

2022/23

# Our Curriculum

## Lord Deramore's Primary School



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

# Our Curriculum

## Lord Deramore's Primary School – Striving to be the best we can be, nurturing learners for life!

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 want children to be **the best they can be** and be **lifelong learners**.

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, resilient 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, equip high quality teaching 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 (Phase 3 only – Y4,5,6) and music. PSHE is delivered via the Jigsaw PSHE scheme in weekly lessons. 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.

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; Phase 1 - EY and Y1, Phase 2 – Y2 and Y3, and Phase 3 – Y4, Y5 and Y6) 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. Each child has an 'Enrichment Passport' which they receive in Early Years. Throughout their time at Lord Deramore's, they will have a wide variety of enrichment experiences as outlined in the passport. These include: visiting the theatre to watch a pantomime in Phase 1, a trip to the Media Museum on Bradford in Phase 2 and visiting the Jorvik Viking Centre in Phase 3. Some of these experiences are visits, while some involve visitors to school and others are experiences – such as tasting chocolate, or having a superhero day.



Our aim is that, in following this curriculum, children will progress through Lord Deramore's as happy, confident, resilient learners and responsible individuals who are well prepared for secondary school and life beyond – we enable our children to be the best they can be, to be lifelong learners.



## 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.

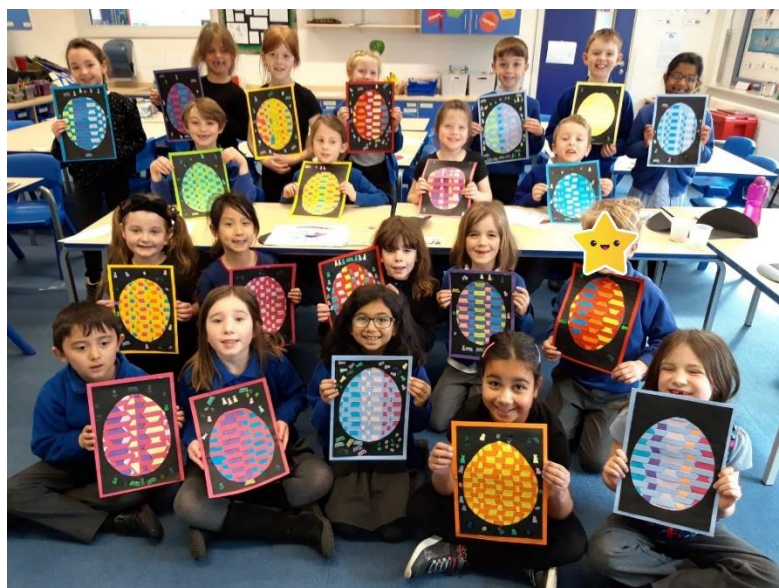
Phase 3: Year 4, Year 5 and Year 6 prepare children for secondary school.

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, and, where possible, linked to the theme. Progression of skills and knowledge is mapped out in our progression plan and opportunities and big concepts are planned for in our medium term plan.

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

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



## Phase Curriculum Overviews and Long Term Plans

Phase 1 (EY & Y1)	Autumn Term	Spring Term	Summer Term
	<b>YEAR A 2023/24, 2025/26 AND 2027/28</b>		
Topic Theme	Toys	Heroes	Journeys
Core concepts	<p><b>Time, change and chronology</b>, – <i>when, what order, how have things changed?</i> (Old/new, human lifetime, changes in leisure and play)</p> <p><b>Place - what makes up a place?</b> (immediate locality – location knowledge)</p> <p><b>Space - the impact of humans on space and why things are in a certain area. Human Geography.</b> (getting to know the local area)</p> <p><b>Environment – the importance of area</b> (describing the natural environment)</p>	<p><b>Significance - the impact – why is it important?</b> (power and importance, memory)</p> <p><b>Place - what makes up a place?</b> (immediate locality, location knowledge)</p> <p><b>Space - the impact of humans on space and why things are in a certain area. Human Geography.</b> (maps, jobs)</p> <p><b>Environment – the importance of area</b> (Identifying features of the environment for and from a map)</p>	<p><b>Time, change and chronology</b> – <i>when, what order, how have things changed?</i> (Diversity of transport)</p> <p><b>Place- what a place is like</b> (characteristics and similarities and differences)</p> <p><b>Space - the impact of humans on space and why things are in a certain area. Human Geography.</b> (travel over distance)</p> <p><b>Environment – the importance of area</b> (observations and descriptions of different places)</p>
History	Changes since they were born Old and new objects Generational differences (Bonfire Night)	Key individuals/events and monuments in York	Changes since they were born Old and new objects Generational differences
Geography	<p><u>G3 Human and Physical Geography</u> b) Use basic geographical vocabulary to refer to key physical features (see vocab section).</p> <p>a) Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><u>G4 Geographical Skills and Fieldwork</u> Devise a simple map and use and construct basic symbols in a key.</p> <p><u>G3 Human and Physical Geography</u></p> <p><u>G4 Geographical Skills and Fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><u>G1 Locational Knowledge</u> Name and locate the four countries and capital cities of the UK and its surrounding seas.</p>
Art & Design	Drawing – toys Artist of the month – Paul Klee	Painting Artist of the month - Edward Saidi	Sculpture Artist of the month – Barbara Hepworth
Computing	Digital literacy: online safety, exploring Purple Mash	Information technology: pictograms, animated storybooks	Computer science: grouping and sorting, coding, Lego Builders
Design & Technology	Sliders and Levers (Y1)	Free Standing Structures (Y1)	Food (Y1)
English	Narrative Labels, lists and captions	Narrative Recount	Narrative Poetry
Class Novel	Traditional Tales and fairy tales EY Bear Hunt Each Peach Pear Plum Gruffalo Stickman Y1 Farmer Duck Paper Dolls Not a stick Billy's Bucket Where my Teddy Everywhere Bear	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	<b>Castle Museum</b> (toys) Y1 <b>Library</b> – EY	<b>Superhero day</b> <b>Teddy Bear Hospital</b> <b>Fire engine/rescue boat</b> <b>Heslington Church Visit</b> <b>EY: Celebrate Chinese New Year</b> <b>Y1: Learn a Chinese dragon dance</b>	<b>Seaside</b> <b>The Deep</b>
Values	Other cultures	Other cultures	Other cultures
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference.	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	RL (Relationships) Building positive, healthy relationships

