) and disinformation (inaccurate information deliberately distributed and intended to mislead). • Explain what is meant by 'being sceptical'. Give examples of what and why it is important to be 'sceptical'. • Explain what is meant by 'hoax'. Explain why I need to think carefully before I forward anything online. • Explain why some information I find online may not be honest, accurate or legal. • Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). • Use search technologies effectively.	• Describe some strategies, tips or advice to promote heathy sleep with regards to technology. • Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

	Privacy and Security	Copyright and Ownership
5	• Create and use strong and secure passwords. • Explain how many free apps or services may read and share my personal information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. • I use different passwords for a range of online services. • Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). • I know what to do if my password is lost or stolen	• Give examples of content that is permitted to be reused. • Demonstrate the use of search tools to find and access online content which can be reused by others.



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?

EYFS

Children will develop their history skills through their knowledge and understanding of the world around them. 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. .

KS1

Changes within living memory: toys

Lives of significant individuals: kings and queens

Events beyond living memory: The Great Fire of London

KS2

Aspect of British history beyond 1066: The reformation and the Gunpowder Plot Earliest civilisations: Ancient Egypt and Roman Empire

Non-European Study: history of North America

Aspect of British history beyond 1066: Tudors

Theme of history beyond 1066: Space exploration

Ancient Greece (linked with Geography study)

Aspect of British history beyond 1066: World War 2

Aspect of British history beyond 1066: The Victorians

Non-European Study: The Mayans

Theme of history beyond 1066: Tudor Theatres

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 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.

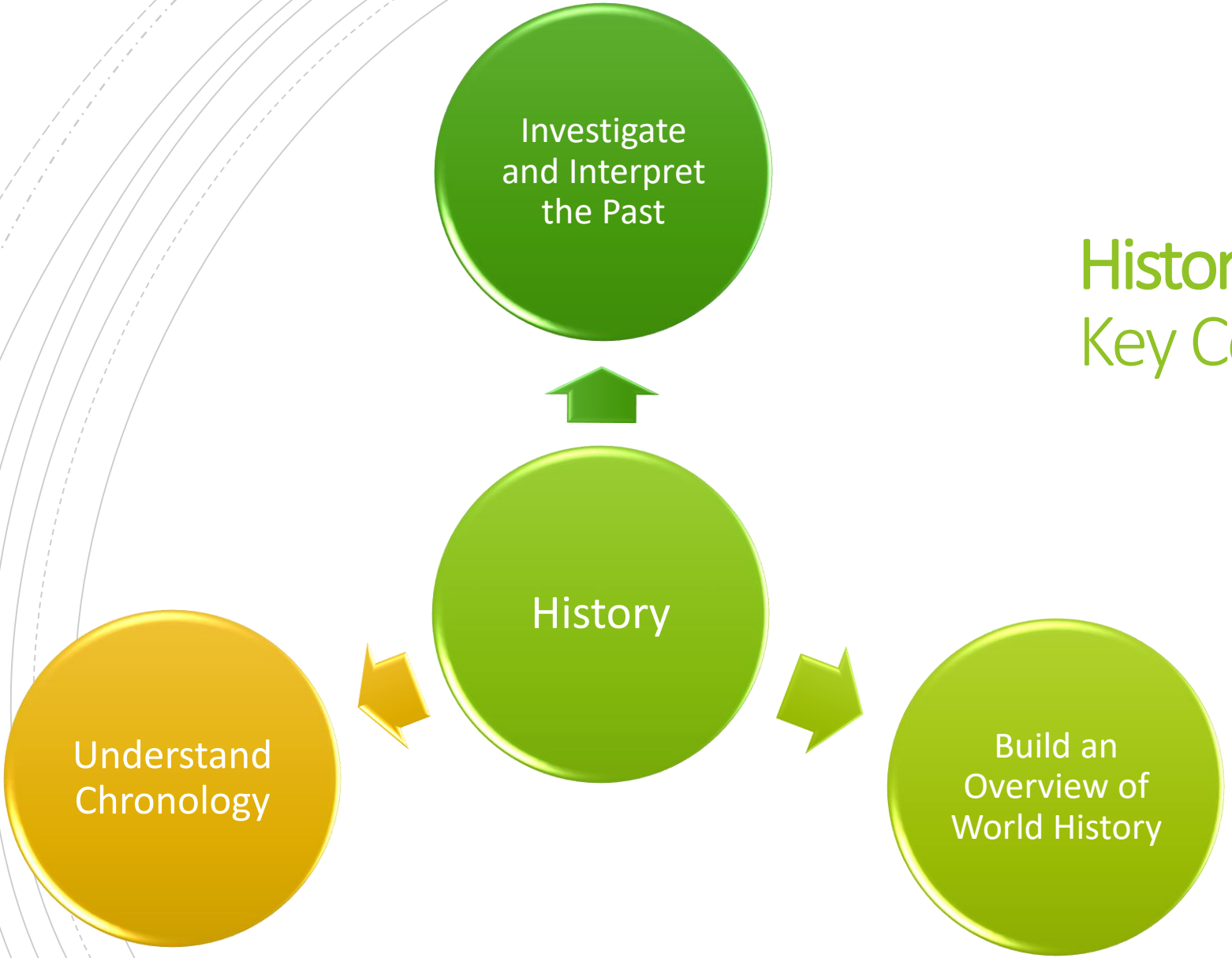
How will we know if children are making progress?

- 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
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. 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.	Changes within living memory: toys Lives of significant individuals: kings and queens	Events beyond living memory: the Great Fire of London	Aspect of British history beyond 1066: The reformation and the Gunpowder Plot Earliest civilizations: Ancient Egypt	Roman Empire Non-European Study: history of North America Aspect of British history beyond 1066: Tudors	Theme of history beyond 1066: space exploration Ancient Greece Aspect of British history beyond 1066: World War 2	Aspect of British history beyond 1066: The Victorians Non-European Study: The Maya Theme of history beyond 1066: Tudor theatres

History
Key Concepts



Nine Mile Ride School

History Progression Map – Investigate and Interpret the Past

	Historical Interpretation	Historical Enquiry	Historical Representation
5	• Know that people both now and in the past represent events or ideas in a way that persuades others. • Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.	• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.	• Present my findings about the past in an interesting way, using a variety of forms. • Use dates and terms accurately.

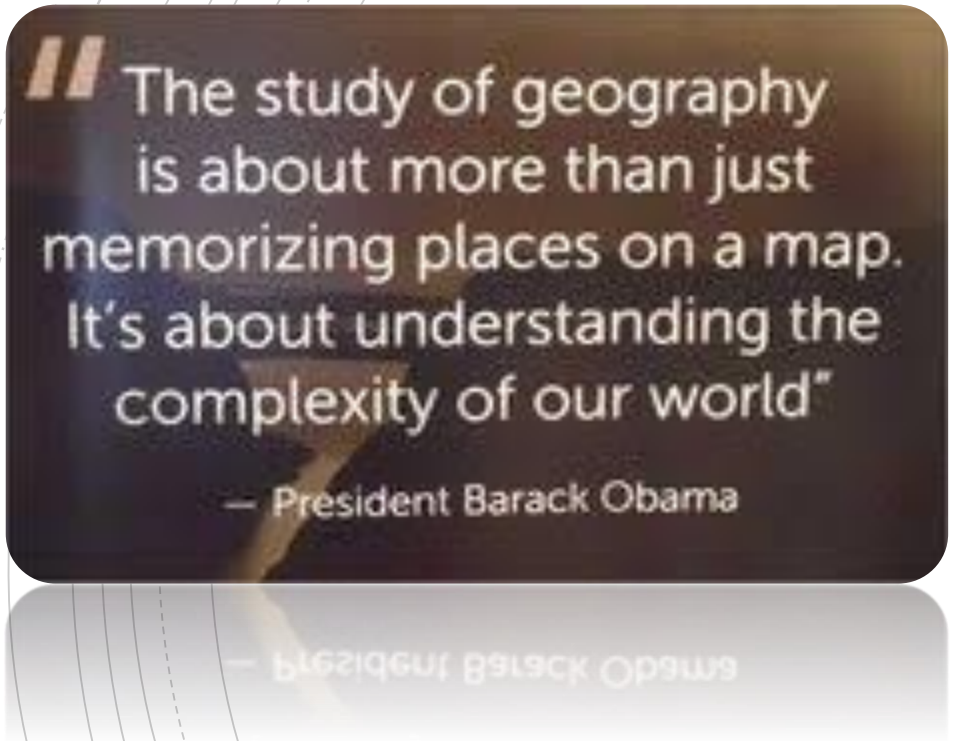
Build an Overview of World History

5	• With help, choose reliable sources of factual evidence to: – describe the houses and settlements; – the culture and leisure activities; – the clothes, way of life and actions; – the buildings and their uses; – the things people believed in; – what was important to people; – how the lives of rich and poor people differed in the past . • Give reasons why changes may have occurred, backed up by research. • Show changes that have been identified on a timeline.

