

Our Curriculum

Lord Deramore's Primary School



Striving to be the best that we can be
- Nurturing learners for Life

Our Curriculum

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At Lord Deramore's Primary School, we have designed our curriculum to encourage curiosity and self-motivation, build on prior skills and knowledge and help to create caring and confident members of society.

We aim to deliver a curriculum that:

- Supports and challenges our children to achieve success in and out of the classroom, using outdoor provision to enrich the curriculum.
- Embraces the community in which we are situated, as well as the wider global community of many of our families.
- Recognises the potential in every pupil and nurtures individuals
- Helps to develop self-motivated and kind individuals who will make a positive contribution to their community and the wider society.



Each curriculum area is led and overseen by an enthusiastic Subject Leader. Subject leaders play an important part in the success of the curriculum by ensuring a regular programme of monitoring, evaluating and reviewing their subject. They celebrate good practice and are committed to further evolution and improvement.

Each curriculum area incorporates the statutory requirements of the National Curriculum 2014. Maths, English and Science are core subjects. The foundation subjects are history, geography, art, design technology, computing, PE, languages (KS2 only) and music. RE is also required in all year groups; for this we follow the City of York Agreed Syllabus.

All children have access to regular Forest School sessions and a thread of PSHCE runs through all year groups.

Our curriculum is arranged into thematic blocks in order to ensure coverage, progression and a context to engage and inspire the children. Our topics are taught in our class phases and are aimed to reflect the interests of the children. We have also planned in a number of enrichment experiences to develop the cultural capital of all of our pupils.

Our aim is that, in following this curriculum, children will progress through Lord Deramore's as happy, confident learners and responsible individuals who are well prepared for secondary school and life beyond.



Organisation

At Lord Deramore's, classes are split into three phases:

Phase 1: Early Years and Year 1 access continuous provision.

Phase 2: Year 2 and Year 3 manage the transition from KS1 to KS2.

Phase 3: Year 4, Year 5 and Year 6 prepare children for secondary school.

As there are different classes within a phase, the curriculum is organised into a Year A and Year B (Phase 3 also have a Year C) so that children do not repeat a topic theme.

History, geography, art, computing and DT, are usually planned for the whole phase, linked to the theme and adapted to be appropriate to the age and ability of the children.

English, maths, science, RE, PE and music are planned and taught discretely for the year group.

The long term overviews for each phase are to be found on the following pages.



Phase Curriculum Overviews

Phase 1 (EY & Y1)	Autumn Term	Spring Term	Summer Term
	YEAR A 2019/20 AND 2022/23		
Topic Theme	Toys	Superheroes	Seaside
History	Changes in living memory (Bonfire Night)	Key individuals	Changes in Living Memory
Geography	G3B - Geographical Vocabulary Can you answer questions about the weather?	G4F - Directions Around A Map Can you find the 4 compass points?	G1E - The United Kingdom What are the 4 countries in the UK?
Art & Design	Drawing Artist of the month	Painting Artist of the month	Sculpture Artist of the month
Computing	IT outside of school	Algorithms and programs & online safety	All things Data
Design & Technology	Sliders and Levers (Y1)	Free Standing Structures (Y1)	Food (Y1)
English	Stories with familiar settings Labels, lists and captions Rhymes/repeated phrases	Adventure and Fantasy Instructional Texts Poetry – using the senses	Stories with predictable and patterned language Recount Poems on a theme
Class Novel	Traditional Tales and fairy tales Bear Hunt (EY) Each Peach Pear Plum (EY) Gruffalo (EY) Stickman (EY) Farmer Duck (Y1) Paper Dolls (Y1) Not a stick (Y1) Billy's Bucket (Y1) Where my Teddy (Y1) Everywhere Bear (Y1)	Supertato Evil Pea Superdaisy Elliot Midnight Superhero Owl Babies Peace at Last Superhero Hotel	Very Hungry Caterpillar I will Never Ever Eat a Tomato Handa's Surprise
Enrichment	Castle Museum (toys) Y1 Library - EY	Superhero day Teddy Bear Hospital Fire engine/rescue boat	Sealife centre/Deep
Values	Other cultures	Other cultures	Other cultures
RE	Unit 1.1: Who is a Christian	Unit 1.4 Sacred books	Unit 1.5 Sacred places
PE	Games Gym	Games Dance	Games Athletics
Music	Charanga EY Me/My Stories Y1 Hey You!/ Rhythm on the way we walk and Banana Rap	Charanga EY Everyone!/Our World Y1 In the Groove/Round and Round	Charanga EY Big Bear Funk/Reflect, Rewind and Replay Y1 Your Imagination/Reflect, Rewind and Replay
Science	Materials	Plants	Animals including humans
Working scientifically and seasonal change - ongoing			

Phase 1 (EY & Y1)	Autumn Term	Spring Term	Summer Term
	YEAR B 2021/22 AND 2023/24		
Topic Theme	Schools	Adventures	Holidays/Journeys long and Short
History	Changes in Living Memory (Bonfire Night)	Key individuals Significant events	Changes in Living memory
Geography	G2E - UK Comparisons Can you describe the physical and human features of the local environment?	G4J - Map Making Can you name key features of an area?	G4B - Locating UK countries G1A - Continents & oceans Can you find the UK? What continent is the UK in?
Art & Design	Sculpture Artist of the month	Painting around the world Artist of the month	Drawing Artist of the month
Computing	IT outside of school	Algorithms and programs	All things Data
Design & Technology	Free Standing Structures (Y1)	Sliders and Levers (Y1)	Food (Y1)
English	Stories with familiar settings Labels, lists and captions Rhymes/repeated phrases	Adventure and Fantasy Instructional Texts Poetry – using the senses	Stories with predictable and patterned language Recount Poems on a theme
Class Novel	Traditional Tales and fairy tales Funnybones Tiger Who Came to Tea Pumpkin Soup	We're going on a Bear Hunt Where the Wild things are Hairy Mclary	Very Hungry Caterpillar Flat Stanley Beegu
Enrichment	Castle Museum (classroom) – Y1 Library Visit – EY	Pond Dipping/mini-beast hunt	Railway Museum Lotherton (?)/Flamingo Land
Values	Other cultures	Other cultures Female explorers	Other cultures
RE	Unit 1.1: Who is a Christian	Unit 1.4 Sacred books	Unit 1.5 Sacred places
PE	Games Gym	Games Dance	Games Athletics
Music	Charanga EY Me/My Stories Y1 Hey You!/ Rhythm on the way we walk and Banana Rap	Charanga EY Everyone!/Our World Y1 In the Groove/Round and Round	Charanga EY Big Bear Funk/Reflect, Rewind and Replay Y1 Your Imagination/Reflect, Rewind and Replay
Science	Materials	Plants	Animals including humans
	Working scientifically and seasonal change - ongoing		

Phase 2 Years A and B

Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	YEAR A 2019/20 AND 2022/23		
Topic Theme	Romans	Great Fire of London	Weather
History	Romans – Medusa heads	Events from before living memory	-
Geography	G1C - Europe G1F - UK Regions Can you name and locate the capital cities of neighbouring countries?	G4I - Plans & Photographs Can you label a diagram or photograph using geographical vocabulary?	G3A - Climate What different weather can be found in different parts of the world, especially Europe? Can you explain how the weather affects different people?
Art & Design	Sculpture	Painting	Collage
Computing	Manipulate programs – creative animation	Coding	Internet safety
Design & Technology	Mechanisms – Levers and linkages	Food – Healthy and Varied diet	Textiles – 2D to 3D project
Writing	Narrative	Recount (diary)	Poetry
Class Novel	Romans on the Rampage Jeremy Strong Romans Rule – poems	Toby and The Great Fire Of London Margaret Nash & Jane Cope <i>Vlad and the Great Fire of London</i> Kate Cunningham & Sam Cunningham	Lila and the Secret of Rain David Conway & Jude Daly The Rhythm of the Rain Grahame Baker-Smith Storm Sam Usher
Enrichment	York Tour Day Roman Day in School	Fire Service visitors	National Science and Media Museum
Values	Diversity of Roman Empire	Female perspective of life in the time.	Climate change
RE	Unit 1.2 Who is a Muslim? Unit 2.1 What do different people believe about God? Christians and Hindus.	Unit 1.6 Celebrate Special Times Unit 2.4 Why do People pray?	Unit 1.7 Belonging to a faith community Unit 2.7 What does it mean to be a Christian Living in UK today?
PE	Games Gym	Games Dance	Games Athletics
Music	Music specialist: Y2 Ocarinas Y3 Recorders	Music specialist: Y2 Ocarinas Y3 Recorders	Music specialist: Y2 Ocarinas Y3 Recorders
Science	Y2 Plants Y3 Forces and Magnets	Y2 Materials and their uses Y3 Rocks Y3 Animals including humans	Y2 Animals including humans Y2 Habitats Y3 Light Y3 Plants

Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	YEAR B 2021/22 AND 2023/24		
Topic Theme	Explorers	Schools Then and Now	On The Move
History	Significant individuals	Local history study	Changes within living memory
Geography	G4A - Locating Oceans & Continents Can you name a number of countries in the Northern Hemisphere?	G4J - Map Making Can you name key features of an area?	G4C - Locating Non-European Countries Can you name the continents of the world and find them in an atlas?
Art & Design	Painting / printing	Drawing	Painting
Computing	Manipulate programs	Internet safety	Coding
Design & Technology	Food – preparing fruit and vegetables	Textiles – Templates and Joining	Mechanisms – Wheels and Axels
Writing	Narrative	Non-chronological report	Poetry
Class Novel	Amazing Expeditions – Journeys that Changed the World Anita Ganeri & Michael Mullan Captain Cat and the Treasure Map	Folk tales from non-European country	Journey Aaron Becker <i>The Hundred Decker Bus</i> Mike Smith Cycle City Alison Farrell
Enrichment	Captain Cook Birthplace Museum	York open top bus / boat tour	Railway Museum Bikes / scooters in
Values	Non-European and female explorers	Diversity of York Investigating a non-European country	Women in transport Windrush Sustainable transport
RE	Unit 1.2 Who is a Muslim? Unit 2.1 What do different people believe about God? Christians and Hindus.	Unit 1.6 Celebrate Special Times Unit 2.4 Why do People prey?	Unit 1.7 Belonging to a faith community Unit 2.7 What does it mean to be a Christian Living in UK today?
PE	Games Gymnastics	Games Dance	Games Athletics
Music	Music specialist: Y2 Ocarinas Y3 Recorders	Music specialist: Y2 Ocarinas Y3 Recorders	Music specialist: Y2 Ocarinas Y3 Recorders
Science	Y2 Plants Y3 Forces and Magnets	Y2 Materials and their uses Y3 Rocks Y3 Animals including humans	Y2 Animals including humans Y2 Habitats Y3 Light Y3 Plants

Phase 3 Years A, B and C

Phase 3 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR A 2019/20 AND 2023/24		
Topic Theme	World War II	Ancient Greeks	Rivers
History	British history an extended period study	Broader history study - Ancient Greece	
Geography	G4D - Locating Countries Can you use different formats to find significant countries during World War 2?	G1G - Latitude & Longitude G2B - Europe Characteristics G2F - Wider UK Comparisons Can you explain the significance of latitude and longitude? What are the key physical and human features of Europe - particularly those surrounding Greece and also including Russia? How do the physical and human characteristics of Greece, UK and an American country compare?	G3D - The Water Cycle G4G - Directions Around The UK G4L - Advanced Fieldwork What is the water cycle? Can you successfully locate significant places in the UK using grid references? Which fieldwork tools will help you to analyse the local environment?
Art & Design	Drawing – pastel / charcoal Great artists - Picasso	Sculpture (clay/paper mache pots)	Drawing from observation Painting Sketchbooks
Computing	E-safety	Programming (coding – 3 objectives)	Select, use & combine a variety of software etc.
Design & Technology	Y4 Structures Shell structures (including computer-aided design)	Y4 Electrical Systems Simple circuits and switches (including programming and control)	Y6 Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)
Writing	Poetry (Personification)	Myths	Explanation
Class Novel	Y4 Umbrella Mouse by Anna Fargher Y5/6 Letters from Lighthouse by Emma Carroll	Shadow of the Minotaur	Wind in the Willows by Kenneth Grahame
Enrichment	Eden Camp Jitterbug Ema Havercroft Church visit (Y6)	Flight, food and VR	River Study/River Boat Tour River safety
Values	Refugees & War	Democracy	Rule of Law (River rules & safety)
RE	Y4: L2.3 Why is Jesus inspiring (Christianity)	Y6: U2.5 Expressing beliefs in arts (Christ/Muslim/Non relig)	Y6: U2.8 ahimsa grace Ummah (Christ/Hindu/Muslim)
PE	Games – Football & Basketball Gymnastics Dance	Games – Hockey Gymnastics Dance	Games – Tennis & Athletics Gymnastics Dance

Music	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion
Science	Y4 Electricity & Sound Y5 Earth & space & Forces Y6 Light & electricity	Y4 States of Matter Y5 Properties & changes of materials Y6 Evolution	Y4 Living Things & Animals including Humans Y5 Living things & animals including humans & Sex ed Y6 Living things & animals & sex ed.
MFL	Y4 All About Me, Playground games Y5 All Aboard, At the toy shop Y6 Enjoy your meal, I am the Musicman	Y4 Celebrations, Portraits Y5 Tell me a story, Our sporting lives Y6 On the way to school, In my wardrobe	Y4 Animal Magic (The Four friends). At the market (Jack & the Beanstalk, growing things) Y5 Brown Bear (animal descriptions) What's the weather like? Y6 Four seasons, The planets

Phase 3 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR B 2020/21 AND 2024/25		
Topic Theme	Victorians (Local Area Focus)	Anglo-Saxons & Scots	Egyptians
History	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	British history Anglo Saxons and Scots	Broader history study - Earliest ancient civilisations
Geography	G2D - UK Characteristics What are the key physical and human features of the UK?	G4E - Describing Features How can maps, atlases and digital software help to identify features?	G1H - Global Knowledge G2A - World Characteristics Describe Egypt and other countries' position on Earth. What are the key human and physical features of Egypt and other countries?
Art & Design	Great artists	Drawing (imaginative)	Sculpture
Computing	Use search technologies effectively etc.	E-safety	Research
Design & Technology	Y6 Mechanical Systems Pulleys, gears or cams	Y6 Textiles Combining different fabric shapes (including computer aided design)	Y4 Food Healthy and varied diet (including cooking and nutrition requirements for KS2) PLANTERS
Writing	Newspaper	Legends (Beowulf)	Persuasion (Horrible Histories advert theme)
Class Novel	Cogheart by Peter Bunzl	Beowulf by Michael Morpurgo	Secrets of a Sun King Emma Carroll

Enrichment	Castle Museum	Merton Park? Bradford Visit – RE Centre	VR
Values	Diversity & repression of women/role of women in society & black history month	Liberty	Rule of Law, slavery
RE	Y4: L2.7 What does it mean to be a Hindu? (Hindu)	Y5: U2.4 Place of worship (Christ/Jews/Muslim/Hindu)	Y6: U2.3 What do religions say to us when life gets hard. (Christ/Hindu/Non Relig)
PE	Games – Football & Basketball Gymnastics Dance	Games – Hockey Gymnastics Dance	Games – Tennis & Athletics Gymnastics Dance
Music	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion
Science	Y4 Electricity & Sound Y5 Earth & space & Forces Y6 Light & electricity	Y4 States of Matter Y5 Properties & changes of materials Y6 Evolution	Y4 Living Things & Animals including Humans Y5 Living things & animals including humans & Sex ed Y6 Living things & animals & sex ed.
MFL	Y4 All About Me, Playground games Y5 All Aboard, At the toy shop Y6 Enjoy your meal, I am the Musicman	Y4 Celebrations, Portraits Y5 Tell me a story, Our sporting lives Y6 On the way to school, In my wardrobe	Y4 Animal Magic (The Four friends). At the market (Jack & the Beanstalk, growing things) Y5 Brown Bear (animal descriptions) What's the weather like? Y6 Four seasons, The planets

Phase 3 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR C 2022/23 AND 2025/26		
Topic Theme	Anglo Saxons & Vikings	Stone Age	Chocolate
History	British history Anglo Saxons and Vikings	Changes in Britain from the Stone Age to Iron Age	Broader history study non-European society (Mayans)
Geography	G3F - Settlements & Trade How did the Anglo-Saxons and Vikings trade?	G3E - Tectonic Plates G4H - Directions In The Wider World How do tectonic plates affect the world? Can you successfully locate significant places in the wider world using grid references?	G1D - The Americas G2C - The Americas' Characteristics G3C - Biomes Where are the largest populated countries and their cities in the Americas? What are the key physical and human features of these countries? How do the major biomes of the world differ?