	Anti-bullying and being unique <b>Like Me Workshop</b>	HM (Healthy Me) Being and keeping safe and healthy <b>Learn how to respond in an emergency</b>	CM (Changing Me) Coping positively with change
RE	EY Unit F1 Which stories are special and why? Unit F2 Which People are Special and why? Y1 Unit 1.1: Who is a Christian	EY Unit F3 Which places are special and why? Unit F4 Which times are special and why? Y1 Unit 1.5 Sacred Places	EY Unit F5 Where do we belong? F6 What is special about our world? Y1. Unit 1.7 What does it mean to belong to a faith community?
PE	EY Multi Skills Ball Skills Y1 Football/Dance Basketball/Multi Skills	EY Gymnastics ABC Y1 Health Related Exercise/Gymnastics Hockey/Dodgeball and weaving games	EY Outdoor Games/Athletics Y1 Striking and Fielding/Athletics
Music	Music Express EY Special People/Going Place Y1 Ourselves, Number, Animals, Weather	Music Express EY Moving Patterns/Working World Y1 Machines, Seasons, Our School, Pattern	Music Express EY Growth and Change/Our Senses Y1 Storytime, Our Bodies, Travel, Water
Science	Materials	Animals including Humans	Plants
	Working Scientifically and seasonal changes ongoing		
Other Enrichment Opportunities	Djembe drumming (Y1), drama workshop, archaeology workshop, make musical instruments and make an orchestra, post a letter at the post office (Y1)		

Phase 1 (EY & Y1)	Autumn Term	Spring Term	Summer Term
	<b>YEAR B 2022/23, 2024/25 AND 2026/27</b>		
Topic Theme	<b>Schools</b>	<b>Adventures</b>	<b>Our World</b>
Core concepts	<p><b>Time, change and chronology, – when, what order, how have things changed?</b> (Old/new, similarities and differences)</p> <p><b>Place – what makes up a place?</b> (immediate locality),</p> <p><b>Space- the impact of humans on space and why things are in a certain area. Human Geography.</b> (buildings)</p> <p><b>Environment – the importance of area</b> (local area observations)</p>	<p><b>Time, change and chronology, – when, what order, how have things changed?</b> (power and importance, memory, influence, respect)</p> <p><b>Place – what makes up a place?</b> (immediate and further localities)</p> <p><b>Space- the impact of humans on space and why things are in a certain area. Human Geography.</b> (maps)</p> <p><b>Environment – the importance of area</b> (features of places further afield)</p>	<p><b>Time, change and chronology, – when, what order, how have things changed?</b> (Old/new, similarities and differences)</p> <p><b>Place – what makes up a place?</b> (different countries around the world)</p> <p><b>Space- the impact of humans on space and why things are in a certain area. Human Geography.</b> (maps)</p> <p><b>Environment – the importance of area</b> (features of the wider world)</p>
History	Changes since they were born Old and new objects Generational differences (Bonfire Night)	Key individuals/events and monuments in York	Changes since they were born Old and new objects Generational differences
Geography	<p><u>G2 Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>	<p><u>G4 Geographical skills and fieldwork</u> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p>	<p><u>G4 Geographical Skills and Fieldwork</u> a) Use world maps, atlases and globes to identify the UK and its countries</p>
	<p><u>G3 Human and Physical Geography</u> b) Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>G4 Geographical Skills and Fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		
Art & Design	Sculpture Artist of the month – Barbara Hepworth	Painting around the world Artist of the month – Tingtinga, Frida Kahlo	Drawing Artist of the month – Paul Klee
Computing	Digital literacy: online safety, exploring Purple Mash	Information technology: pictograms, animated storybooks	Computer science: grouping and sorting, coding, Lego Builders

Design & Technology	Free Standing Structures (Y1)	Sliders and Levers (Y1)	Food (Y1)
English	Narrative Labels, lists and captions	Narrative Recount	Narrative Poetry
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	<b>Castle Museum</b> (classroom) – Y1 <b>Library Visit</b> – EY	<b>Yorkshire Wildlife Park</b> <b>Heslington Church Visit</b>	<b>Railway Museum</b> <b>Lotherton</b>
Values	Other cultures	Other cultures Female explorers	Other cultures
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique <b>Learn British Sign Language</b>	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy <b>Learn how to respond in an emergency</b>	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	EY Unit F1 Which stories are special and why? Unit F2 Which People are Special and why? Y1 Unit 1.1: Who is a Christian	EY Unit F3 Which places are special and why? Unit F4 Which times are special and why? Y1 Unit 1.5 Sacred Places	EY Unit F5 Where do we belong? F6 What is special about our world? Y1. Unit 1.7 What does it mean to belong to a faith community?
PE	EY Multi Skills Ball Skills Y1 Football/Dance Basketball/Multi Skills	EY Gymnastics ABC Y1 Health Related Exercise/Gymnastics Hockey/Dodgeball and weaving games	EY Outdoor Games/Athletics Y1 Striking and Fielding/Athletics
Music	Music Express EY Special People/Going Place Y1 Ourselves, Number, Animals, Weather	Music Express EY Moving Patterns/Working World Y1 Machines, Seasons, Our School, Pattern	Music Express EY Growth and Change/Our Senses Y1 Storytime, Our Bodies, Travel, Water
Science	Materials	Animals including Humans	Plants
	Working Scientifically and seasonal changes ongoing		
Other Enrichment Opportunities	Djembe drumming (Y1), drama workshop, archaeology workshop, make musical instruments and make an orchestra, post a letter at the post office (Y1)		

Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	YEAR A 2023/24, 2025/26 AND 2027/28		
Topic Theme	<b>Weather</b>	<b>Great Fire of London</b>	<b>Romans</b>
Core Concepts	<p><b>Time, change and chronology</b>, – <i>when, what order, how have things changed?</i> (When in history, what has changed since and what has stayed the same ? e.g. York floods)</p> <p><b>Reasons and Results</b> – <i>why things happened, how people made a difference, change that followed</i> (significant weather events e.g. York floods)</p> <p><b>Historical evidence</b>, – <i>how do we know about the past?</i> (evidence – newspapers and reports)</p>	<p><b>Time, change and chronology</b>, – <i>when, what order, how have things changed?</i> (When in history and timeline of events)</p> <p><b>Reasons and Results</b> – <i>why things happened, how people made a difference, change that followed</i> (what caused the fire, helped spread the fire what changed after the fire?)</p> <p><b>Historical evidence</b>, – <i>how do we know about the past?</i> (evidence – diaries and other reports, maps)</p>	<p><b>Time, change and chronology</b>, – <i>when, what order, how have things changed?</i> (When in history and timeline of empire, future changes)</p> <p><b>Reasons and Results</b> – <i>why things happened, how people made a difference, change that followed</i> (impact of the Roman empire on the world)</p> <p><b>Historical evidence</b>, – <i>how do we know about the past?</i> (evidence – archaeology, ruins, modern day features e.g. baths and roads)</p>