History Progression Map – Understanding Chronology

5

- Use a time line to place events I have found out about both in this country and abroad.
- Understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).
- Describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural').
- Name the date of any significant event from the past that I have studied and place it in the right place on a time line.
- Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.



Geography

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

Nine Mile Ride School

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?

EYFS

Children will develop their geography skills through their knowledge and understanding of the world around them.

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.
Linking to their local community.

KS1

Children will develop an awareness and understanding of their Local area as well as their locational knowledge: continents and countries of the world; United Kingdom and their capital cities.

Topics such as 'We're going on a bear hunt' (Yr1) and Seaside Rescue (Yr2) will support the teaching and learning of key geography skills such as developing map work and making country contrasts/comparisons

LKS2

Children will continue to further develop skills and fieldwork such as using maps, atlases and globes. They will develop their human and physical geography: through the study of London - past and present and water cycle; biomes. They will develop their place knowledge through the study of North America

UKS2

Children in Years 5 and 6 will further develop and deepen their locational knowledge by demonstrating their knowledge of countries and continents within the world; position and significance of global lines, tropics, circles and time zones; maps of Europe and UK. Their skills and fieldwork will be further developed through observation, measurement and recording features; use of compasses; grid references and the use of ordinance survey maps. They will compare the UK with Greece (Yr5) and study South America (Yr6) to further their place knowledge and ability to make comparisons and contrasts between countries. Human and physical geography will be developed as part of learning about features of Jurassic Coast.

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.

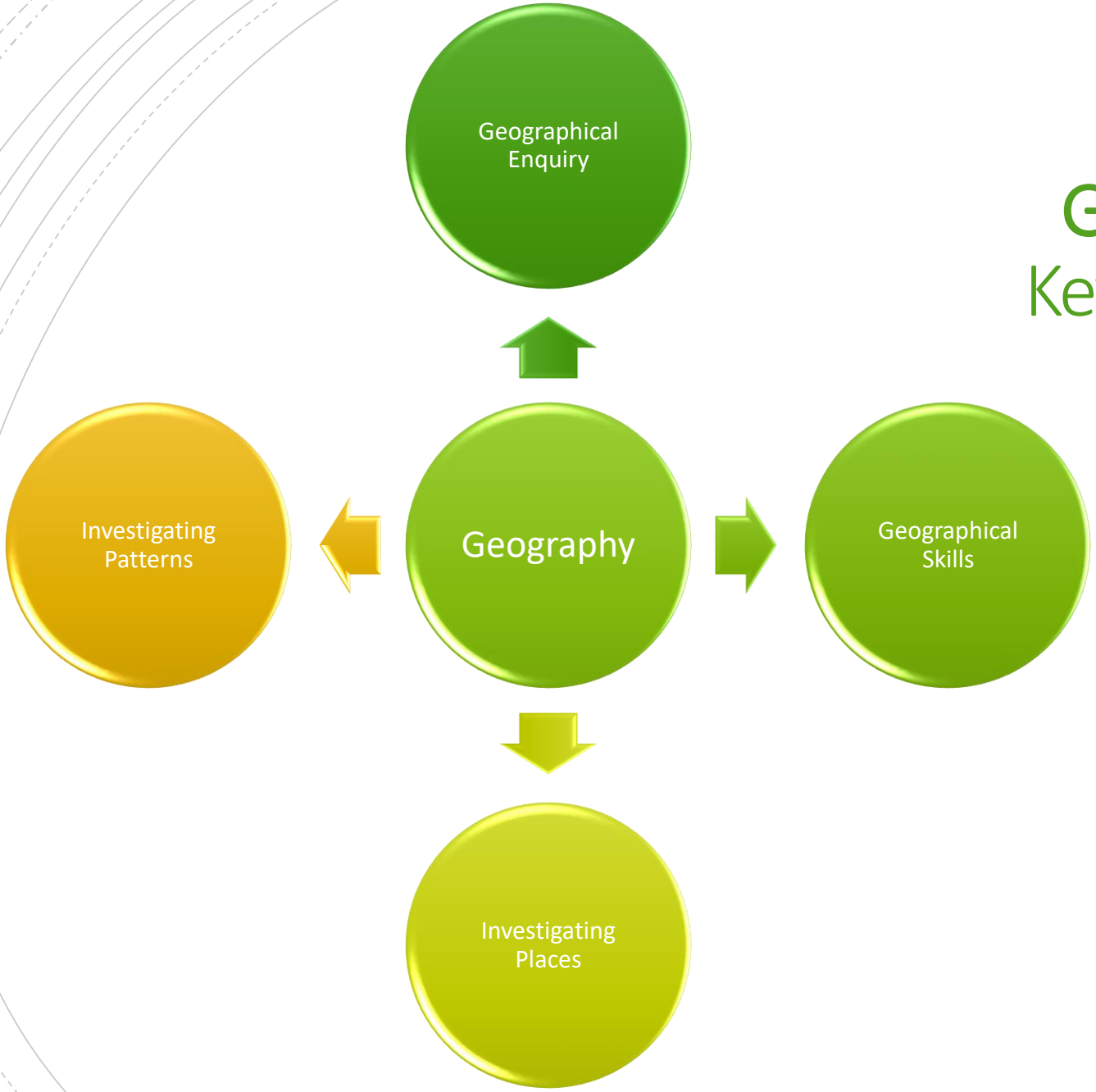
How will we know if children are making progress?

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

Geography
Key Concepts



Nine Mile Ride School

Geography Progression Map – Geographical Enquiry

	Questioning	Collecting Evidence	Analysing Evidence	Handling Information	Viewpoint
5	• Think about what changes may occur to a place in the future	• Collect statistics about people and places and present them in the most appropriate ways.	• Find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.	• Choose the most appropriate maths skills to help record and present observations. (Charts, graphs, tables, scales etc).	• Describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. • Choose the most appropriate writing skills to communicate what I know. • Choose which of my ICT skills to use to help find out information.

Geography Progression Map – Geographical Skills

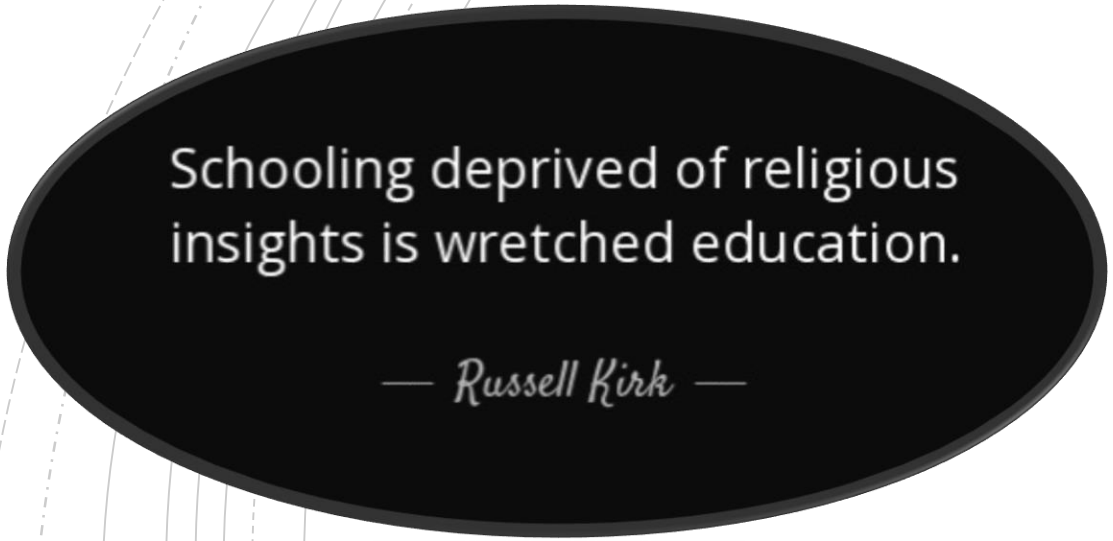
	Identify Features and Language	Fieldwork	Mapping	Drawing Maps and Plans
5	• Use the terms physical and human accurately and can describe these features. • Confidently use geographical words.	• Make detailed field sketches of the features of a location, labelling them with appropriate geographical words. • Create field sketches which show layouts, patterns or movement (as appropriate). • Make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way.	• Look at and make detailed maps of areas being studied. • Use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. • Know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. • Understand the term GMT.	• Draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. •