Art & Design	Painting	Range of materials (Stonehenge)	Sketchbooks
Computing	Coding	Understand computer networks etc.	E-safety
Design & Technology	Y5 Electrical Systems Using more complex switches and circuits (including programming, control and monitoring)	Y5 Structures Frame structures	Y5 Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)
Writing	Mystery/Adventure	Diary	Poetry (power of imagery)
Class Novel	How To Train Your Dragon by Cressida Cowell	Stig of the Dump by Clive King	Explorer by Katherine Rundell
Enrichment	Jorvik	Forest day/dress up	Chocolate Story, Rowntrees
Values	Differing religions/gods tolerance and respect	Diversity	Diversity – indigenous people & Fairtrade
RE	Y5: U2.6 What does it mean to be a Muslim? (Muslim)	Y5:U2.1 Why do some people believe god exists (Christianity/Humanists)	Y4: L2.6 Life is a journey (Christ, Jew, non-Relig)
PE	Games – Football & Basketball Gymnastics Dance	Games – Hockey Gymnastics Dance	Games – Tennis & Athletics Gymnastics Dance
Music	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion	Music Specialist Y4 = Violin Y5 = Ukulele Y6 = Percussion
Science	Y4 Electricity & Sound Y5 Earth & space & Forces Y6 Light & electricity	Y4 States of Matter Y5 Properties & changes of materials Y6 Evolution	Y4 Living Things & Animals including Humans Y5 Living things & animals including humans & Sex ed Y6 Living things & animals & sex ed.
MFL	Y4 All About Me, Playground games Y5 All Aboard, At the toy shop Y6 Enjoy your meal, I am the Musicman	Y4 Celebrations, Portraits Y5 Tell me a story, Our sporting lives Y6 On the way to school, In my wardrobe	Y4 Animal Magic (The Four friends). At the market (Jack & the Beanstalk, growing things) Y5 Brown Bear (animal descriptions) What's the weather like? Y6 Four seasons, The planets

On the following pages are the Curriculum statements for each subject.

English

Rationale/Vision Statement

At Lord Deramore's Primary School, we aim to provide a broad, balanced and challenging English curriculum providing children with a wide range of rich and enjoyable experiences related to their individual needs.
We want children to develop a wide vocabulary and a love of reading and writing.
We want to provide children with the English skills needed for life.

Aims of the subject

English is a core subject in the national curriculum. At Lord Deramore's we use the English programmes of study for Key Stages 1 and 2 as the basis for our planning. The skills children develop in English are linked to, and applied in, every subject of our curriculum. Wherever possible, we take the opportunity to fulfil and develop English teaching objectives through other curriculum areas and support children to transfer skills learnt in one curriculum area to a new area of learning.

Through our policy we aim to ensure that all children:

- are able to articulate their ideas clearly, audibly and with assurance
- are able to use talk to explore, develop and sustain ideas
- can listen to others with interest and comment on what has been said
- learn how to adapt their speech to a range of circumstances
- develop the ability to read fluently and with confidence through an initial focus decoding and blending as the prime approach
- become confident, enthusiastic and reflective readers through the use of varied, challenging and substantial texts
- develop an enjoyment of writing and a recognition of its value
- see themselves as writers with the skills to shape and adapt their writing, making appropriate punctuation, grammatical and stylistic choices
- are provided with opportunities to write purposefully in a range of genres
- develop the skills to plan, draft and edit their own work
- recognise the features of different registers, including Standard English, and can use these registers in their own writing
- have a range of strategies to draw on when attempting to spell new words
- use clear, fluent, joined handwriting
- are able to apply their understanding of English in all other areas of the curriculum

Through this policy we aim for parents to:

- be actively involved in their children's speaking, listening, reading and writing learning both in school and at home
- understand and support the school's English and homework policies



How we teach this subject

Spoken Language

At Lord Deramore's we aim to develop speaking and listening skills across the whole curriculum so that our pupils are confident when talking in a range of situations, including drama, formal presentations, debates and discussions. We ensure that pupils are provided with opportunities to work in pairs, small groups, large groups and as a whole class in order to develop their spoken language skills. Across the curriculum, and in an age appropriate ways, pupils develop their understanding of turn taking and when and how to participate constructively in discussion.

At intervals during the year, for example on National Poetry Day, classes share poems they have learned in whole school assemblies. Each class (from Y1-Y6) performs one class assembly to the rest of the school and to parents. EY children invite parents in at different points in the year to share their learning. In addition, there are usually two major productions each year; the first at the end of the Autumn Term for Phase 1 and 2 and the second for Phase 3 pupils at the end of the Summer Term.

Reading

Pupils are taught synthetic phonics in discreet daily sessions from the start of Early Years until the end of Year 2. Regular phonics teaching continues in Key Stage 2 only for those pupils who require it.

Guided reading is introduced in Early Years and sessions become longer and more frequent as the year progresses. Reading is taught daily in groups or as a whole class in all phases. Groups will be led by both class teachers and teaching assistants.

Guided reading groups remain flexible throughout school in order to ensure pupils are reading the most appropriate texts. From Year 2 upwards structured activities are provided for those children who are not working with an adult. These activities vary depending on the age and ability of the children but include: pre-reading, follow up tasks in reading journals, independent reading, role-play and phonics games.

Class teachers keep records of guided reading sessions and use these to inform their assessment judgements.

The frequency of 1:1 reading is determined by the class teacher. Children might read 1:1 with the class teacher, teaching assistant or with trained volunteers as needed by the individual child. We recognise that children reading to adults is a valuable and fundamental way of developing reading skills.

Reading books are taken home daily. A range of books are used to provide a structured reading scheme for all children in Early Years and Key Stage 1 and for those children who require it in Key Stage 2. All the books which form our structured scheme are banded according to the Book Banding programme. Children have free access to e-books, which are also labelled according to the Book Banding programme. This is introduced to parents as teachers feel it is appropriate. Until children are reading within phase 5, all books they take home to read will be phonically regular. At the start of their reading journey children will take home books they have read with an adult. When they are ready they are taught to independently choose books from their designated band.

Reading records are used to record reading home and school.

The Library

There are timetabled weekly library sessions for every class. These provide pupils with access to a wide range of fiction and non-fiction books as well as the opportunity for them to develop library skills. Each child takes home a library book each week.

Children can access the library outside of these timetabled sessions to follow independent reading/research and learning. Lunchtime access to the library is

organised at different points throughout the year and overseen by a member of staff and children from Year 6. In addition the library is open on a Friday after school for children to visit with their parents/carers.

Reading Events

Opportunities to raise the profile of reading are encouraged. Displays around school offer a wide variety of reading materials generated by pupils as well as commercially produced material. The following are some of the reading events undertaken in school each year.

- World Book Day is celebrated with activities such as fancy dress, whole school assembly, book sales and swaps and teacher inspired events.
- A yearly meeting is also held for each Phase, where staff will discuss how to continue supporting children's reading at home as they become more confident and fluent readers and parents can visit classes and see children taking part in reading or phonic activities.
- Each year children throughout school are actively involved in supporting the Redhouse Children's Book Awards process by reading and voting for short-listed books as well as producing work for the author and illustrator portfolios.
- Children are able to buy books through regular book fair events

Writing

In Early Years, children are taught to write during Phonics sessions. Alongside this, writing is modelled and encouraged in the children's play. The class has daily 'Helicopter Story' sessions, where children dictate a story to an adult who writes it down exactly as the child says it. The story is acted out later the same day. All children have the opportunity to tell their story once every two weeks.

In Year 1, children continue to practise and develop writing in their play. Writing skills are taught in whole class sessions and are linked to books that the class are reading. Adult initiated writing activities are carried out every two to three weeks. These activities are also linked to the book the class is reading. Children will work in small groups with an adult who will support their writing development.