	<p><b>Place - what makes up a place?</b> <i>What are its characteristics (immediate locality),</i></p> <p><b>Environment – the significance of the environment</b> <i>(atmospheric features of the environment – local, national and international)</i></p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b><i>(impact of global warming on local weather)</i></p> <p><b>Change – how geographical phenomena change over time</b> <i>(atmospheric features of the environment – local, national and international)</i></p>	<p><b>Place - what makes up a place?</b> <i>What are its characteristics (London),</i></p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b><i>(impact GfOL had on features of London and other cities)</i></p> <p><b>Change – how geographical phenomena change over time</b> <i>(change in London over time)</i></p>	<p><b>Place - what makes up a place? What are its characteristics (Rome),</b></p> <p><b>Space- the significance of location.</b> <i>(place in Europe, Italy - characteristics)</i></p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b><i>(impact Roman empire had on Rome, Italy and Britain)</i></p> <p><b>Change – how geographical phenomena change over time</b> <i>(change in UK from the Roman empire)</i></p>
History	Significant events in history – weather related	Events from before living memory/history extending beyond 1066	Early civilisations – empire, army, buildings, beliefs
	Historical Skills - chronological awareness of events, comparing similarities and differences, vocabulary, historical sources		
Core concepts	<b>Significance and cause and change</b>	<b>Chronology and interpretation</b>	<b>Similarities and differences, continuity and change</b>
Geography	G3A – Climate What different weather can be found in different parts of the world, especially Europe? Hot and cold areas of the world. Can you explain how the weather affects different people? G4 Field work – observation of local area	G4I – Plans & Photographs Can you label a diagram or photograph using geographical vocabulary?	G1C – Europe G1F – UK Regions Can you name and locate the capital cities of neighbouring countries?
Art & Design	Drawing/Collage – seasonal trees/weather photograph collage	Painting (contemporaneous – 17 <sup>th</sup> century paintings of the fire)	Sculpture – clay (Roman Sculptures – Medusa heads)
Computing	Computer Science: Coding Information Technology: Pictures, music and simulations	Information Technology: Spreadsheets, databases, graphing	Digital literacy: emails and search engines
Design & Technology	Textiles – 2D to 3D	Food – Healthy and Varied diet	Mechanisms – Levers and linkages project
Writing	Narrative Letter	Recount Information	Poetry Instructions
Class Novel	Lila and the Secret of Rain David Conway & Jude Daly The Rhythm of the Rain Grahame Baker-Smith Storm Sam Usher	Toby and The Great Fire Of London Margaret Nash & Jane Cope Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham	Romans on the Rampage Jeremy Strong  Romans Rule – poems
Enrichment	<b>National Science and Media Museum</b> <b>York Mosque</b>	<b>Great Fire of London Experience (Mud Pie Arts)</b> <b>Pizza Express Visit</b> Fire Service visitors	York Tour Day – <b>city walls/Yorkshire museum</b> Roman Day in School ( <b>inc Roman Banquet</b> )
Values	Climate change	Female perspective of life in the time.	Diversity of the Roman empire

PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.	Y2 Unit 1.6 Celebrate Special Times Y3 Unit L2.4 Why do People pray?	Y2 Unit 1.8 Caring for others Y3 Unit L2.7 What does it mean to be a Christian Living in UK today?
PE	Y2 Football/dance Basketball/Multi skills Y3 Football/gymnastics Netball/basketball	Y2 Health-related exercise/dance Hockey/Dodging and weaving games Y3 Health related exercise/dance Hockey/Tag Rugby	Y2 Striking and fielding/Athletics Striking and fielding/Athletics Y3 Striking and fielding/gym/dance Striking and fielding/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 2022/23, 2024/25 AND 2026/27		
Topic Theme	Schools Then and Now	Explorers	On The Move
Core Concepts	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> (Comparison of the old school and the new school, similarities and differences, simple timeline )</p> <p><b>Historical evidence,</b> – <i>how do we know about the past?</i> (first hand – old school, photographs, people sharing stories)</p> <p><b>Place - what makes up a place?</b> <i>What are its characteristics</i> (immediate locality, school),</p> <p><b>Environment – the significance of the environment</b> (Heslington village features)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> (When in history/time periods)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (What the explorers did and the changes that came as a result)</p> <p><b>Historical evidence,</b> – <i>how do we know about the past?</i> (books, reports, photographs)</p> <p><b>Place - what makes up a place?</b> <i>What are its characteristics</i> (Different places – oceans and continents),</p> <p><b>Space- the significance of location.</b> (Northern Hemisphere, where in the world, what it means physically)</p> <p><b>Environment – the significance of the environment</b> (climate features of the continents in the Northern Hemisphere)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> (When in history – different transport, how has it developed and changed\)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (development of transport, impact of key designs e.g. Stephenson's Rocket)</p> <p><b>Historical evidence,</b> – <i>how do we know about the past?</i> (museums, books, photographs)</p> <p><b>Place - what makes up a place?</b> <i>What are its characteristics</i> (capital cities of neighbouring countries, recognising capital cities from photographs of landmarks),</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(impact of more accessibility of transport links)</p> <p><b>Change – how geographical phenomena change over time</b> (how transport links have changed over time)</p>
History	Local history study - similarities and differences	Significant individuals and their contributions, comparing life in different time periods	Changes within living memory/development of transport
	Historical Skills - chronological awareness of events, comparing similarities and differences, vocabulary, historical sources		



Geography	G2 Place Knowledge similarities and differences UK/Europe (How is Heslington similar/different to ...?) G4 Fieldwork of school grounds and area	G1 G4A - Locating and naming Oceans & Continents Can you name a number of countries in the Northern Hemisphere? G4 Compass directions	G1C - Europe G1F - UK Regions Can you name and locate the capital cities of neighbouring countries?
Art & Design	Drawing - pencil sketches (Old and New School)	Painting / printing - collagraph printing (creating textures e.g. with string on a printing block)	Painting (Landscapes e.g. holiday destinations/journeys)
Computing	Computer Science: Coding IT: Pictures, music and simulations	IT: Spreadsheets, databases, graphing	Digital literacy: emails and search engines
Design & Technology	Food – preparing fruit and vegetables	Textiles – Templates and Joining	Mechanisms – Wheels and Axles
Writing	Narrative Recount	Non-chronological report Instructions	Poetry Explanation
Class Novel	Folk tales from non-European country	Amazing Expeditions – Journeys that Changed the World Anita Ganeri & Michael Mullan  Captain Cat and the Treasure Map	Journey Aaron Becker The Hundred Decker Bus Mike Smith  Cycle City Alison Farrell
Enrichment	<b>York open top bus / boat tour</b> <b>1950s school day</b>	<b>Captain Cook Birthplace Museum</b>	<b>Hull Street Life Museum</b> <b>Yorkshire Air museum</b> 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
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.	Y2 Unit 1.6 Celebrate Special Times Y3 Unit L2.4 Why do People pray?	Y2 Unit 1.7 Belonging to a faith community Y3 Unit L2.7 What does it mean to be a Christian Living in UK today?
PE	Y2 Football/dance Basketball/Multi skills Y3 Football/gymnastics Netball/basketball	Y2 Health-related exercise/dance Hockey/Dodging and weaving games Y3 Health related exercise/dance Hockey/Tag Rugby	Y2 Striking and fielding/Athletics Striking and fielding/Athletics Y3 Striking and fielding/gym/dance Striking and fielding/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 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR A 2022/23 AND 2025/26		
Topic Theme	<b>Rivers</b>	<b>World War II</b>	<b>Greece</b>
Core Concepts	<b>Time, change and chronology,</b> – when, what order, how have things changed? What is	<b>Time, change and chronology,</b> – when, what order, how have things changed? What is	<b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (The timeline of ancient

