

# Lord Deramore's Primary School

# Curriculum Policy



**2023/24**

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# Curriculum Vision

Our school curriculum was designed and launched in 2019. Since then, we continue to implement, review and improve its content and delivery.

It covers all EYFS framework and KS1/KS2 National Curriculum requirements, going beyond these expectations particularly in terms of its delivery and enrichment.

All of our children – including those with barriers to learning – access our fully inclusive curriculum offer. We are ambitious for **all** of our learners (especially those with special educational needs and disabilities) and work hard to ensure that they can access the curriculum in a way best suited to their individual needs and interests.

Curriculum and progression plans have been carefully planned and sequenced. They outline the key knowledge (both substantive and disciplinary), concepts and vocabulary that we want our children to learn, develop and embed over a seven-year journey with us. They also identify the key literature that children will read, the diversity they will be exposed to and the enrichment opportunities that they will experience.

Our curriculum aspires for all children to be **the best they can be** and to become **lifelong learners**.



## Curriculum Organisation

In 2018, we adopted a unique ‘phase approach’ to the organisation of our year groups and educational stages. Our class structure has been organised into three age-appropriate ‘phases’, rather than the traditional Key Stages seen in most schools across the country. We did this to bridge the gap between EYFS-KS1 and KS1-KS2 whilst also ensuring that no year group (or teacher) works in isolation. This phase approach also better promotes our belief in a more gradual introduction to formalised learning, mirroring the approach taken by many high performing international education systems.

### *Phase 1: EYFS (FS2) and Year 1*

We believe that young children learn best through play and following their own interests. In Phase 1, children develop the skills and attitudes needed to become successful lifelong learners. Our key focus in this phase is to ensure children have the emotional and social skills to do well in school and to secure the foundations of learning for future learning – particularly in terms of basic skills in reading, writing and number.

### *Phase 2: Year 2 and Year 3*

The children in this phase are gradually introduced to more formalised learning and teaching styles, whilst not forgetting that they are still young children who benefit from play and exploration.

### Phase 3: Year 4, Year 5 and Year 6

In this phase, children are exposed to more formal teaching styles and secure the attitudes, skills and knowledge needed to excel academically as they move to secondary education.

Phase	Curriculum Coverage	Approach	Key aims
<b>Phase 1</b> FS2 and Y1	EYFS framework and KS1 national curriculum	<ul style="list-style-type: none"> <li>• Play-based continuous provision</li> <li>• Short, directed lessons in phonics, mathematics, writing (inc. handwriting), PSHE, RE, music and PE.</li> <li>• Intensive support for early reading, language &amp; communication, personal &amp; social development.</li> <li>• Weekly “Forest School” day.</li> </ul>	<ul style="list-style-type: none"> <li>• Become happy, motivated learners who love coming to school</li> <li>• Read fluently (phonics screening)</li> <li>• Secure effective “characteristics of effective learning”</li> <li>• Embed the foundations for academic achievement in reading, writing, mathematics and the wider National Curriculum (GLD)</li> </ul>
<b>Phase 2</b> Y2 and Y3	KS1 and KS2 national curriculum	<ul style="list-style-type: none"> <li>• Formal learning timetable, with additional opportunities for play.</li> <li>• Discrete lessons in all National Curriculum subjects (geography/history taught within “topic” sessions, MFL in Y3 only)</li> <li>• Intensive ‘catch up’ support for phonics, writing and mathematics</li> <li>• Fortnightly “Forest School” sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure no child moves into KS2 unable to read fluently and proficiently</li> <li>• Support pupils – particularly those with SEND – to transition into a more formal education setting</li> </ul>
<b>Phase 3</b> Y4, 5 and 6	KS2 national curriculum	<ul style="list-style-type: none"> <li>• Formal learning timetable</li> <li>• Discrete lessons in all National Curriculum subjects (geography/history taught within “topic” sessions).</li> <li>• Increased expectations in terms of independent study and personal organisation.</li> <li>• After school additional tutoring for some pupils requiring academic support.</li> <li>• “Forest School” sessions on a rolling programme</li> </ul>	<ul style="list-style-type: none"> <li>• Children are well prepared for the transition into secondary education</li> <li>• Achieve academic excellence</li> </ul>

Where possible, teachers work in these three distinct phases to collaboratively plan, deliver and assess our school’s curriculum plans on a two-year (Phases 1 and 2) or three year (Phase 3) rolling cycle. There are various benefits to such a model within a small, one-form entry primary school. These include:

- No teacher is left alone in isolation. They can work collaboratively to share ideas and personal skills when planning and delivering topics.
- Staff can provide different areas of subject expertise, talents and interests within their phase teams.
- A common topic or theme can create a talking point of ‘buzz’ for conversations in school and within phases.
- Economies of scale when purchasing resources and organising visits or visitors into school.
- It helps to reduce teachers’ workload as colleagues can share planning and resource-making tasks.