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
5	• Describe where a place is using the 8 points of the compass, continent, country, region and names of towns, cities, and rivers. • Describe places in terms of its economic development as well as other features. •	• Name the significant places and features of a being studied, comparing it to my home country. • Name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica) • Name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo). • Name the six countries with the highest populations (Brazil, China, India, Indonesia, Russia, and USA. • Name and locate the areas of origin of the main ethnic minority groups in the United Kingdom (Bangladesh, the Caribbean, India, Pakistan, the Republic of Ireland).		• Compare and contrast places that studied using the physical and human features for comparisons, and knowledge of continents, countries, climate, temperature, and economy. • Give some reasons for the similarities and differences between places, using geographical language and what is known about relationships between countries.

Geography Progression Map – Investigating Patterns

	Patterns and Processes	Environmental Change and Stability
5	• 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) or the parts of a coastline (river mouth, beach, cliffs, stacks, caves). • Explain the process of erosion and deposition (at either the coast or in a river). • Know how erosion, deposition and flooding can affect people.	• Keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. • Collect temperature and rainfall information and keep this on a class record sheet throughout the school year. • Summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. • Suggest more than one solution as to how a locality can be improved. • Know how I can contribute to a reduction in climate change. • Summarise ways that people are trying to manage an environment



Religious Education

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

Nine Mile Ride School

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 Bristish 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 though 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.

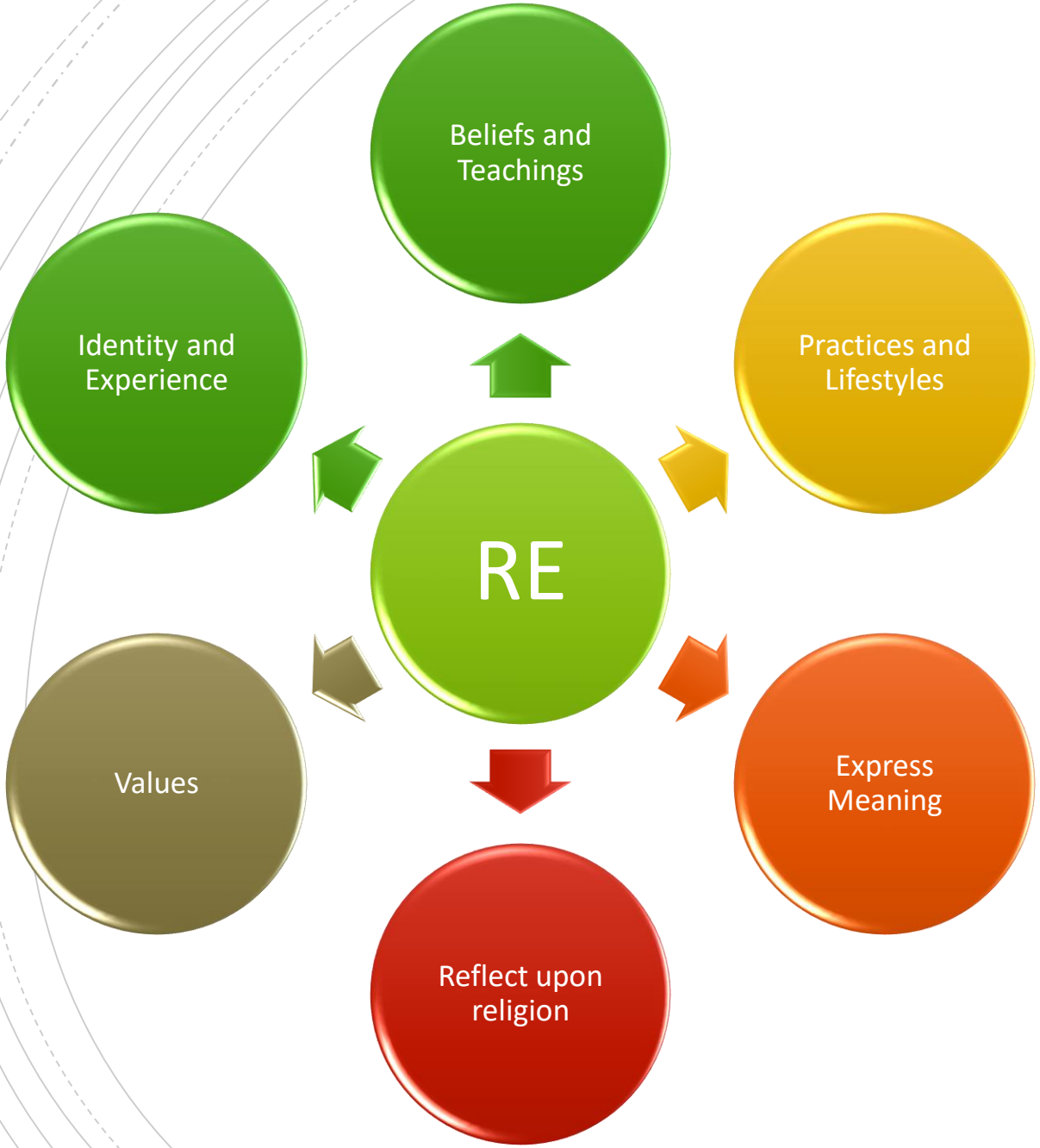
Religious Education
Implementation and Pedagogy

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



Religious Education
Key Concepts

Nine Mile Ride School

Religious Education Progression Map – Beliefs and Teachings

5
- Explain the significance of some religious beliefs, teachings and events for members of faith communities.
- Begin to describe some differences and similarities between religions.

Practices and Lifestyles

5
- Explain the practices and lifestyles involved in belonging to a faith community.

Express Meaning

5
- Explain some of the differing ways that believers show their beliefs, ideas and teachings.
- Use a range of sources to interpret information about a religion.

Religious Education Progression Map – Reflect Upon Religion

5	• Ask questions and suggest answers about the significant experiences of others, including religious believers. • Explain my own ideas and beliefs about ultimate questions.

Values

5	• Ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings.

Identity and Experience

5	• Recognise that commitment to a religion can be shown in a variety of ways.

Languages

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

Languages Intent and Purpose

Why do we teach languages?

The purpose of our languages education at Nine Mile Ride is to foster pupils' curiosity and deepen their understanding of the world. The teaching of French through years 3 to 6 should enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read examples of literature in French. Language teaching should provide the foundation for learning further languages as children progress to their secondary schools, eventually equipping pupils to study and work in other countries.

What is the aim of our curriculum for languages?

Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of Our curriculum for French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers. Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Languages Intent and Purpose

What do we teach in our languages curriculum?

Lower KS2

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.

Upper KS2

These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Languages Intent and Purpose

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

Character

Children will develop awareness of the importance of communication in developing understanding, a core aspect of our LORIC curriculum.

Cultural

Through studying French, children will develop their understanding of the world, learning more about another country and the links it has with Britain.

Core

Children will be developing reading, writing and speaking and listening skills during their language's education at Nine Mile Ride, all of which will serve to reinforce their key skills within their English curriculum.