	<p><b>progress?</b> <i>(Use of rivers on the past, settlements, transport )</i></p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> <i>(development of cities on rivers)</i></p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> <i>(first hand – river Ouse, books, newspapers, photos)</i></p> <p><b>Place - what makes up a place? What are its characteristics</b> <i>(rivers of York),</i></p> <p><b>Space- the significance of location.</b> <i>(source and mouth of rivers, features)</i></p> <p><b>Environment – the significance of the environment</b> <i>(impact the river has on York – positive and negative)</i></p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b><i>(flooding – how and why)</i></p> <p><b>Change – how geographical phenomena change over time</b> <i>(flooding impact, climate change, pollution)</i></p> <p><b>Interconnections – how aspects of geography affect each other?</b> <i>(Water cycle, climate change, building on flood plains)</i></p> <p><b>Sustainability – supporting life in the future</b> <i>(pollution and climate change)</i></p>	<p><b>progress?</b> <i>(When in history, timeline of events, changes since the war)</i></p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> <i>(Events leading to the war, key figures and countries roles, homefront)</i></p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> <i>(Eden camp, newspapers, videos, posters, exploring propaganda)</i></p> <p><b>Interpretations, – how do we know what happened in History?</b> <i>(understanding bias)</i></p> <p><b>Place - what makes up a place? What are its characteristics</b> <i>(countries of Europe, location),</i></p> <p><b>Space- the significance of location.</b> <i>(neighbouring countries, impact location had on invasion)</i></p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b><i>(spread of the war – involving other countries)</i></p>	<p><i>Greece, How has Ancient Greece impacted the modern world)</i></p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> <i>(key developments that impact today, mathematics, writing)</i></p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> <i>(archaeology, ruins, what do these things tell us about Ancient Greece )</i></p> <p><b>Interpretations, – how do we know what happened in History?</b> <i>(What does the evidence teach us about the Ancient Greek lifestyle?)</i></p> <p><b>Significance – what is most important?</b> <i>(What can we learn from the Ancient Greeks)</i></p> <p><b>Place - what makes up a place? What are its characteristics</b> <i>(modern Greece – where is it and what is it like?)</i></p> <p><b>Space- the significance of location.</b> <i>(Greece in Europe and the World – impact on climate)</i></p>
History	A local study – a significant location beyond 1066	British history an extended period study	Broader history study - Ancient Greece
Geography	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?	G1 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? Can you successfully locate significant places in the wider world using grid references?
Art & Design	Drawing from observation Painting (Landscapes - watercolour) (Hockney, Turner, O'Keeffe)	Range of materials Great artists - Picasso (Landscapes and people - WWII)	Sculpture (clay/paper mache pots - Ancient Greek)
Computing	Computer Science: coding IT: spreadsheets, Animation,	IT: 3D modelling, quizzing Computer science: Game Creator, Logo	IT: Blogging, word processing, effective searching
Design & Technology	Y4 Electrical Systems Simple circuits and switches (including programming and control) Y5 Electrical Systems	Y4 Structures Shell structures (including computer-aided design)	Y6 Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

	Using more complex switches and circuits (including programming, control and monitoring)		
Writing	Explanation Narrative	Poetry Recount	Myths Non-Chronological report
Class Novel	Wind in the Willows by Kenneth Grahame	Y4 Umbrella Mouse by Anna Fargher Y5/6 Letters from Lighthouse by Emma Carroll	Shadow of the Minotaur
Enrichment	River Study/ <b>River Boat Tour</b> River safety	<b>Eden Camp</b> <b>Jitterbug Ema Havercroft</b>	<b>Flight, food and VR</b>
Values	Democracy	Refugees & War	Rule of Law (River rules & safety)
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y4: L2.3 Why is Jesus inspiring Y5 U2.2 Why do some people believe God exists Y6 U2.9 What can be done to reduce racism? Can religion help?	Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious	Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 - U2.7 What matters most to Christians and Humanists?
PE	Football/Dance Netball/Basketball/Dance	Health related exercise/Gymnastics Hockey/Gymnastics	Y4 Swimming/striking and fielding Swimming/athletics Y4/5 striking and fielding/tag-rugby Dance/athletics
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 2023/24 AND 2026/27		
Topic Theme	Heslington Past and Present	Anglo-Saxons & Scots	Egypt
Core Concepts	<p><b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (Heslington village, Victorian era, what we have from Victorian times )</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (Monarchy – Queen Victoria)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best? (first hand –</b></p>	<p><b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (When in history, timeline of events)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (Invasion – events leading up to the Anglo-Saxon reign, how it ended, rulers, law and order)</p> <p><b>Historical evidence, – how do we know about the past? What</b></p>	<p><b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (The timeline of ancient Egypt, How has Ancient Egypt impacted the modern world)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (why were the Egyptians so influential?)</p> <p><b>Historical evidence, – how do we know about the past? What</b></p>