From Year 2 upwards, the classes follow a planning cycle over two to three weeks. This involves a stimulus, preparation work consisting of drama, creative activities and key writing skills being taught and practised. The children plan and complete a 'big write' towards the end of the cycle, which is deep marked. Children are given the opportunity to review and improve their 'big write' in response to the marking.



Handwriting

Children are taught to write using the Cambridge Penpals and Nelson schemes – supported by the Charles Cripps scheme. Children who join school with a different but well developed and legible style are not expected to change.

Teachers encourage correct posture and development of a functional pencil and take into consideration the needs of left-handed writers.

In Early Years, children are provided with regular opportunities to develop their fine and gross motor skills. Both upper and lower case letter formation is taught, with exiting flicks, as children encounter graphemes in phonics and the relevant joins are taught as they learn each digraph. In Key Stage 1, all children take part in regular, whole class handwriting sessions. We expect the vast majority

of children to be able to write with a fluent, joined script by the end of Key Stage 1. In KS2, handwriting practice takes place once a week. For those who require it, there are regular intervention sessions.

All children are provided with experiences of writing with different pencils and pens and on different kinds of paper including, at times, plain paper. Whilst children are developing their skills of letter formation and joining, they complete most of their writing in pencil. Once their joined writing is sufficiently developed and fluent, they will be given a pen licence, and will complete most of their writing with a handwriting pen.

Spelling

At Lord Deramore's Primary School, we believe that it important for pupils to develop a range of strategies that enable them to tackle new and challenging words.

In Early Years, phonics is taught daily to enable pupils to develop their encoding skills. In Key Stage 1, this continues with reference to the national curriculum requirements for spelling in Years 1 and 2. In Key Stage 2, spelling rules are taught in line with national curriculum requirements with a continued focus on phonics.

Spelling is taught in discreet sessions five times over two weeks. We use the strategies in Support for Spelling to investigate and learn new rules. Children are often organised into ability groups, but work in a wide range of other ways too. The spellings in the Year 3-4 and the Year 5-6 words lists of the national curriculum are taught using a cross curricular approach.

Children will be taught how to use support materials such as vowel dictionaries and thesauruses.

Key Stage 2, pupils with gaps in their phonic knowledge are taught in a range of intervention groups led by teaching assistants.

Children are encouraged to read their writing to check it. When marking writing, class teachers may identify up to three incorrect spellings in Key Stage 1, building up to 6 in upper Key Stage 2. Spellings must be targeted according to differentiated needs and identified spellings should be useful words the child is likely to need to use again. Generally, the child should write their spelling corrections in their writing books using the Look Say Cover Write Check strategy. Corrections may be made using class spelling aids.

Homework and assessment

Each week, children in Years 1-6 are given spelling homework. In Phases 2 and 3, a spelling quiz takes place each week. This takes many different forms including tests or dictation exercises. Spelling Age assessments are administered in Phase 2 and 3. Diagnostic tests are used in these phases for differentiation of spelling groups.

Assessment

Teaching across the English curriculum, needs careful initial and ongoing planning, informed by assessment of children's learning. We use the cycle that supports this process: Assess – plan – teach – practise – apply – review

Short-term assessments are an informal part of every lesson to check understanding and give the teacher information with which to adjust day-to-day lesson plans.

Medium-term assessments will take place at the end of each term to assess and review pupils' progress and attainment. Teachers draw upon their short and medium term assessments to make these level judgements. Each child has their own Special Writing book which provides an on-going profile of their attainment in writing. Children at the end of Early Years are assessed against the Early Learning Goals in English. There is statutory assessment for pupils in Years 2 and 6 in both reading and writing and statutory phonics screening for all pupils in Year 1 and those pupils in Year 2 who did not meet the standard at the end of Year 1.

End of Year reading tests are administered from Phase 2 onwards.

Where possible children should be involved in assessing their own work. This might include:

- generating own success criteria

- # Beats Burger
- What You Need
1. Burger
 2. Bread Buns
 3. Butter
 4. Cheese slices
 5. Ketchup
 6. Tomato
 7. Cucumber
 8. Onions
 9. Mayo
 10. Pickles
 11. Ketchup and sauce
- How to Make it
1. Grill the Burger until it's light brown
 2. Spread Butter on the bread buns
 3. Put the Burger on the bun
 4. Top with ketchup, Mayo, lettuce, tomato and cucumber
 5. Eat like you are a king



Differentiation

We teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, more able pupils and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies. Teachers will involve all pupils through differentiation and provide necessary support through use of resources and adult support. Teaching assistants are used to support targeted pupils during each part of the lesson. Some pupils will take part in planned intervention to address gaps in their learning and these will always take place outside of English lessons. These pupils will not necessarily be on the SEND register, but may have a specific area that needs focused attention. Interventions are run by class teachers, the SEND teacher and by teaching assistants. More able pupils will be taught within their own class and stretched through differentiated work and extended challenges. When working with the whole class, teachers will target questions towards the more able to maintain their involvement and extend their thinking.

Maths

Rationale/Vision Statement

Why do we teach this subject at Lord Deramore's?

Children at Lord Deramore's Primary School are developing the skills that are needed to understand mathematical concepts that are used throughout every day life by building a strong foundation for future maths learning, such as financial competency. At Lord Deramore's, we believe in encouraging children to confidently calculate, solve problems, reason and think mathematically. Our aim is to nurture a positive attitude towards mathematics so children build a fascination and excitement for the subject.

Aims of the subject

Outline the NC aims / overriding aims of our curriculum in this subject area (bullet pointed)

Throughout a child's education at Lord Deramore's they will develop these skills:

Fluency through regular practice (e.g. doubling, halving, multiplication facts, recalling number facts).

Problem solving including applying skills to worded problems and open-ended learning.

Reasoning using explanations based on the application of new or prior knowledge.

Resilience and perseverance to explore possibilities and build confidence.

Think critically to question, analyse and challenge others' and their own understanding.

For more detail of exact programme of study, see the National Curriculum.

How we teach this subject

Schemes of work

- White Rose Maths Hub resources and Power Maths supports a well-structured and progressive curriculum for all year groups to follow. Each group has a yearly overview which is utilised and covered more or less to their structure:

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction		Consolidation

- We have also adapted the White Rose Maths Hub calculation policy for

our school which covers all four operations. (See appendix 1)

LORD DERAMORE'S PRIMARY SCHOOL MATHS CALCULATION PROGRESSION POLICY

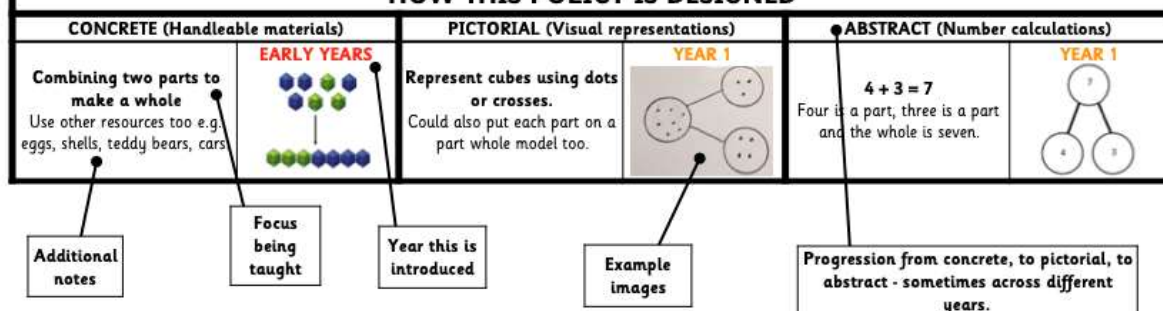
This policy has been developed using the White Rose Maths Hub Calculation Policy which sets out clear guidelines for the progression in calculation.

Adaptations of this scheme are for the benefit of staff to show the steps children have made in previous years and the steps that they are required to make this year. Each area also has a break down of objectives from the National Curriculum.

It is however a guide, and it is not to be used to the letter for every child. Each child has individual needs and they should not be moved on to the next stage unless absolutely confident in the stage they are currently working on.