Curriculum

Children will have opportunities to sing French songs (Music), explore French literature and art (Art) and find out more about the country of France and its key features (Geography).

Languages Implementation and Pedagogy

How is language taught at Nine Mile Ride?

- At Nine Mile Ride we we follow the Twinkl PlanIt scheme of work for French. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Lessons occur weekly in years 3-6, taking 30-45 minutes.
- Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

Languages Implementation and Pedagogy

Why is language taught in this way?

- The British Council generated a report - 'Languages for the Future' in 2017, which detailed the need for more children to learn a language. As a nation, on 37% of adults say that they are able to hold a basic conversation when abroad. The number of students continuing language study beyond age 13 is getting ever smaller. For this reason, at Nine Mile Ride we feel that it is important for children to be introduced to languages in a fun and engaging way.
- The most recent studies in the teaching of language should focus less on grammar-translation and more on developing communication. By building learning from word level to sentence level work, through listening, speaking, reading and writing, children will be able to communicate more effectively over the four years they are learning French at Nine Mile Ride.
- Languages are learned at different paces for different children, and through the progressive nature of the scheme we use, children will be able to revisit and recap topics and vocabulary regularly in order to develop their understanding of the language.

What is our intended impact?

- Using the full range of Twinkl PlanIt resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as summative assessments aimed at targeting next steps in learning.

Languages Breadth of Knowledge

Year 3	Year 4	Year 5	Year 6
• Getting to know you • All About Me • Food Glorious Food • Family and Friends • Our School • Time	• All Around Town • On the Move • Going Shopping • Where in the World? • What's the Time? • Holidays and Hobbies	• Getting to know you • All About Ourselves • That's Tasty • Family and Friends • School Life • Time Travelling	• Let's Visit a French Town • Let's Go Shopping • This is France • All In A Day

Languages
Key Concepts

Nine Mile Ride School

Languages Progression Map – Speaking and Listening

5/6	listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in French; listen and understand the main points and some detail from short, spoken material in French. engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts. say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations. manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people. say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.

Languages Progression Map – Reading and Writing

5/6	read and show understanding of simple sentences containing familiar and some unfamiliar language. read and understand the main points from short, written material. read and understand the main points and some detail from short, written material. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context). use a bilingual dictionary to identify the word class. use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. adapt intonation for example to mark questions and exclamations in a short, written passage. write a simple sentence from memory using familiar language. write several sentences from memory with familiar language with understandable accuracy. replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. use a wider range of descriptive language in their descriptions of people, places, things and actions.

Languages Progression Map – Stories, Songs, Poems and Rhymes

5/6	listen and identify rhyming words and specific sounds in songs and rhymes. follow the text of familiar songs and rhymes, identifying the meaning of words. read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. follow the text of a familiar song or story. follow the text of a familiar song or story and sing or read aloud. understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Languages Progression Map – Grammar

	identify word classes; demonstrate understanding of gender and number of nouns and use appropriate determiners; explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; name and use a range of conjunctions to create compound sentences; use some adverbs; demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English;
5/6	recognise and use the simple future tense of a high frequency verb; compare with English; recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions; use the third person plural of a few high frequency verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise and use a high frequency verb in the perfect tense; compare with English; follow a pattern to conjugate a regular verb in the present tense; choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

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

Nine Mile Ride School

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	Recreate pictures inspired by Mondrain. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Use pastels to make observational drawings of poppies.	Develop artistic styles through creation of a beach scene picture (Mary Cassatt). 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.	Using pens and pencils, focus on scale, shading, tone, use of pressure on the pencil. Making marks, noticing patterns. Robert Delauney – Firework Patterns.	Create self portraits, focussing on proportions, pencil handling and shading more accurately.	Adapt drawing techniques according to the tool (pencil/charcoal) to draw people in action (Greek athletes and hoplite soldiers)	
Painting	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. – pond pictures (Monet).	Develop art and design techniques using colour, pattern, texture, line, shape, form and space - aboriginal art creating own natural paints (Albert Namatjira). Use a digital image to capture a image (self portrait) then use paint to complete the image.	Develop art and design techniques using colour, pattern, texture, line, shape, form and space - beach scene picture (Mary Cassatt). 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.		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. Use paint to create portraits using Holbein for inspiration.	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.	Mix a range of watercolours to create an impression of a view - Monet

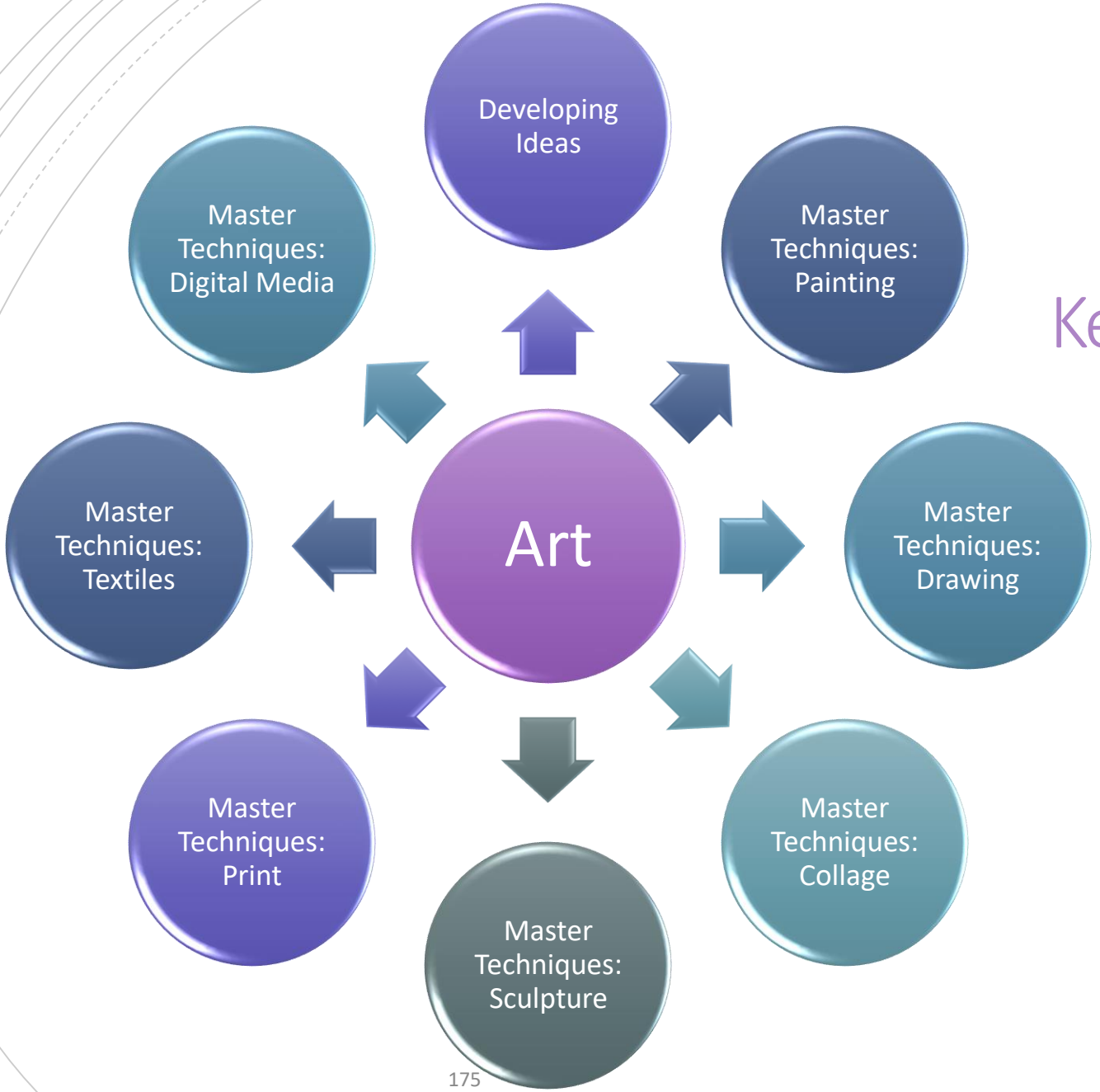
Art Breadth

	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	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. use natural resource and an iPad to capture work– Andy Goldsworthy.	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	Mondrian Monet Andy Goldsworthy Henry Rousseau	Henri Matisse International Artists	Mary Cassatt Jackson Pollack Henry Moore	Georgia O'Keefe Hans Holbein Roman Sculptures Surrealist artists	Robert Delaunay Tarak El Komi Salvador Dali Egyptian 3D Picasso	Van Gogh Gaudi Ancient Greek Vases	William Morris Turner Ancient Mayan Stelae Monet

Art
Key Concepts



Nine Mile Ride School

Art Progression Map – Developing Ideas

5	• Compare the skills and styles of different artists and be able to say which they prefer. Comment on their own work and the work of others sensitively. • Compare and comment on the skills, ideas and artwork of different artists using the language of art (e.g. colour, pattern and texture, line and tone, shape, form and space). • Use a sketchbook to collect and explore ideas from first hand observation, experience, imagination and they will try out the techniques of known artists. • Evaluate own work and describe how they might develop it further.