	<p><i>old school, books, newspapers, photos)</i></p> <p><b>Interpretations, – how do we know what happened in History?</b> (interpreting what we can see)</p> <p><b>Significance – what is most important?</b> (What changed after the Victorian era?)</p> <p><b>Place - what makes up a place?</b> What are its characteristics (local area study – Heslington)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(Victorian Britain)</p> <p><b>Change – how geographical phenomena change over time</b> (How Victorian era impacted human geography)</p>	<p><b>sources are the best?</b> (archaeology, photos, maps, stories)</p> <p><b>Place - what makes up a place?</b> What are its characteristics (counties and cities of UK and the characteristics e.g. Yorkshire),</p> <p><b>Space- the significance of location.</b> (how the counties are arranged and located across the UK, mapping skills)</p> <p><b>Change – how geographical phenomena change over time</b> (change in counties from Anglo Saxon times to now)</p>	<p><b>sources are the best?</b> (archaeology, ruins, what do these things tell us about Ancient Egypt?) )</p> <p><b>Interpretations, – how do we know what happened in History?</b> (What does the evidence teach us about the Ancient Egyptian lifestyle?)</p> <p><b>Significance – what is most important?</b> (What can we learn from the Ancient Greeks)</p> <p><b>Place - what makes up a place?</b> What are its characteristics (modern Egypt – where is it and what is it like? Comparison to UK/Americas)</p> <p><b>Space- the significance of location.</b> (Egypt location in world – climate impact)</p> <p><b>Environment – the significance of the environment</b> (climate, population, human and physical features)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b> (Ancient Greece – what impact has it had on the wider world?)</p>
History	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians)	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?	G1 Name and locate counties and cities in 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? Can you successfully locate significant places in the wider world using grid references?
Art & Design	Great artists Printing with polystyrene blocks (William Morris)	Drawing (imaginative)	Sculpture (Canopic Jars)
Computing	Computer Science: coding IT: spreadsheets	IT: Animation, 3D modelling, quizzing Computer science: Game Creator, Logo	IT: Blogging, word processing, effective searching
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) <b>PLANTERS</b>
Writing	Newspaper report Narrative	Legends Poetry	Persuasion Letter
Class Novel	Cogheart by Peter Bunzl	Beowulf by Michael Morpurgo	Secrets of a Sun King Emma Carroll
Enrichment	<b>York Minster Visit</b> <b>St Nick's Nature Reserve and Environment Centre</b>	<b>Murton Park</b>	VR
Values	Diversity & repression of women/role of women in society & black history month	Liberty	Rule of Law, slavery



PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y4: L2.3 Why is Jesus inspiring Y5 U2.2 Why do some people believe God exists Y6 U2.9 What can be done to reduce racism? Can religion help?	Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious	Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 - U2.7 What matters most to Christians and Humanists?
PE	Football/Dance Netball/Basketball/Dance	Health related exercise/Gymnastics Hockey/Gymnastics	Y4 Swimming/striking and fielding Swimming/athletics Y4/5 striking and fielding/tag-rugby Dance/athletics
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 2024/25 AND 2027/28			
Topic Theme	Anglo Saxons & Vikings	Stone Age	Chocolate
Core concepts	<p><b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (<i>When was the Anglo-Saxon and Viking period, significant event within the period</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Why did the Vikings come? How did their invasion end? What did they leave behind?</i>)</p> <p><b>Historical evidence,</b> – how do we know about the past? What sources are the best? (<i>Museums, archaeology</i>)</p> <p><b>Interpretations,</b> – how do we know what happened in History? (<i>understanding the evidence</i>)</p> <p><b>Significance – what is most important?</b> (<i>What can we learn about the Vikings and our interpretation of History – what is true?</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>Settlements - features</i>),</p> <p><b>Space- the significance of location.</b> (<i>Why were settlements located where they were? Key needs</i>)</p>	<p><b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (<i>Pre-historic times, change from pre-historical to stone-age, bronze-age, iron age</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Discoveries and changes that made time periods move on</i>)</p> <p><b>Historical evidence,</b> – how do we know about the past? What sources are the best? (<i>difficulty with pre-historic evidence, where do we get it?</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>continental shift</i>),</p> <p><b>Space- the significance of location.</b> (<i>creation of the continents</i>)</p> <p><b>Environment – the significance of the environment</b> (<i>layers of the earth and the impact – volcanoes, earthquakes, tsunamis</i>)</p> <p><b>Change – how geographical phenomena change over time</b> (<i>continental shift, creation of mountains and volcanoes</i>)</p>	<p><b>Time, change and chronology,</b> – when, what order, how have things changed? What is progress? (<i>Ancient Maya, timeline of chocolate from Maya to today</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>How chocolate became what it is today</i>)</p> <p><b>Historical evidence,</b> – how do we know about the past? What sources are the best? (<i>archaeology, ruins</i>),</p> <p><b>Significance – what is most important?</b> (<i>What is the impact of the Maya civilisation – chocolate, maths, writing</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>Rainforest, location and features</i>)</p> <p><b>Space- the significance of location.</b> (<i>The Americas, longitude and latitude, climate</i>)</p> <p><b>Environment – the significance of the environment</b> (<i>climate and biomes</i>)</p>

	<p><b>Environment – the significance of the environment</b> (the growth of settlements – human geography)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(How settlements and trade have expanded around the world)</p> <p><b>Change – how geographical phenomena change over time</b> (how trade affected the Vikings and Anglo-Saxons)</p>	<p><b>Interconnections – how aspects of geography affect each other?</b> (how plate movement creates mountains, volcanoes and causes)</p>	<p><b>Change – how geographical phenomena change over time</b> (deforestation)</p> <p><b>Interconnections – how aspects of geography affect each other?</b> (How deforestation affects the world)</p> <p><b>Sustainability – supporting life in the future</b> (deforestation)</p>
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, Volcanoes and Earthquakes G4H - Compass points/grid references - Directions In The Wider World How do tectonic plates affect the world?	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? Can you successfully locate significant places in the wider world using grid references?
Art & Design	Painting - (Viking Scene - combining techniques - wax resist, watercolour, textured paint, shading, collage)	Pastel and charcoal (Lascaux cave paintings)	Collage and pencil drawing/digital images(Chocolate wrappers)
Computing	Computer Science: coding IT: spreadsheets	IT: Animation, 3D modelling, quizzing Computer science: Game Creator, Logo	IT: Blogging, word processing, effective searching
Design & Technology	Y4 Electrical Systems Simple circuits and switches (including programming and control) 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	Narrative Instructions	Diary Information Text	Poetry Letter
Class Novel	4 Odd and the Frost Giants/How to Train Your Dragon 5 Riddle of the Runes 6 Viking Boy	Stig of the Dump by Clive King The Boy with the Bronze Axe	Explorer by Katherine Rundell
Enrichment	<b>Jorvik Viking Centre and the Dig</b>	Forest – fire building <b>Bradford Visit – RE Centre</b>	<b>Chocolate Story, Chocolate tasting and making day</b>
Values	Differing religions/gods tolerance and respect	Diversity	Diversity – indigenous people & Fairtrade
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y4: L2.3 Why is Jesus inspiring Y5 U2.2 Why do some people believe God exists Y6 U2.9 What can be done to reduce racism? Can religion help?	Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious	Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 - U2.7 What matters most to Christians and Humanists?