The policy shows limited variations, therefore it is important that other representations are utilised when teaching to build a strong foundation across the content taught. "Variation offers a systematic way to look at mathematical exercises in terms of what is available for the learner to notice." (Marton, Runesson & Tsui, 2003)

HOW THIS POLICY IS DESIGNED



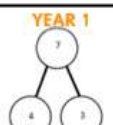


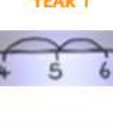
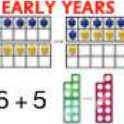
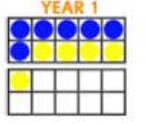


ADDITION CALCULATION PROGRESSION (PAGE 1 OF 2)

KEY LANGUAGE: add, altogether, count on, in addition, increase, more, more than, plus, sum, total, equal to, same as

CURRICULUM STATEMENTS AND PROGRESSION

<p>EARLY YEARS</p> <ul style="list-style-type: none"> Count reliably with numbers from 1 to 20. Say which number is one more than a given number. Use quantities and objects, they add two single-digit numbers and count on to find the answer. 	<p>YEAR 1</p> <ul style="list-style-type: none"> Represent and use number bonds within 20. Add one-digit and two-digit numbers to 20, including 0. Solve one step problems using concrete and pictorial representations and missing number problems. 	<p>YEAR 2</p> <ul style="list-style-type: none"> Recall and use facts to 20 fluently. Derive & use related facts to 100. Add two-digit number and 1s; two-digit number and 10s; 2 two-digit numbers; 3 one-digit numbers. Show that addition of two numbers can be done in any order. 	<p>YEAR 3</p> <ul style="list-style-type: none"> Add three-digit number and 1s; three-digit number and 10s; three-digit number and 100s. Add three-digit numbers using written methods of columnar addition where appropriate. Add amounts of money to give change. (2 decimal places). Count up in tenths. 	<p>YEAR 4</p> <ul style="list-style-type: none"> Add four-digit numbers using formal written methods of columnar addition where appropriate. Count up in hundredths. Solve subtraction two-step problems in contexts, during which operations and methods to use and why. 	<p>YEAR 5</p> <ul style="list-style-type: none"> Add numbers with more than four digits using formal written methods of columnar addition. Solve addition multi-step problems in context deciding which operations and methods to use and why. 	<p>YEAR 6</p> <ul style="list-style-type: none"> Add using simple formulae. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of 2 variables.
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CONCRETE	PICTORIAL	ABSTRACT
<p>Combining two parts to make a whole Use other resources too e.g. eggs, shells, teddy bears, cars.</p> <p>EARLY YEARS</p> 	<p>Represent cubes using dots or crosses. Could also put each part on a part whole model too.</p> <p>YEAR 1</p> 	<p>4 + 3 = 7 Four is a part, three is a part and the whole is seven.</p> <p>YEAR 1</p> 
<p>Counting on using number lines. Using cubes or Numicon.</p> <p>YEAR 1</p> 	<p>Bar model Encourages children to count on, rather than count all.</p> <p>YEAR 1</p> 	<p>Abstract number line What is 2 more than 4? What is the sum of 2 & 4? What is the total of 4 and 2? 4 + 2 = ?</p> <p>YEAR 1</p> 
<p>Regrouping to make 10. Using tens frames, counters, cubes & Numicon.</p> <p>EARLY YEARS</p> 	<p>Draw tens frame and counters/cubes. Use other resources too e.g. eggs, shells, teddy bears, cars.</p> <p>YEAR 1</p> 	<p>Develop understanding of equality. Including showing the calculation on both sides of the equals.</p> <p>YEAR 1</p> <p>6 + □ = 11 6 + 5 = 5 + □ 6 + 5 = □ + 4</p>

Resources

- Online support - TT Rockstars (multiplication fact recall), Sumdog (mental arithmetic).
- Class set of concrete materials for each classroom to ensure curriculum can be taught to the highest standard, including fractions and place value resources.
- Number Blocks
- Regular audits of resources are carried out and training is completed as and

when it is required or has been attended and then shared with the rest of the staff (e.g. Bar Modelling)

Planning (part of topic / discrete / how often is it taught?)

- Planning follows the White Rose scheme to ensure small steps are built
- Concrete, pictorial and abstract representations develop a secure understanding.
- A.P.E. approach when reasoning (answer it, prove it, explain it).
- Regular arithmetic practice
- Working walls that are up to date and support current learning and key concepts.

Extra-curricular provision (clubs / peri teaching)

- Morning TT Rockstars club for KS2
- Regular Sumdog, Prodigy and TT Rockstars competitions to engage children at home

Regular annual events / enrichment weeks

- Half termly awards for effort and progress for pupils on Sumdog & TT Rockstars
- Regular commendations for maths in weekly merits
- STEM week for children to use mathematics alongside the other STEM subjects in a broader context
- Regular CPD for staff (most terms)

External providers

- White Rose Maths Hub
- Power Maths
- TT Rockstars
- Sumdog
- Prodigy

Visits / visitors / links / partnerships

- Lord Deramore's have worked closely with the Maths Hub to develop Mastery across the school.
- STEM Centre for CPD training (e.g. Maths Mastery)



Science

Rationale/Vision Statement

Science is a core subject. We believe that Science is vital in inspiring children's interest and curiosity in the world around them. It allows them to widen their knowledge and understanding of phenomena and teaches them that they don't need to just accept how and why things happen but can test and investigate themselves, using different methods of enquiry, to answer their own questions or to satisfy their own fascinations. It teaches them to reason and explain and to evaluate and reassess when things don't go as expected.

Science allows children to make apply many of the skills they learn in other areas of the curriculum; note taking, timing, measuring, collecting and presenting findings, and also understanding geographical, historical and social contexts. It allows children to enjoy, and make use of, the natural world and to enjoy moments of awe and wonder when they see, or find out things, that bewilder or surprise them.

Science is crucial to the future of many aspects of our daily lives such as health and medical care, design, technology, engineering, travel and exploration. We believe that it is important that children know that Science isn't just about learning more about the things we already know but that it helps us to push boundaries, solve problems, improve situations and create new opportunities. We want our pupils to know how Science affects them and about the many Scientific career paths available regardless of their gender or background.

Aims of the subject

At Lord Deramore's, we believe that great teaching and learning in Science happens when...

- Science is valued as a core subject;
 - *teaching is weekly
 - *staff have good knowledge of the curriculum and the five enquiry types
 - *equipment and resources are current and reflect the diversity of our school and the wider world.
- Practical, 'hands on' activities which allow children to explore, discover, ask questions and test their own ideas, on their own and with others, underpin everything we do.
- Children are challenged to think about how, and why, to describe, and explain, and to use the correct scientific vocabulary.
- Children are shown the wider relevance of their learning in Science by; learning outdoors, learning at home, combining Science with other subjects (particularly Literacy and Maths), working with visitors, participating in Science events and other enrichment opportunities.
- Progress is monitored, misconceptions are addressed and there are regular opportunities for staff and children to reflect on, and voice their opinions, on Science in school.

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

- ♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and 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.

How we teach this subject

Delivery

Children are taught in line with year group specific Science objectives from the National Curriculum. Science is taught weekly, and as a discreet subject, in Years 2-6 and through the play-based approach to learning in Early Years (Reception) and Year 1. The Kent Scheme of Work is available as guidance however staff, with support from the Science leader if required, plan sequences of lessons which are constantly reviewed with pupil interest, current events, cross curricular links and creativity in mind. Any written work or evidence produced by the children during lessons in Years 2-6 is recorded in Science Jotter books. Evidence of Science learning in Early Years and Year 1 is recorded on Tapestry. We are well resourced and regularly review and supplement as needed.

Assessment

Children are assessed against unit criteria and class teachers make termly judgements as to whether each child is *working at the expected standard*, *working towards the expected standard* or *working at greater depth within the expected standard* for their age group. To support these judgements, children in Years 2-6 produce 3-4 'special' pieces of Science work each year, at the end of Science units, which are recorded in Science Learning Journey books.

Enrichment

We hold a yearly themed STEM week and run an extra-curricular STEM club for children in Years 1-6. We have welcomed STEM ambassadors into school and aim for all children to experience at least one additional Science enrichment opportunity, such as a trip or visit, each year. We have working relationships with the Science departments at our two main feeder Secondary schools and regularly welcome visitors from the various Science departments at the University of York. The Science leader is a member of a number of local and national Science networks, including the South of York Cluster.

We were awarded the Primary Science Quality Mark in 2019.