Mastering Techniques : Drawing

	Skills	Knowledge and Understanding
5	• Select appropriate drawing materials to create different effects in drawings. • Use shading to add interesting effects to my drawings, using different grades of pencil. • Explain the ideas behind images in an art sketchbook.	• Use a variety of different shaped line to indicate movement in drawings. • Use shading to show shadows and reflections on my drawings of people. • Study drawings from other artists' and explain the effect of their chosen style.

Mastering Techniques : Painting

	Skills	Knowledge and Understanding
5	• Create colours by mixing to represent images observed in the natural and man-made world. • Confidently control the types of marks made and experiment with different effects and textures. • Start to develop own style using tonal contrast and mixed media. • Recognise the art of key artists.	• Create paintings using colour and shapes to reflect feelings and moods. • Sketch (lightly) before painting so as to combine lines with colour to produce images that convey a purpose. • Paintings show movement.

Art Progression Map – Mastering Techniques : Collage

	Skills	Knowledge and Understanding
5	• Experiment with techniques that use contrasting textures, colours or patterns. (Rough/smooth, light/dark, plain/patterned). • Work reflects a purpose.	• Collage is based on observational drawings. • Collage combines both visual and tactile qualities. • Collage takes inspiration from artists or designers.

Mastering Techniques : Textiles

	Skills	Knowledge and Understanding
5	Understand how to use the techniques of sewing (cross and back stitch), applique, embroidery, plaiting and finger knitting. Use precise techniques to convey the purpose of my work. Develop a preference for a preferred type of textile work. Develop a range of pieces in a particular style, for a range of purposes.	Textile work sometimes combines visual and tactile elements, fit for purpose. Textile work is sometimes based on historical or cultural observations.

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 it 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

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

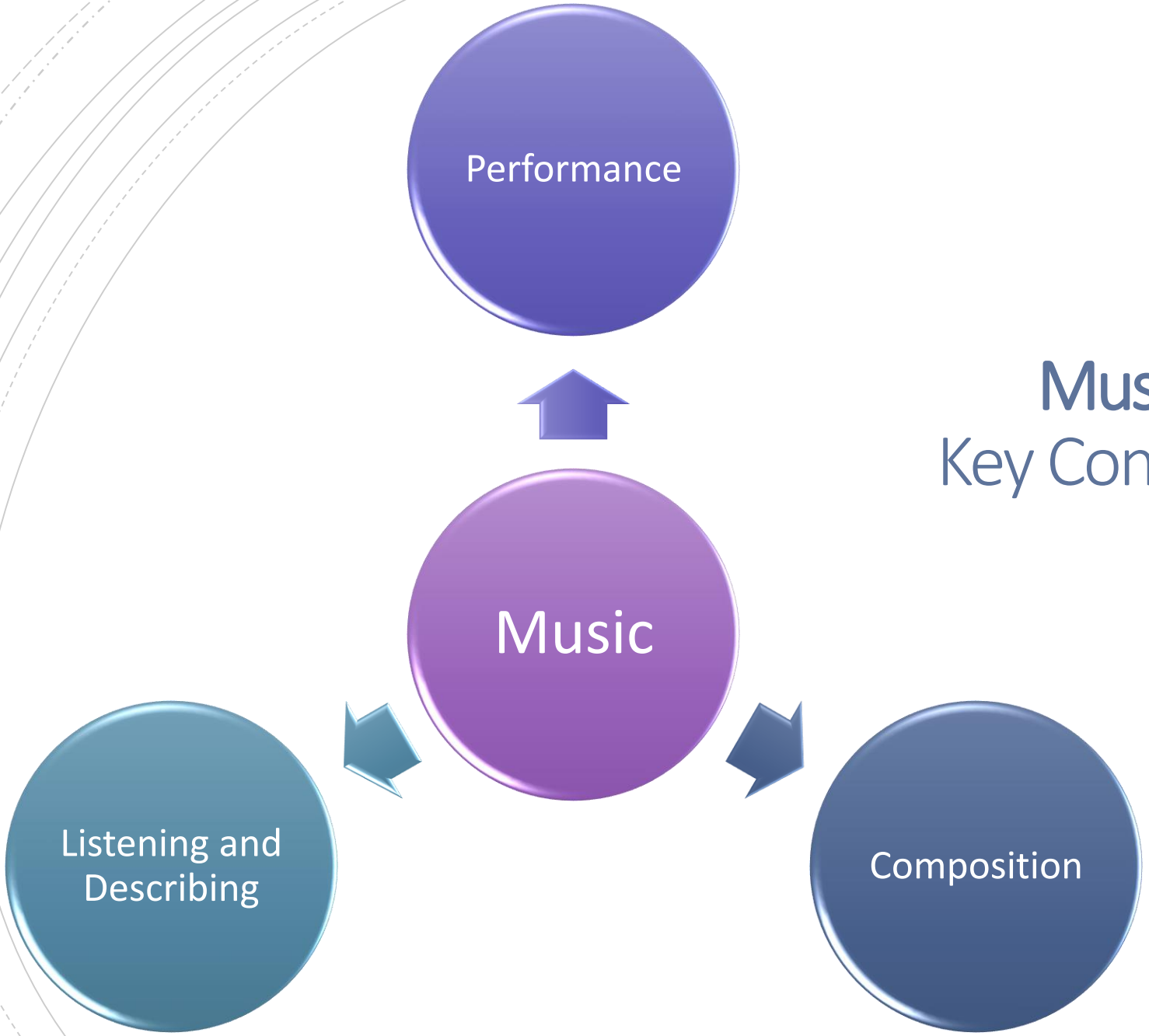
Music Breadth

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

Music Breadth

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

Music
Key Concepts



Music Progression Map – Listening and Describing

	Elements of Music	Applying Understanding
5	Pitch: Recognise and identify some scale patterns, for example: major, minor and pentatonic. Duration: Understand how different rhythmic patterns affect the feel of the music. Dynamics: Understand how a range of dynamics can be manipulated for effect. Tempo: Understand how a range of tempo can be manipulated for effect. Texture: Understand types of harmony, for example: chords as accompaniment or counter melody Timbre: Understand that careful choice and playing of different instruments is used to create required mood. Structure: Further develop the understanding of musical structure.	• Describe music with increasing detail using musical words e.g. pitch, duration, dynamics, beat, tempo, timbre, texture and silence • Recall and clap a rhythm with increasing accuracy and length, using a greater variety of note value • Listen to several layers of sound and talk about the effect on the mood and feelings. • Identify how elements and resources have combined to communicate moods, changes of mood and ideas, and a variety of musical styles.