PE	Football/Dance Netball/Basketball/Dance	Health related exercise/Gymnastics Hockey/Gymnastics	Y4 Swimming/striking and fielding Swimming/athletics Y4/5 striking and fielding/tag-rugby Dance/athletics
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

# English

Rationale/Vision Statement
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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
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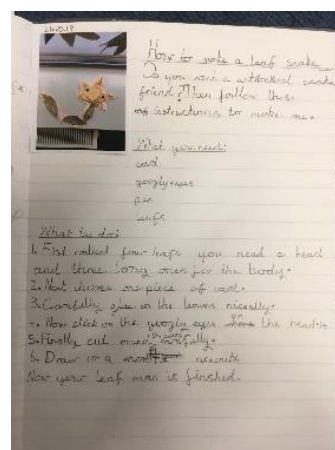
English is a core subject in the national curriculum. At Lord Deramore's we use the English programmes of study for Key Stages 1 and 2 as the basis for our planning. The skills children develop in English are linked to, and applied in, every subject of our curriculum. Wherever possible, we take the opportunity 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 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. EY children invite parents in at different points in the year to share their learning. In addition, there are usually three major productions each year; separate productions for Phase 1 and Phase 2 at the end of the Autumn Term and another 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 using Little Wandle Letters and Sounds Revised. Daily phonics sessions continue until the Little Wandle Letters and Sounds Revised programme is complete, usually at the start of Year 2. All teachers and teaching assistants, including all member of the Senior Leadership Team, are fully trained in Little Wandle Letters and Sounds Revised. The school has two dedicated Reading Leaders, Mary McCormack and Julia Jones, who are responsible for coaching teachers, monitoring provision, gathering data and ensuring that all teachers are trained. As members of the Senior Leadership Team, they monitor phonics teaching, with a focus on consistency and fidelity to the Little Wandle programme.

Using formative assessment in lessons and regular Little Wandle Letters and Sounds Revised assessment weeks, staff identify very early any children having difficulty. These children are then provided with sufficient daily additional support, using the Little Wandle Letters and Sounds Revised interventions, to help them keep up. This support continues throughout school for any children who need it.

Early reading sessions are part of the Little Wandle Letters and Sounds Revised programme and begin as soon as children can blend and follow the structure provided by Little Wandle Letters and Sounds Revised. Children read three times a week in a small group with a trained adult, using a book closely matched to their emerging phonics skills. They take this book home at the end of the week to share their success with their family. Guided reading is introduced in Year 2 once children can read the Phase 5 Set 5 Little Wandle Letters and Sounds Revised Big Cat books fluently and with comprehension.

Guided reading groups remain flexible throughout Phase 2 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.

When children finish the Little Wandle Letters and Sounds Revised Big Cat reading books, they progress to banded books from a range of publishers. 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. At the start of their reading journey children will take home books they have read at school with an adult. Reading records are used to record reading home and school.

In Phase 3, reading is taught as a whole class session. These sessions either focus on the class novel currently being read to the class or on other, shorter texts. These texts may be linked to other areas of learning e.g. history, geography, science or RE. Children read and explore the text, developing retrieval, inference, summarising and comparison skills. Follow-up activities may be completed in the children's reading journals. Reading records are used to record reading home and school.

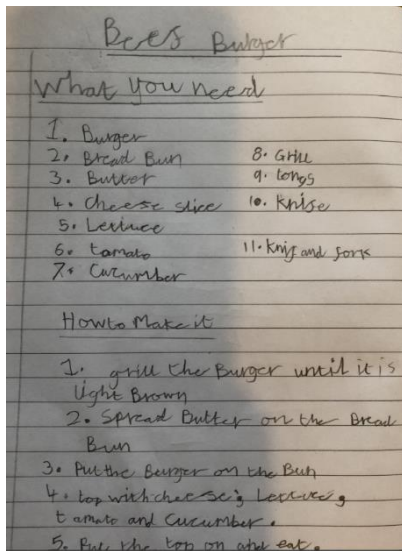


Hello I am a snowlady and I hope I dont melt this year. I wish I had arms that could move so I could draw in the snow. My birthday is tomrrow and I wonder what I will get, I hope its a new hat.

### 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. All children can change their library book any day of the week if they choose to.

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 trained Year 6 librarians. In addition the library is open on a Friday after school for children to visit with their parents/carers and lunchtime reading is available on the playground in the gazebo.



### 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. Each classroom has a 'reading area' where children are able to spend time enjoying a wide range of books and each classroom door shows which book the class is currently reading. The following are some of the reading events undertaken in school each year.

- At the start of each academic year, the Reading Leaders hold a workshop for all parents but especially for those with children in EY aimed at sharing our approach to the teaching

of Early Reading.

- An additional yearly meeting is held for each phase, where the Reading Leaders discuss how to continue supporting children's reading at home as they become more confident, fluent readers. Parents/carers can visit classes and see children taking part in reading activities.
- World Book Day is celebrated with activities such as fancy dress, whole school assembly, book sales and swaps and teacher inspired events.
- Each year children throughout school are actively involved in supporting the 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
- Opportunities for children to share book recommendations are used to encourage reading for pleasure within each class and are also displayed in the school library.

### 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 regular '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.

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, with adult support as appropriate.

From Year 2 upwards, the classes follow a planning cycle, focussing on a particular genre. This involves a stimulus, preparation work consisting of drama, creative activities and key writing skills being taught and practised with regular feedback being given to support children's learning. The children plan and complete a 'big write' towards the end of the cycle, which teachers give further feedback on, often as a whole class. Children are then given the opportunity to review and improve their 'big write' in response to the feedback. Each phase has two set writing genres per term,

set out in the Long Term Plan, but there is flexibility with other genre coverage to allow for responsive planning and teaching.

### Handwriting

Children are taught to write using our own Handwriting Policy based on Martin Harvey and Debbie Watson's Achieving Excellence in Handwriting 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 grip 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. Children's gross motor movements are developed through the Pen Jitsu programme and they develop fine motor control through Dough Disco sessions. In Year 1 children continue to develop controlled movements for handwriting through the Squiggle Me into a Writer programme. Both upper and lower case letter formation is taught, with exiting flicks, alongside the Little Wandle phonics programme and some 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 at least three times 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. Beginning writers in Phase 1 will use whiteboards to practise letter formation, with pencil and paper introduced gradually so that pencil grip can be closely monitored. Whilst children in Phase 2 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 complete most of their writing with a handwriting pen.

### Spelling

At Lord Deramore's Primary School, we believe that it is essential to support all pupils to become confident spellers so that they can focus on effective composition when writing.

In Phase 1, phonics is taught daily to enable pupils to develop their encoding skills.