History

Rationale/Vision Statement

Lord Deramore's high-quality history curriculum enables pupils to understand our world and their place in it. It is taught through exciting topics and enriching experiences which help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our engaging history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, as well as their own identity and the challenges of their time. We make use of York's rich history to enable children feel a sense of ownership and connection to the city. Pupils are inspired to know more about the past and the way events and changes in history influence our lives today. Our approach enables pupils to think critically, and to develop perspective and judgement.

Aims of the subject

Our history curriculum aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know how people's lives have shaped this nation and how Britain has influenced and has been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'and 'parliament'
- understand historical concepts such as continuity and change and cause and consequence and use them to make connections, draw contrasts, ask questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescales.



Geography

Rationale/Vision Statement

Geography is the cornerstone of Lord Deramore's because it embodies the whole school's culture that is made up of a broad range of ethnicities, religions and creeds from across the world to create and blend into the multi-cultural population we have here. Our vision is to build a geography curriculum that is relevant to where our children are from, with local studies and engagement in the local community. We celebrate children's own experiences to share their own stories to build a culture within our school that celebrates diversity and develops a deeper understanding with direct links to many countries around the world. Due to our unique population at school, we have many opportunities that other schools may not have and we use this to build a broad curriculum whilst encouraging a love and appreciation of the world we live in and what we can do to be the difference.

How we teach this subject

History is taught through a range of topics throughout Lord Deramore's. It is often taught in a cross curricular way alongside Computing, Design & Technology, Geography, Art and Forest School but is also taught as a discrete subject. It will usually be taught every week but it might sometimes be taught as block. The long-term plans ensure an appropriate balance and distribution of work across each term.

Pupils are given a wide range of enrichment experiences and resources as a stimulus for each area of study. Wherever possible we try to plan first-hand experiences for pupils such as visits to museums and places of interest, projects with local museums, visitors to talk about experiences of the past and access to artefacts. We use a variety of approaches to excite and inspire pupils such as using drama and dance, discussions and debates as well as paired and group activities.

In Early Years, history is taught in as an integral part of the topic work through child-initiated and adult led activities such as looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. During Key Stage 1 and 2, many class topics are based on a history theme. This enables us to plan enrichment activities and performances with a strong history link, such as our Ancient Roman Day. Pupils find out about significant people and events from the recent and more distant past in Britain and the wider world. They learn how the past is different from the present. Children are encouraged to ask and answer questions as well as selecting and recording information. Key Stage 2 pupils use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Aims of the subject

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

How we teach this subject

Schemes of work

All objectives from the curriculum are carefully divided across the school's current topics to ensure progression and coverage. Each objective is split into a bronze, silver, gold and platinum target to allow for progression across different age groups, on the same topic, in the same phase. Platinum is seen as a broadening and deepening objective for the top age group to stretch more advanced learners. These can be seen in fig. 1 and show the development across Key Stage 1 and Key Stage 2:

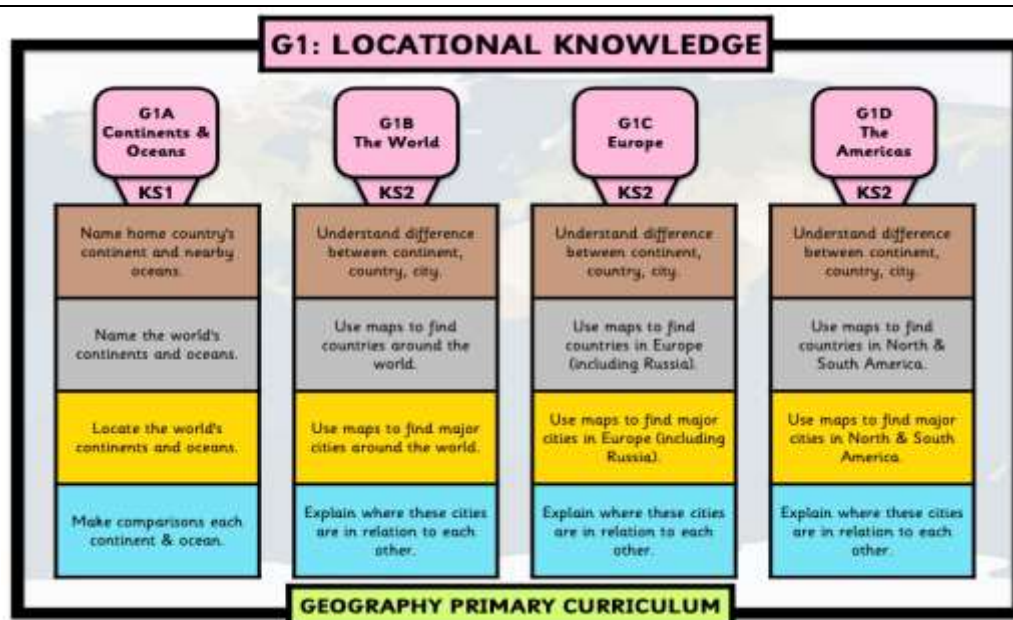


fig. 1

Resources

We have resources that cover most of our topic areas that are grouped into topic themed boxes (e.g. Rivers). After a recent audit, we are focussing on filling any gaps for new content or areas that need updating. This includes up to date atlases, access to online OS maps through Digimaps, staff training for Google Earth and other software to enhance geography sessions.

Planning

The staff at Lord Deramore's worked together to plan out each objective of the geography curriculum. There is at least one geography objective taught in each topic and some topics, e.g. Rivers, is a geography centred topic and there is at least one of these in each year cycle. These are either taught as discrete lessons or ones which feed directly into the topic's narrative.

Extra-curricular provision

We aim to offer more clubs and extra curricular provision linked to geography. There are links within our Spanish sessions that offer insight into Spanish countries and cultures. This is an area we are going to explore further too.

Regular annual events / enrichment weeks

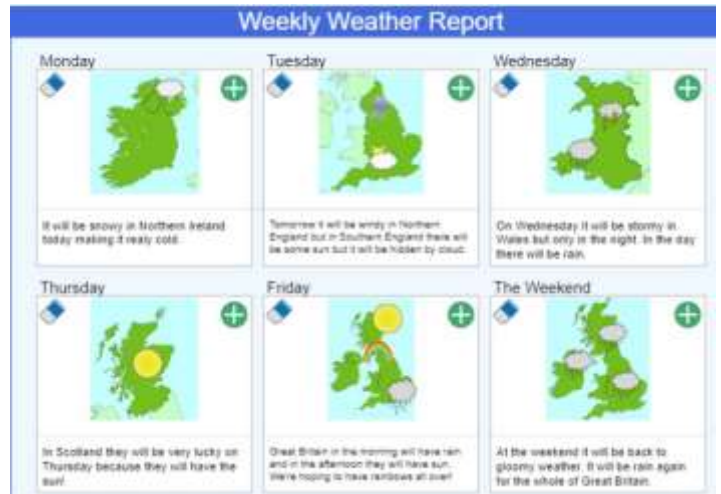
During topics, we explore countries and cultures linked to that topic in a variety of ways, such as exploring Ancient Greece via virtual reality headsets. Much of the annual holidays or celebrations such as Chinese New Year are taught and explored within assemblies and themed sessions. We aim to build children's experiences of other cultures through themed days, events and enrichment activities.

External providers

We currently are working alongside the Eco Schools programme to develop our school's impact on the environment. We are aiming to be awarded our Green Flag within 3 years (2024).

Visits / visitors / links / partnerships

As part of our new curriculum developments, each class has pledged one geography based trip per year. This could include field studies, visits based on the topic's geography objective, or other enrichment activities.



To Mrs Guliver

We're in the South pole. Yesterday we saw a colony of penguins that were bored so we suggested we play catch but only thing that stopped us from playing was we didn't have a ball. Tomorrow we are going on a hike and penguins are leading us then we are going to warm up and go to a igloo that is a hotel. Then we play in there for a while. After that we going to sleep

From Year 3



Mrs Guliver
Lord Deramore's Primary School
School Ln,
Heslington,
YO10 5EE

RE

Rationale/Vision Statement

At Lord Deramore's, we are proud of the diversity we have as a school community. We feel that RE supports our school's desire to celebrate that diversity and help our pupils and the wider community respect the beliefs and customs of others. We believe it is important to understand that people have different beliefs and that those beliefs impact on their behaviour. RE teaching at Lord Deramore's supports this understanding.