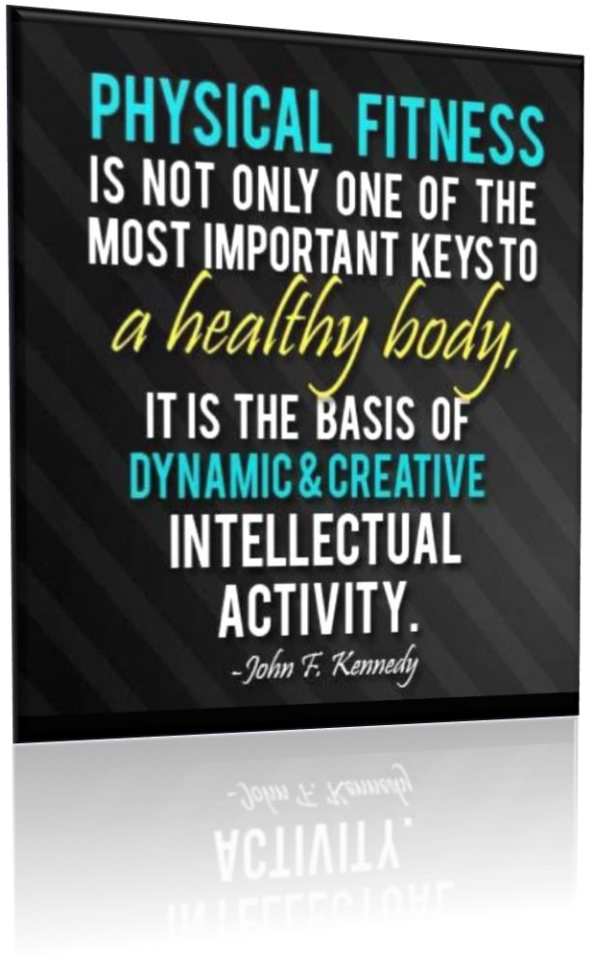
Music Progression Map – Performance

	Singing	Use of Instruments	Performing
5	• Hold my part in a round. • Perform with control and dynamics and a sense of audience. • Show an awareness of expression and interpretation through the control of musical elements and phrasing when singing. • Sing with confidence in two parts.	• Create a range of sounds on different instruments with accuracy. • Continue to develop use of own instruments and technique. • Control more complex rhythmic patterns and sequences.	• Develop an ability to rehearse and present performances in independent groups, showing awareness of their own part in relation to others.

Music Progression Map – Composition

	Exploration	Composition	Recognising and Recording
5	• Begin to improvise in a variety of styles. • Improvise melodic and rhythmic phrases as part of a group performance.	• Carefully choose, order, combine and control sounds with awareness of their combined effect. • Compose more complex rhythms . • use texture to create musical 'moods'. • identify strengths and weaknesses in my music.	• Know how many beats in a minim, crotchet and semibreve • Recognise their symbols. • Draw a treble clef at the correct position on the stave. • Use a graphic score to support/recall a performance.

Physical Education



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

Nine Mile Ride School

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.) Repo rts 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 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 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
5	• Reinforce and develop passes and movements. • Dodge / move, receive, pivot and pass. • Mark a player or space to intercept and pass.	• Begin to organize a team to enhance performance. • Work with others to organise and manage games. • Use a more complex rules in a game.	• Try to hit into a space on opponents court to score a point. • Understand how to position their body to receive a ball. • Strike using a bat to a target area.	• Further develop and extend catching (high, low, bounce, to one side, directly) and fielding (towards, chase, support another fielder) skills.

Physical Education Progression Map – Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
5	• Include more complex spins and rotations in routines, showing variations in speed, shape and direction. • Develop a sequence showing two jumps, a roll, travelling and a balance. • Develop jumping in different directions using linking movements to continue travelling or return to a start point.	• Practice straight, star, pike, straddle and tuck shapes improving body tension on floor and equipment using three contact points. • Use feet apart and feet together and wide and narrow shapes to develop flight from feet-hands-feet.	• Link 2 teddy bear rolls to move through 360°. • Continue to develop forward roll with thought to standing at end without hands.	• Improve speed of run up and timing to compete in team gym format routines (box, springboard).	• Climb on wall bars, moving around units at varying heights investigating shapes and balances using various numbers of points of contact.

Physical Education Progression Map – Athletics

	Running	Jumping	Throwing
5	• Record and analyse own springing techniques and discuss how it can be improved. • Maintain a pace for either a short or long distance running. • Understand body positioning and baton changing for efficient relay racing. • In conjunction with the correct pacing, develop the speed of running required for hurdles.	• Understand how to use speed and technique to maximize distance. • Understand how pacing can affect jump.	• Develop accuracy of direction with a range of throwing equipment.

Physical Education Progression Map – Dance

	Movements and Choreography	Performance and Impact	Describing Dance
5	• Display how to link movements together in a logical sequence. • Refine, remember and repeat dance phrases.	• Work with a partner to structure a routine using unison and mirroring. • Perform dances expressively.	• Interpret and comment on other's work.

Physical Education Progression Map – Swimming

5	• Use recognised arm and leg actions, lying on their front and back. • Swim unaided for a sustained period time over a distance of at least 25m. • Use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, sculling, floating and surface diving). • Pace themselves in swimming challenges related to speed, distance and personal survival. • Perform a safe self-rescue.

Physical Education Progression Map – Health and Fitness

	Getting Reading to Exercise	Health and Fitness	Impact of Exercise on the Body
5	• Begin to plan and lead a warm-up.	• Know what types of fitness are important for different sports (stamina, strength, speed).	• Describe the way the body reacts during exercise.

Character Faculty

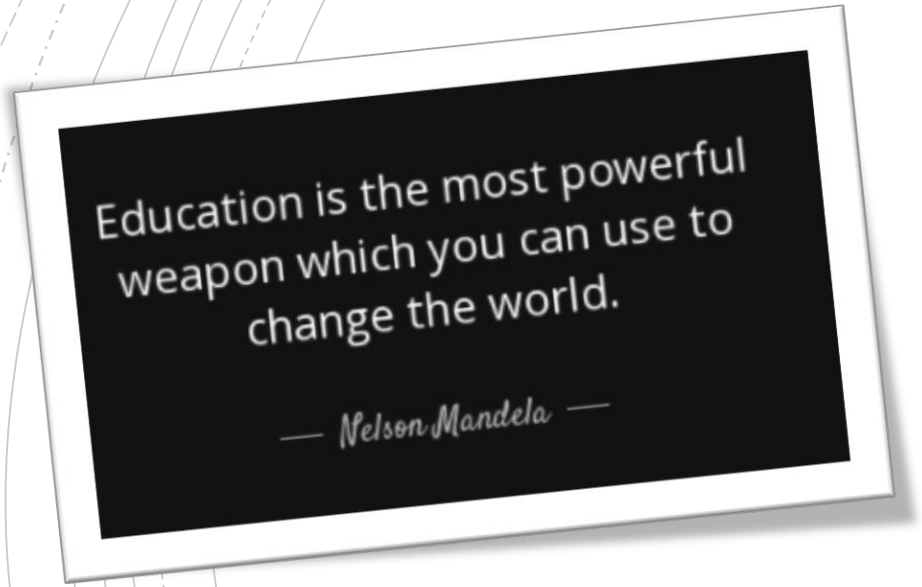
Giving children the skills to become happy, healthy and successful people is more than teaching them knowledge. The subjects in this faculty develop children's character, spirituality and wellbeing, which are all vital parts of them becoming well-rounded and responsible members of our community.