Once Little Wandle Letters and Revised whole class teaching has been completed, usually at the start of Year 2, the teaching sequence follows the Jane Considine programme "The Spelling Book". This approach supports children to learn the required spelling patterns and word lists but also enables pupils to develop effective strategies for remembering spellings and applying them in the moment. This programme is followed to the end of Year 6.

Any pupils who require additional support with spelling receive this in line with our approach to the teaching of spelling and phonics.

### Vocabulary

Children from Year 2 upwards are introduced to a new word each day using the Vocabulary Ninja programme. They are taught the meaning and use of each word. They practise using the word in a sentence and are encouraged to use their new knowledge when writing in other contexts.



## 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. Formative assessments form an informal part of every lesson to check understanding and give the teacher information with which to adjust day-to-day lesson plans. In Phase 1 children are given immediate oral feedback on how to improve their writing.

Summative assessments take place at the end of the autumn and summer terms to assess and review pupils' progress and attainment.

From Year 2 upwards, each child has their own Special Writing book which provides an on-going profile of their attainment in writing and this is used, alongside their big writes, to assess children in writing. NFER reading tests are used in the autumn term for all classes Year 2 upwards and in the summer term for Years 3-5. In the Summer Term, pupils in Year 2 and Year 6 complete statutory assessments in reading. Children at the end of Early Years are assessed against the Early Learning Goals in English. The Phonics Screening Check is completed by all pupils in Year 1 and those pupils in Year 2 who did not meet the standard at the end of Year 1 in the second half of the summer term.

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

- generating own success criteria
- peer marking/self-marking
- target setting

## 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 everyday 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

- The Power Maths scheme provides a well-structured and progressive curriculum for all year groups to follow, with themes planned across the year which meet National Curriculum expectations and coverage.

Textbook	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value – 4-digit numbers (1)	9
	Number – number and place value	2	Place value – 4-digit numbers (2)	9
	Number – addition and subtraction	3	Addition and subtraction	15
	Measurement	4	Measure – perimeter	5
	Number – multiplication and division	5	Multiplication and division (1)	11
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)	15
	Measurement	7	Measure – area	5
	Number – fractions (including decimals)	8	Fractions (1)	7
	Number – fractions (including decimals)	9	Fractions (2)	8
	Number – fractions (including decimals)	10	Decimals (1)	10
Textbook C / Practice Book C (Term 3)	Number – fractions (including decimals)	11	Decimals (2)	7
	Measurement	12	Money	9
	Measurement	13	Time	5
	Statistics	14	Statistics	5
	Geometry – properties of shapes	15	Geometry – angles and 2D shapes	10
	Geometry – position and direction	16	Geometry – position and direction	6

- Lessons are taught following the same format – discover (a real-life based

problem which introduces the days maths concept), share (the discover section is explained and methods and calculations modelled and explored), learn together (I do, we do, you do approach where the theme for the day is delivered. The first question is heavily scaffolded and modelled by the teacher. The second question has less scaffolding and the teacher and children work through the problem together. The final question has little or no scaffolding and is often a real life problem. This one is designed for the children to work through independently.), practise (children work through similar examples as independently as possible).

- There are also daily Power Up activities – short, 5 minute activities which practise key skills and previously taught concepts.
- Power maths runs throughout the school. In phase 1, children move from one concept being taught over a week in Early Years, to a daily lesson in Year 1. The lessons are still practical with emphasis on using concrete materials. As children move into Phase 2, they begin to use more formal ways of recording – although the emphasis throughout the whole school is on the use of concrete materials. Towards the end of Year 2, children are introduced to the individual power maths books. From year 3 upwards, teaching follows the Power Maths lessons with all children having access to the workbooks to practise indendently.

### **Resources**

- Online access to Power Maths teaching tools to teach the lessons.
- Online support - TT Rockstars (multiplication fact recall).
- 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 – a high quality program aimed at younger children and supported by NCTEM
- 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 Power Maths scheme to ensure small steps are built
- Power Maths lesson structure is followed discover, share, learn together, practise.
- 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.

### **Homework**

- Children from Y2-6 are asked to spend time either on Numbots or TTRockstars each week.

### **Extra-curricular provision (clubs / peri teaching)**

- Lunchtime TT Rockstars club for KS2 Y2-6
- Regular TT Rockstars competitions to engage children at home



### Regular annual events / enrichment weeks

- Half termly awards for effort and progress for pupils on TTRockstars
- 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 linked to the school development plan

### External providers

- Power Maths
- TT Rockstars

### 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)
- Parents are invited in to school for a Maths Morning each year, where strategies are explained and they can see our maths teaching first hand.

## 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.

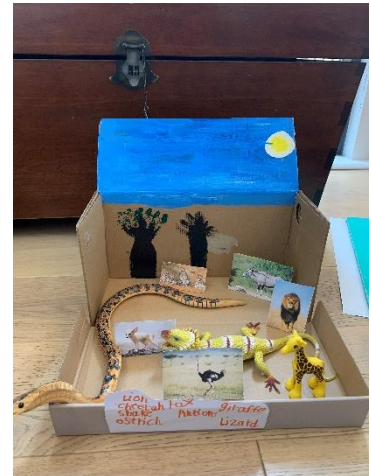
### Assessment

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.

## 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

## 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:

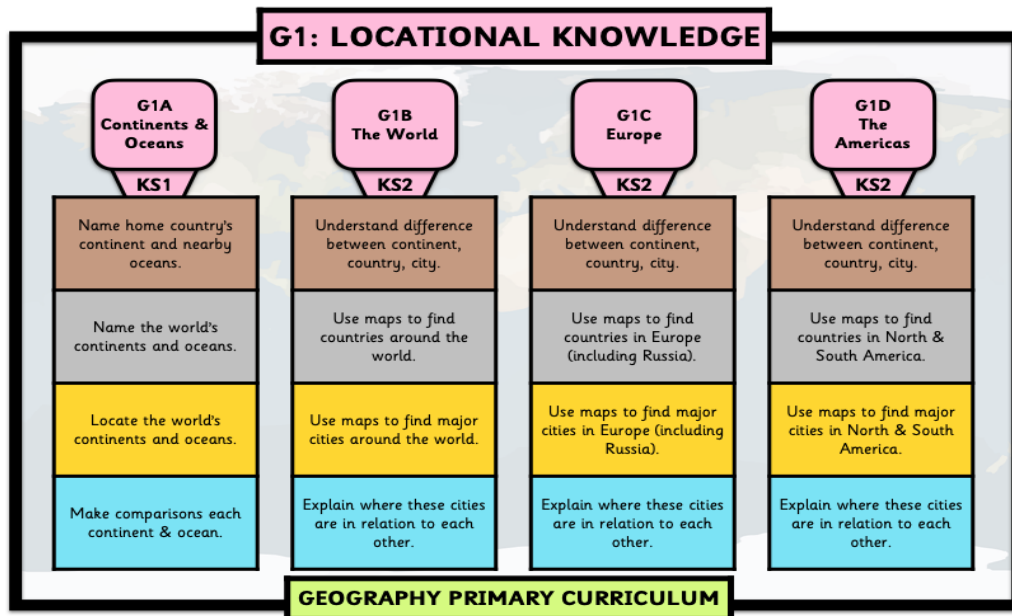


fig. 1

## 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

Eco-Warriors and gardening club are provided at different times throughout the year.