Aims of the subject

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.



2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.



How we teach this subject

We follow the City of York Agreed Syllabus for RE which is supplied by SACRE (The Standing Advisory Council on Religious Education)

Within school, we have collections of artifacts and books to support the teaching of RE. These artifacts are generally linked to Key religions and celebrations.

RE is generally taught discreetly across school, sometimes taught in weekly sessions and at other times, taught in a block e.g. taught over one week in the term or half term

We are planning to introduce an annual visit to places of worship for the different phases.

Students visit Heslington Church and York Mosque.

YOYO (York Schools and Youth Trust) provide lessons and assemblies linked to Christian celebrations (Harvest, Christmas and Easter) as well as delivering RE lessons which support the teaching of Christianity.

Parents and other contacts have been invited in to school to share particular celebrations linked to different faiths and religions e.g. Chinese New Year, Diwali, Eid

Art and Design

Rationale/Vision Statement

The subject of art and design is seen as very important at Lord Deramore's. It gives children the opportunity to learn and develop practical and creative skills, and go on to use these skills in their own individual way. Children are given the knowledge and vocabulary to talk about, understand and enjoy pieces of art. The work of designers and artists from around the world can be appreciated and used as inspiration.

In our school, art and design are often taught in a cross curricular way, allowing for a deeper understanding of the time or place the art or artist comes from. It is the ideal medium to reflect different cultures around the world, as well as the cultures within our diverse school community.

Art and design allow the learner to express their own ideas and feelings in a visually creative way, and for their own creative ideas to be valued.

An enthusiasm for art and design at this stage may encourage some of our young people to develop a life-long enthusiasm, which, one day, may lead to employment in the creative industries.

Aims of the subject

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

How we teach this subject

Art and design are taught using a progression of skills throughout the 3 phases. Art is often taught as part of a cross-curricular topic (eg. making a Roman style pot when learning about The Romans) but may also be taught as a discrete subject. Art will usually be taught every week, but there may be instances when it is taught as a block.

Each school year, all children should have experience of the following aspects of art:

drawing
painting
collage
sculpture
printing
(ceramics, within one of the categories above)



Each term, the children will look at one of the aspects in more detail, as outlined on the long-term plan.

At least once in each phase, the children will experience a visit to an art venue or an artist visiting school.

Recording

Children in Years 1 to 6 will have an 'Art and Design' book in which to experiment with techniques, plan work and record (often via a photo) a finished piece of work. The book will broadly reflect the techniques / skills / knowledge taught over the year.

Assessment

Once a year, an assessment is made as to whether each child is *working at the expected standard*, *working towards the expected standard* or *working at greater depth within the expected standard* for their age group. To help make this assessment, we use Focus Education 'Key Assessment Criteria'



Design and Technology

Rationale/Vision Statement

Children at Lord Deramore's are taught design and technology through hands-on experiences, learning practical skills they will be able to use throughout their lives. We want them to learn about how things work and how they are made by investigating real life products. To give them ideas to spark their own creativity, our children are taught about pioneering women and men, from a variety of cultures and different eras, who have designed and made innovative products used in everyday life. Children use their creativity and ingenuity to design products for different users. They are taught to use materials and tools safely in order to make their products. They evaluate their designs and products against success criteria and staff teach them to think about products' suitability for purpose. We ensure that all children are able to access and enjoy design and technology. Children's experiences in design and technology inspire them to be creative, to make things and test them out, and to think more critically about products they use themselves in their everyday lives.

Aims of the subject

In Design and Technology children are taught to:

Design

- research and develop functional products, aimed at an individual user
- communicate their ideas through discussion, sketches, diagrams, prototypes, patterns and computer-aided design

Make

- select from and use a wide range of tools, equipment, materials and components

Evaluate

- investigate and analyse existing products
- evaluate their ideas and products against design criteria
- understand how key events and individuals in design and technology shape the world

Technical knowledge

- apply their understanding of structures, mechanical systems, electrical systems and computing in making their products

Cooking and nutrition

- understand food's seasonality and where it comes
- understand the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.



How we teach this subject
<p>Design and technology in Key Stages 1 and 2 is taught as part of each phase's termly topic. Three projects are completed each year, one of which is always cooking and nutrition. There is a long term plan which ensures that all pupils cover each element of the design and technology curriculum during their time at Lord Deramore's, progressively building on skills and knowledge they have learned during previous projects. Staff use the Design and Technology Association's <i>Projects on a Page</i> planning to ensure that technical knowledge and vocabulary is introduced at an appropriate stage and skills are developed as children move through the school. Children in Early Years are free to choose from a wide variety of design and technology during their play, including construction kits, modelling with recycled materials, cooking and wood working.</p> <p>Visitors to Lord Deramore's from different design and technology backgrounds share their professional knowledge and personal enthusiasm, as well as introducing children to a range of possible STEM jobs. The school is proud to have close links to the university and the STEM Centre, as well as many parents who work in STEM careers and generously share their expertise. STEM week, Cook Club and STEM Club provide opportunities to deepen understanding and enjoyment of design and technology.</p>

Computing
Rationale/Vision Statement
<p>Through our computing curriculum, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way (as responsible digital citizens) in order to flourish. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing. We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end-users of technology but through our computing lessons we want them to develop creativity, resilience and problem-solving and critical thinking skills; choosing the most appropriate technology and software to solve real world problems.</p>
Aims of the subject
<ul style="list-style-type: none"> • Provide children with an exciting, high-quality, computing education that produces competent, confident computer users, who are digitally literate by the time they leave the school. • Ensure that our children have a secure knowledge of e-safety and have the skills to tackle any upsetting or inappropriate content they might access online. • Deliver a computing curriculum that is in accordance with the National Curriculum (September 2014 – see below). • Use computers to enhance the teaching of the National Curriculum in computing and other lessons • Provide pupils with a range of opportunities to use computer software. • Ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities

NC Aims

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.

How we teach this subject

Schemes of work:

We follow the National Curriculum but do not have a set scheme of work, other than Phase 3 using Google Interland for e-safety work.

Resources:

- We have two sets of 32 Chrome books which are shared between the KS2 classes
- We have one set of 32 laptops, shared amongst the school
- We have one set of 33 ipads shared amongst the school
- Each class (Y1-6) has 2-3 fixed computers for children's use
- Each class has a teacher laptop and Interactive Whiteboard
- Each class has a teacher's ipad
- We have licenses for software, including: TT Rockstars, Sumdog, Prodigy, Teach Your Monster How to Read, Espresso and have recently been using Purple Mash. Other software used includes: Scratch, 2simple package, Pear Deck, Google Docs and Slides, Google Classrooms in Phase 3 and Class Dojo.
- The school also has access to specific SEND software such as Nessy and Communication in Print to support SEND learners.

Planning

- Computing is taught for one hour a week. Teachers can 'book' out the type of hardware required by booking on the School Google Calendar. These sessions are based on teaching Computing skills but may also be linked to topic, if appropriate. Skills taught each year should include: Coding, e-safety, selecting and combining different multimedia aspects, using the internet for effective research, solving logic problems, data handling and presentation of work.
- Computing is also used to supplement other curriculum areas such as research for topics, education games/videos/activities, data handling in maths and science and word processing. Phase 3 are using Google Chrome Docs for writing, editing, sharing and publishing. Each class has a Google 'Classroom' where the children can communicate safely, share their work and collaborate online.

Extra-curricular provision (clubs / peri teaching):

- Digital Leaders (Phase 3 children) were to be appointed in the summer term. This will move to next school year. A club where the children teach others and produce assemblies and competitions.
- LEGO club uses coding either on Chrome Books or ipads.

Regular annual events / enrichment weeks:

Each year we tie in Anti-bullying week with e-safety week.

Partnership:

We have an on-going partnership with the service and support department of Fulford Secondary School. This partnership allows us technical advice and support as well as CPD for every class (Year 1-6) for a half term each year. This involves Kat Chandler supporting the teaching of Computing in each class for a whole half term and upskilling teaching staff.



PE

Rationale/Vision Statement

We recognise the importance of PE and the role it has to play in promoting long-term healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. We will provide opportunities for pupils to develop values and transferrable life skills such as fairness, resilience and respect as well as providing them with opportunities to take part in competitive sport. We strive to inspire our pupils through fun, creative and engaging PE lessons that are enjoyable, challenging and accessible to all. We wish to provide children with opportunities to develop their fitness, fine and gross motor skills by trying new sports or activities, especially those who are less active.