PSHE

Character Education

SMSC

Nine Mile Ride School



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

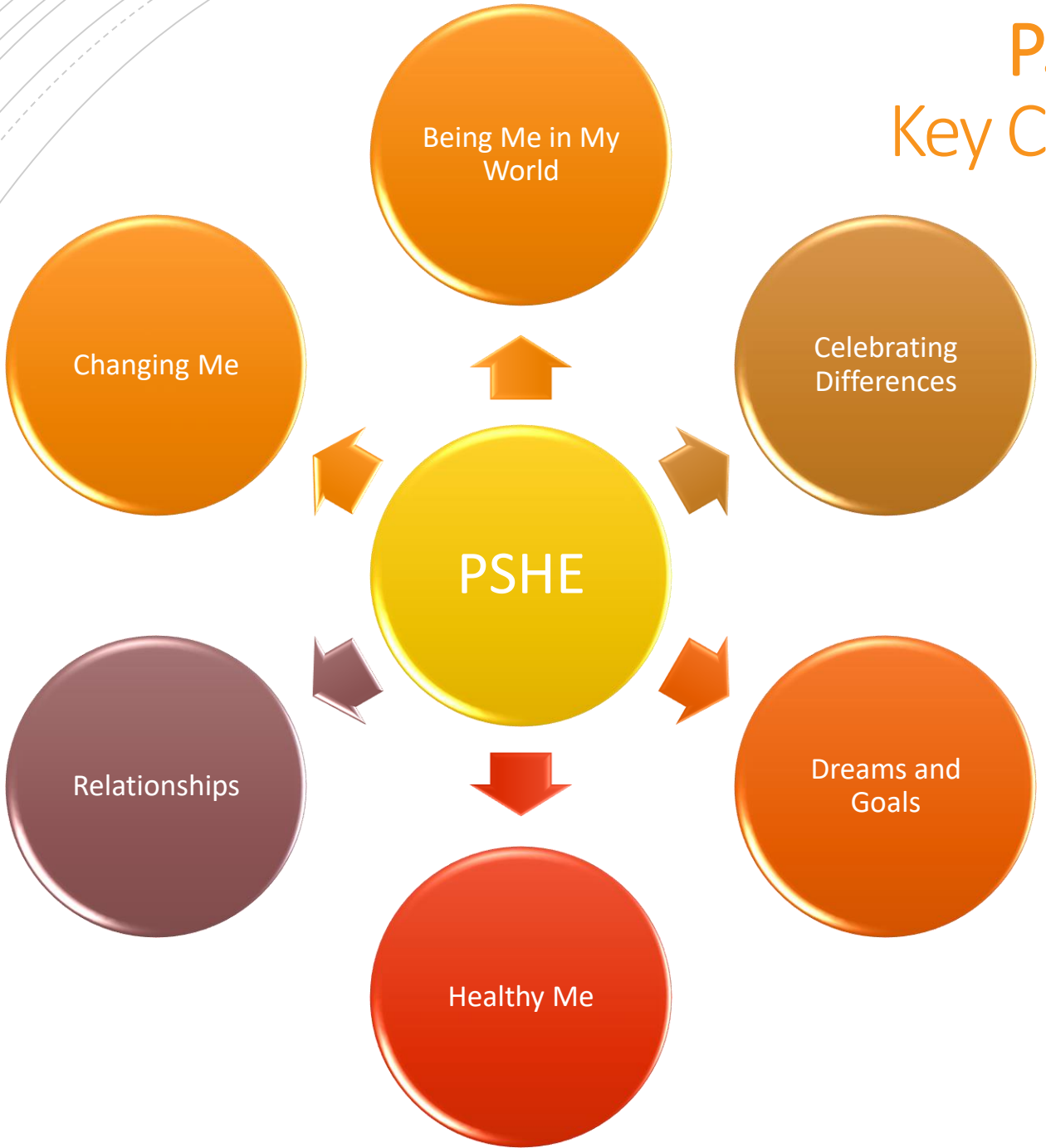
PSHE Breadth

	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	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.	Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.	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.	Jealousy. Love and loss. Memories of loved ones. Getting on and falling out. Girlfriends and boyfriends. Showing appreciation for people and animals.	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.	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.
Changing Me	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.	Life cycles in nature. Growing from young to old. Increasing independence. Differences in male and female bodies (correct terminology). Assertiveness. Preparing for transition.	How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.	Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.	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.	Self image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition.

PSHE
Key Concepts



Nine Mile Ride School

PSHE Progression Map – Being Me in my World

5

- Face new challenges positively and know how to set personal goals.
- Understand my rights and responsibilities as a citizen of my country and as a member of my school.
- Can make choices about my own behaviour because I understand how rewards and consequences feel.
- Understand how an individual's behaviour can impact on a group.
- Understand how democracy and having a voice benefits the school community and know how to participate in this.

Celebrating Differences

5

- Understand that cultural differences sometimes cause conflict.
- Understand what racism is.
- Understand how rumour-spreading and name-calling can be bullying behaviours.
- Explain the difference between direct and indirect types of bullying.
- Compare my life with people in the developing world.
- Understand a different culture from my own.

Dreams and Goals

5

- Understand that I will need money to help me achieve some of my dreams.
- Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
- Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
- Describe the dreams and goals of young people in a culture different to mine.
- Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
- Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.

PSHE Progression Map – Healthy Me

5

- Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
- Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
- Understand how the media, social media and celebrity culture promotes certain body types.
- Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
- Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

Relationships

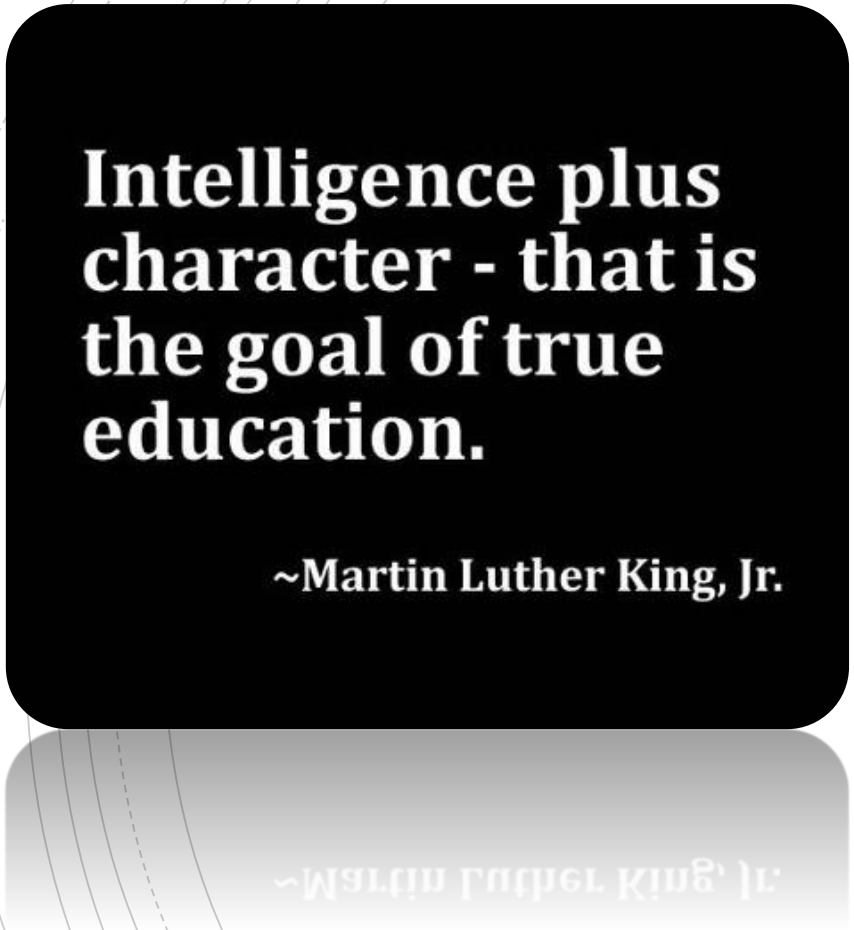
5

- Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- Understand that belonging to an online community can have positive and negative consequences.
- Understand there are rights and responsibilities in an online community or social network.
- Know there are rights and responsibilities when playing a game online.
- Recognise when I am spending too much time using devices (screen time).
- Explain how to stay safe when using technology to communicate with my friends.

Changing Me

5

Show awareness of my own self-image and how my body image fits into that.
Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
Describe how boys' and girls' bodies change during puberty.
Understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.
Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).



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; Olly 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.