## 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.



Weekly Weather Report					
Monday		+	Tuesday		+
It will be snowy in Northern Ireland today making it really cold.			Tomorrow it will be windy in Northern England but in Southern England there will be some sun but it will be hidden by cloud.		
			Wednesday		+
			On Wednesday it will be stormy in Wales but only in the night. In the day there will be rain.		
Thursday		+	Friday		+
In Scotland they will be very lucky on Thursday because they will have the sun!			Great Britain in the morning will have rain and in the afternoon they will have sun. We're hoping to have rainbows all over!		
			The Weekend		+
			At the weekend it will be back to gloomy weather. It will be rain again for the whole of Great Britain.		

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. Tommorrow 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.

During their time at Lord Deramore's, students visit Heslington Church, York Mosque and a Bradford based Gurdwara and Synagogue.

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 2 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"> <li>• 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.</li> <li>• 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.</li> <li>• Deliver a computing curriculum that is in accordance with the National Curriculum (September 2014 – see below).</li> <li>• Use computers to enhance the teaching of the National Curriculum in computing and other lessons</li> <li>• Provide pupils with a range of opportunities to use computer software.</li> <li>• 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</li> </ul>

## 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 class sets Chrome books which are shared between the KS2 classes
- We have one class set of laptops, shared amongst the school
- We have one class set of ipads shared amongst the school
- 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, Espresso and Purple Mash. Other software used includes: Scratch, 2simple package, Pear Deck, Google Docs and Slides and Google Classrooms in Phase 3.
- The school also has access to specific SEND software such as Nessy and Communication in Print to support SEND learners.

### **Planning**

- Computing may taught for one hour a week or may be taught alongside another subject – for example creating an animation for science, or making a leaflet in RE. Teachers can 'book' out the type of hardware required by booking on the School Google Calendar. 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.

### **Regular annual events / enrichment weeks:**

Each year we tie in Anti-bullying week with e-safety week, although this is a theme revisited throughout the year, both in computing and in PSHE.

### **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.



## Music

### Rationale/Vision Statement

The national curriculum states: 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 pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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

Music is highly valued at Lord Deramore's Primary School. We believe that all children should have access to high-quality music education and have opportunities to develop their own musical potential.

Music makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals capable of developing their 'own voice'. We hope, through the implementation of this policy, to foster a love of music in all children, to develop their musical creativity and to encourage them to continue to explore music throughout their lives.

### Aims of the subject

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

- Enjoy music,
- Have opportunities to 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,
- Learn to sing and to use their voices appropriately and confidently,
- Develop their inner ear,
- Learn to create and compose music on their own and with others,
- Have the opportunity to learn a musical instrument,
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### How we teach this subject

### **What does music at Lord Deramore's look like?**

Immersion in music is a vital part of all our children's education; pupils in Years 2 to Year 6 have dedicated music lessons with Mrs Martin, our music specialist. Lessons are always practical and engaging and children learn to play a different instrument in each year group:

- Year 2 - ocarina
- Year 3 - recorder
- Year 4 - violin
- Year 5 - ukulele
- Year 6 - percussion
- 



### **Skills Summary:**

Throughout a child's music education at Lord Deramore's, they will be able to...

**Listen** and watch a range of musical performances such as live performances from local musicians, concerts and our own pupils performing.

**Appraise** and respond to a range of music.

**Sing** a wide range of traditional and contemporary songs from Britain and around the world.

**Play instruments** that are tuned and untuned.

**Compose** music using symbols and music notation.

**Perform** in groups, classes or specialized focused groups.

**History of Music** – Gain a knowledge of composers – famous and new.

**Explore culture** – Explore different traditions, composers and musicians across a range of genres and styles. This promotes, celebrates and shares our unique cultural diversity.

**Use technology** to enhance music provision.

### **Instrumental Lessons:**

Peripatetic teachers (visiting music specialists) offer private instrumental lessons. Bursaries are also available from the York Music Hub to help support disadvantaged pupils. Details of providers and instrument tuition can be found on the school website.

- violin
- clarinet
- flute
- piano
- guitar (classical and electric)
- drums



### **Resources**

In support of our policy aims, we believe children should have as wide a range of sounds to explore as possible. Thus, we aim to maintain a comprehensive set of tuned and untuned percussion, keyboards and recorded music.

### **Choir**

The choir is open to children in KS2. Singers meet once a week during lunchtime and perform regularly at school events and at singing festivals, as well as for local communities.

## Orchestra

Lord Deramore's have a long established school orchestra. It is open to any KS2 child that is able to play an instrument (excluding electronic instruments). Players meet once a week for an hour after school and perform each year in the Christmas Carol service, at the York Music Hub Festival and at the school Summer Concert.

# 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. (In 21/22 school year Y5 and Y6 will go swimming and in 22/23 school year Y4 and Y5 will go swimming to make up for swimming sessions missed during COVID)



### **Schemes of work:**

We follow the National Curriculum but do not have a set scheme of work.

### **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. Clubs that run throughout the year include:

- Football
- Tennis
- Tutu Funky Dance
- Rugby
- Netball
- Dodgeball
- Multiskills
- We have trained Y6 playleaders that provide a club and support at playtimes.

### **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.
- We attend various different competitions as they are arranged.
- The school attends different competitive events at Archbishop Holgate's School throughout the year including: rugby, football, athletics, orienteering, hockey and bean-bag rounders.
- Miss Havercorft currently teaches dance and gymnastics to children in phase 3.

#### **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, netball, 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 regular sessions throughout the year.

Teachers use the Forest School handbook to ensure children are covering a range of skills and opportunities, and building on previous experience. We are exploring the introduction of skills and experience stickers that can be earned as they move through school to aid in progression.

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 the Jigsaw PSHE scheme to teach PSHE. All classes have a weekly PSHE lesson which follows a whole school wide theme. There are regular assemblies to reinforce the theme and we celebrate children's efforts in PSHE and in demonstrating aspects from the lessons in our celebration assemblies.

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.

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. 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 (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'.