Aims of the subject

As a school we aim to:

- Promote physical exercise, active and healthy lives to ALL children
- Provide high quality PE and sport provision through teaching, coaching and opportunities for self-improvement and competitive competition.
- Provide fun and engaging lessons that will encourage children to take up physical exercise or sports out of the school day.
- Build up physical fitness over a period of time
- Promote understanding of fair play, team work and personal challenges.

NC Aims

The national curriculum for 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

We currently take our YEAR 4 children swimming for 10 weeks.

How we teach this subject

Schemes of work:

We follow the National Curriculum but do not have a set scheme of work. However, the Val Sabin Scheme is available for games, dance and gymnastics. The school employs professional swimming teachers who follow the national guidance and 'Teaching Swimming and Water Safety' scheme.

Resources:

The school is well stocked with a range of equipment to cover the needs of the National Curriculum. This includes:

- Gymnastic benches, floor mats, yoga mats and wall bars for use in gymnastics.
- Online provision and music in the hall and movement equipment for the teaching of dance.
- Flotation aids, balls and sinkers for the teaching of swimming.
- Goals, nets, various balls and rackets/sticks for the teaching of games.
- Javelins, shot puts, hurdles etc for the teaching of athletics.



Planning:

- All pupils from Year 1 to Year 6 take part in at least two PE lessons each week. In most cases, one of these is taught by their class teacher and the second may delivered by a PE specialist from Total Sports.
- The focus in Early Years and KS1 is to give pupils opportunities to develop key skills and master basic movements such as throwing/catching and dodging/weaving whilst beginning to introduce them to key sports. Pupils then carry these skills through into KS2 and begin to develop them further by using them in a range of PE activities and sports including Gymnastics, Dance, Invasion Games, Net/Wall Games and Outdoor Adventurous Activities (Our annual residential trip to Robinwood or orienteering).
- Where appropriate PE lessons (most likely dance or gymnastics) will be linked to topic areas. E.g. When learning about Greece, we learnt traditional Greek dance and had training sessions linked to those of Spartan warriors.

Extra-curricular provision (clubs / peri teaching):

As a school we offer a wide range of extra-curricular clubs that change depending on the season and feedback from the children through pupil voice. These clubs are open to all children including SEND. Participation and fair play are promoted along with personal improvement. Long standing clubs that run throughout the year include:

- Football
- Tennis
- Tutu Funky Dance

- We have trained Y6 playleaders that provide a club and support at playtimes.

More seasonal / short term clubs include:

- Rugby
- Running
- Dodgeball
- Multiskills

Regular annual events / enrichment weeks:

- Every year we hold a mixed-age competitive sports day involving different sports for the whole school.
- We also hold (in Phases 2&3) a competitive, year based race afternoon using the University of York's specially built sports track where parents and carers are invited.
- A non-competitive race afternoon is held every year for Phase 1.
- Every two years, an intra-school football tournament is held
- We attend the City Wide P.Feasby Hockey Tournament every year.
- The school attends different competitive events at Archbishop Holgate's School throughout the year including: rugby, football, athletics, orienteering, hockey and bean-bag rounders.

External providers:

- Currently, we have a PE specialist (Total Sports) who delivers some of our PE. This coach also provides specialist CPD for the teaching staff each week.
- We also attend tournaments run by The York Sports Partnership, Total Sports and others such as York City Knights.
- Our Tennis, dodgeball, dance, rugby and football clubs are provided by Sports Specialists.

Visits / visitors / links / partnerships:

We also utilise our links with local sports teams to promote and involve the children in different sports. E.g. Heslington CC, York Judo. We often hold special events, assemblies or intra school tournaments.

We have a long-standing partnership with the York City Knights who provide lessons, assemblies, clubs and tournaments.

We have good links with Archbishop Holgate secondary school where we often visit for tournaments.

We have good links with the University of York and York St John's. We have been invited to watch University matches as spectators and are able to use the athletics track facilities for our sports day races. They have also delivered taster sessions in activities such as lacrosse and Goalball.

We also have one-off special days/events. In the last year we have had: Sports Relief, Judo Taster sessions, Skipping, skate ramps and lacrosse.



Forest School

Rationale/Vision Statement

Forest School / Outdoor education sessions are an integral part of life at Lord Deramore's. We are fortunate enough to have large school grounds which include an open field, many mature trees, a 'wild area', raised beds for planting and a dedicated forest school area.

Working outside allows children opportunities to gain skills extra to those they learn in the classroom. These may include:

- physical, eg. tree climbing
- social, eg. working and playing together in a relaxed, non-competitive environment
- team building, eg. sharing skills to build a shelter
- appreciation and knowledge of the natural world, eg. observing and listening to a robin which often accompanies us in the forest area

Some lessons follow the forest school ethos: a child-led, holistic program which supports play, exploration and supported risk taking. Children engage in real-life problem solving, helping to develop resilience and self-belief.

Other sessions may be more teacher-led and linked to the curriculum, eg. investigating seed dispersal, cooking on an open fire like the Vikings or using saws to cut elder wood to make forest jewellery. Although these sessions are not pure 'forest school', we aim to maintain the philosophy of developing creative and independent learners.

Aims of the subject

- To develop curious, creative and independent learners
- To increase self-belief and resilience
- To identify and manage risks
- To develop problem solving strategies, working with others where appropriate
- To use choose appropriate tools and use them safely



How we teach this subject

Forest Schools and Outdoor Education are taught throughout school on a regular basis. Early Years and Year 1 have weekly forest school sessions as well as daily outdoor play. Years 2 and 3 have three half terms of a mix of forest schools and outdoor education, as well as regular outdoor activities such as gardening. Years 4, 5 and 6 have

Teachers use the Forest School handbook to ensure children are covering a range of skills and opportunities, and building on previous experience.

Every year, Lord Deramore's has an Outdoor Learning Week where all lessons take place outdoors or in tents. All aspects of the curriculum are covered outdoors, with a focus on creative and independent learning. Visitors are invited (Circus skills, Birds of Prey, willow weaving etc.) and classes work together to promote a healthy lifestyle, love of nature and enthusiasm for learning.

Recording

There is no formal recording of Forest School or Outdoor Education unless desired. Teachers often take photos and add to Tapestry or Facebook / Twitter.

#LordDForest



PSHE

Rationale/Vision Statement

At Lord Deramore's, we believe that Personal, social, health and economic (PSHE) education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Relationship Education is a key aspect of PSHE and is compulsory for all pupils receiving primary education in England. Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

Aims of the subject

The content in the PSHE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. The PSHE curriculum aims to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The aims of PSHE at Lord Deramore's are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place

- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Help children recognise any less positive relationships when they encounter them.
- Create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- Contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Prepare children for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

How we teach this subject

At Lord Deramore's, we use a range of teaching and learning styles to teach PSHE. We encourage the children to take part in a range of discussions, paired and group work as well as practical activities that promote emotional resilience, good relationships active health education and citizenship.

Children are able to participate in discussions to resolve conflict and each class sets agreed classroom rules of behaviour at the beginning of the academic year. Pupils regularly participate in Circle Time activities to give opportunity for the class to discuss and share experiences in a safe atmosphere of trust and confidentiality. Each half term a focus is placed on one of the SEAL themes (Social and Emotional Aspects of Learning.) We use themes from 'Learn 4 Life' (wiltshirehealthyschools.org/resources/schemes-of-work/learn-for-life/) as a basis for much of our planning.

The school offers the opportunity for children to hear outside visiting speakers e.g. fire prevention officers and Police officers, whom we invite into school to talk about their role in creating a positive and supportive local community. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising and class assemblies. In addition, we ensure that they experience the process of democracy in school through the school council.

For RSE, our school works with BigTalk Education, an award-winning team of specialist RSE facilitators. The BigTalk team deliver to each class within school. Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

In addition to this PSHE topics (including RSE) will be included in many different aspects of school such as assemblies, science lessons, PE, circle time, E-safety lessons, taking part in community activities (such as singing at a local care home), Anti-bullying Week, visits from the school nurse and Year 6 / Early Years 'buddies'.