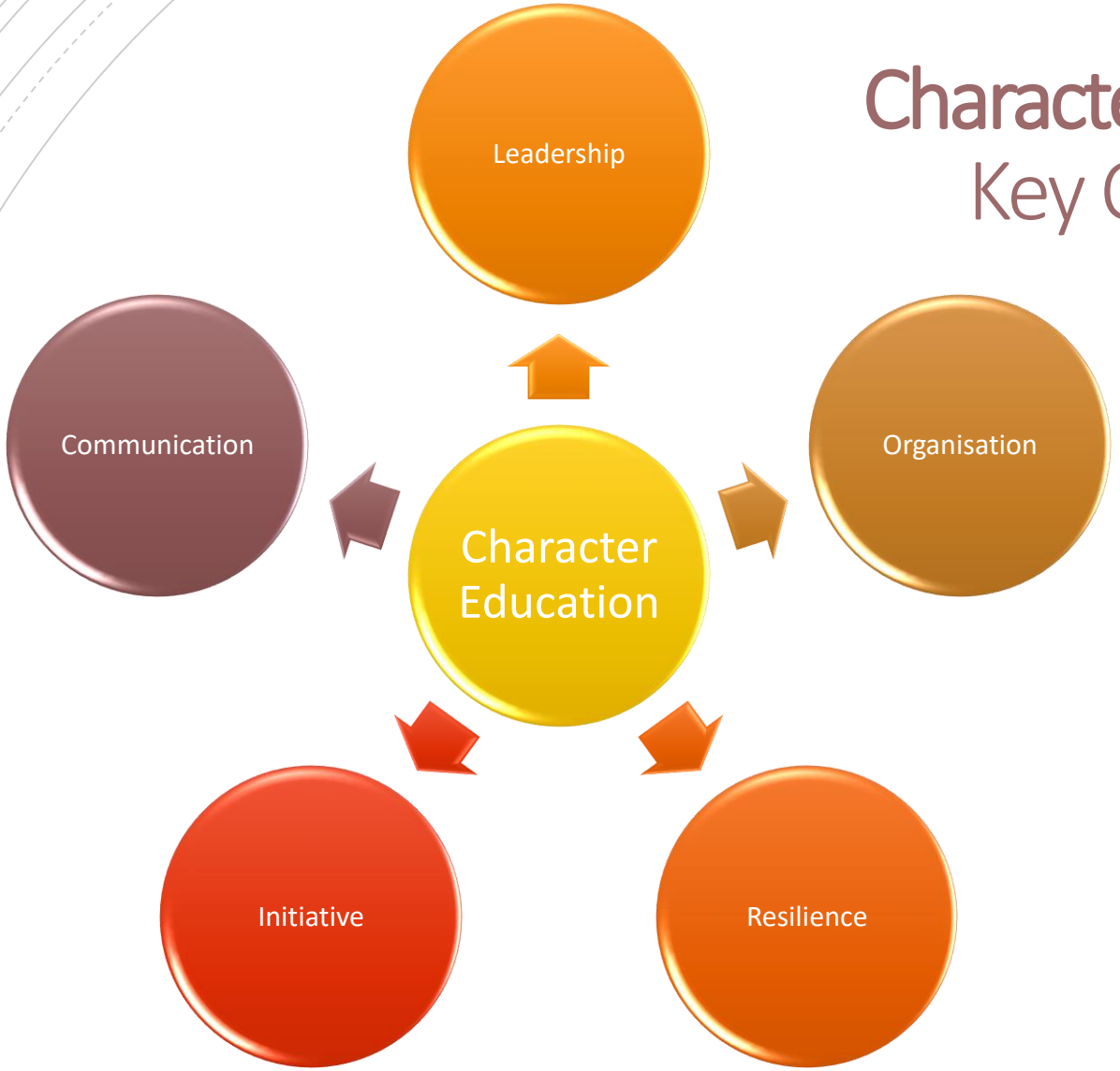
Character Education Breadth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Leadership	• Leading others • Explaining my leadership • Listening to my team • Keep calm and ask for help	• Leading others • Explaining my leadership • Listening to my team • Keep calm and ask for help	• Explaining my leadership • Listening to my team • Keep calm and ask for help	• Leading others • Explaining my leadership • Listening to my team • Keep calm and ask for help	• Leading others • Explaining my leadership • Listening to my team • Keep calm and ask for help	• Leading others • Explaining my leadership • Listening to my team • Keep calm and ask for help
Organisation	• Organising myself • Organising an activity • Organising together	• Organising myself • Organising an activity • Organising together	• Organising myself • Organising an activity • Organising together	• Organising myself • Organising an activity • Organising together	• Organising myself • Organising an activity • Organising together	• Organising myself • Organising an activity • Organising together
Resilience	• Keep on going • Who can help • Meeting the challenge	• Keep on going • Who can help • Meeting the challenge	• Keep on going • Who can help • Meeting the challenge	• Keep on going • Who can help • Meeting the challenge	• Keep on going • Who can help • Meeting the challenge	• 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	• Taking responsibility • Taking part • Sharing ideas	• Taking responsibility • Taking part • Sharing ideas	• Taking responsibility • Taking part • Sharing ideas	• Taking responsibility • Taking part • Sharing ideas	• Taking responsibility • Taking part • Sharing ideas	• Taking responsibility • Taking part • Sharing ideas
Communication	• Communicating with others • Knowing my audience • Sharing my opinion	• Communicating with others • Knowing my audience • Sharing my opinion	• Communicating with others • Knowing my audience • Sharing my opinion	• Communicating with others • Knowing my audience • Sharing my opinion	• Communicating with others • Knowing my audience • Sharing my opinion	• Communicating with others • Knowing my audience • Sharing my opinion

Character Education
Key Concepts



Nine Mile Ride School

Character Education Progression Map – Leadership

5 & 6	• Shows increasing confidence to lead a team consisting of familiar pupils. • Shows willingness to offer opinions and listen to those of others in both the planning and implementation stages of a team activity. • Understand the need to collaborate and cooperate with others in order to create a positive environment for successful teamwork. • Develop the skills of listening to advice from others and is willing to ask questions when uncertain of next steps. • Demonstrate the developing skills for planning, implementing and reviewing a team exercise.

Character Education Progression Map – Organisation

5 & 6	• Demonstrate an increasing use of personal organisational skills in relation to their own learning. • Understand the need to breakdown an activity into achievable steps in order to develop and implement a planned activity. • Wwork confidently as a member of a team, undertaking specific actions to a successful conclusion.

Character Education Progression Map – Resilience

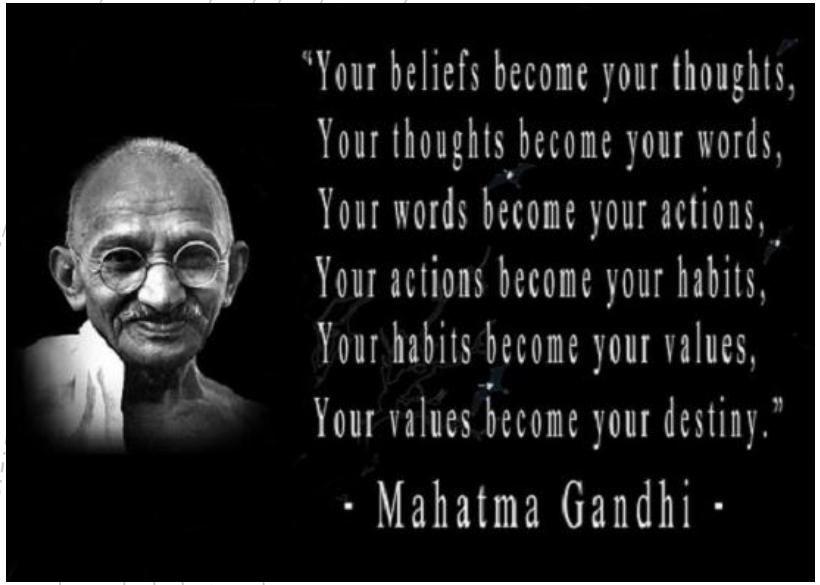
5 & 6	• Display developing perseverance when approaching a new challenge. • Apply previous experience to a situation and identify new challenges to be addressed to complete an activity or develop a skill. • Discuss with supporting adults/peers how challenges might be overcome, offering suggestions for next steps.

Character Education Progression Map – Initiative

5 & 6	• Take increasing responsibility for their individual learning. • Volunteer to plan and implement an activity as part of a team. • Use knowledge of a familiar context to suggest activities to enhance an environment. • Readily share and discuss ideas with supporting adults/peers.

Character Education Progression Map – Communication

5 & 6	• Demonstrate increasing skills in a number of communication strategies. • Understand the appropriate communication strategy for a given audience within a familiar context. • Work successfully with groups of differing size, sharing ideas and listening to the suggestions and opinions of supporting adults/peers.



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.