# Curriculum Design

At Lord Deramore's Primary School, our curriculum is centred around our **five golden threads**:

**Experiences** – we believe that play, visits, visitors, practical and outdoor activities enrich a child's curriculum journey and cultural development.

**Literature** – we believe that books and stories provide a gateway into, and understanding of, our world - both real and imaginary.

**Knowledge** – we believe that children should gain substantive and disciplinary knowledge over time, enabling them to make informed decisions, think critically, understand complex concepts, apply skills and solve problems.

**Vocabulary** – we believe that children's word knowledge is strongly linked to academic and social success. It helps them understand new ideas and concepts and builds connections between ideas. It helps them to share their ideas, thoughts and opinions and communicate with others effectively.

**Diversity** – we believe that a school curriculum should reflect and represent the diverse world in which we live. By doing so, we prepare our children to celebrate their differences, grow in confidence, tolerance and mutual respect.



We have arranged our Long Term Plans into **thematic and concept-led topics** for each phase: Phases 1 and 2 have a two-year rolling cycle; Phase 3 has a three-year rolling cycle. These topics often have an overriding humanities focus (geography and/or history) owing to the large amount of substantive knowledge listed in the National Curriculum for these subject areas. They also focus on reoccurring concepts which become increasingly complex each time they are revisited and built upon. Where possible, we try to teach in a topic based way as it provides better opportunities to inter-connect learning across the curriculum and often provides greater engagement and motivation. We also precisely plan for **cross-curricular opportunities** in oracy, writing, reading, mathematics and computing.

For some subjects (English, Mathematics, Science, PSHE, RE, PE, Music and MFL), units of work are taught in discrete year group plans and lessons. This is because their curriculum content does not lend itself to rolling cycles and/or would reduce the rigour of clear knowledge progression if delivered out of sequence.

## *Long Term Plans*

Our [Long Term Plans](#) identify the topics and units of work covered for each phase. Thematic topics are centred around re-occurring concepts. They also outline opportunities for celebrating diversity and representing our diverse school, alongside key literature studied and enrichment opportunities such as visits, visitors and experiences.

## *Medium Term Plans*

Our [Medium Term Plans](#) are created within phase teams every term. They outline and identify the precise learning objectives (linked to our progression maps) for each subject area plus the learning activities children will undertake. Planned assessment opportunities are also identified for every subject. In these plans, we go into more detail about the vocabulary taught, the concepts built upon and how reading, writing and oracy skills are developed in a cross-curricular way.

### *Progression Plans*

Our [Progression Plans](#) are at the bedrock of our planning and assessment cycle. They map out precisely the age related expectations for each phase (and year group) and how we intend for pupils to progress in every subject area. They enable teachers to pitch lessons appropriately and to track forward and backwards based on children's individual starting points. These plans are used by teachers and subject coordinators to assess curriculum impact and next steps. Since 2019, we have been using X (*formerly known as 'Twitter'*) to evidence and celebrate our curriculum implementation and impact. Since September 2023, we have started to add exemplification links to our progression maps to exemplify pitch and expectations across the year groups.

### *Assessment Overview*

Our [Assessment Overview](#) outlines how teachers assess children across all curriculum subject areas. It lists the summative and formative ways in which teachers identify how well curriculum intent has been implemented and achieved.

## Curriculum Leadership

In a small, one-form entry primary school, the leadership of a robust and effective curriculum can be challenging. However, all of our experienced teaching staff 'share the load' and coordinate at least one curriculum subject. A list of current subject coordinators can be found [here](#).

Our subject coordinators take on the 'mantle of the expert' and play an important part in the success of the curriculum by ensuring a regular programme of monitoring, evaluating and reviewing their subject area. They advise on planning, celebrate good practice, equip high quality teaching and are committed to continuous improvement and development.

In order to protect staff workload (and ensure sustained improvement in practice), the school tries to focus on just one curriculum subject per term. During any given term, all staff receive CPD training, team teaching opportunities and take part in a 'subject review day' which often involves governors and external advisers. These subject review days involve observing lessons, speaking with children, reviewing outcomes and pupil work and discussing at length with the subject coordinator. They help to increase a subject's profile in the school and ensure all teaching staff have regular opportunities to enhance and develop their subject-specific practice on a rolling programme.

Each year, subject coordinators are given release time from their teaching commitment to complete an annual subject review and evaluation. This is done by completing a 'Subject On A Page' (or SOAP), which evaluates how well the intent, implementation and impact of their subject areas are being lived out in practice. The outcomes of this annual process inform our school development plan and work. Coordinators present to the governing body at least once every two years.

## Curriculum Overviews

Subject coordinators annually review their subject's curriculum overview. These overviews provide details on the vision for their subject, the aims of the curriculum and how the subject is taught across the school.

# English

(Julia Jones and Mary McCormack)

## Curriculum Vision

At Lord Deramore's Primary School, we aim to provide a broad and challenging English curriculum providing children with a wide range of rich and enjoyable experiences.

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.

## Curriculum Aims (Intent)

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.

We teach children to:

- articulate their ideas clearly, audibly and with assurance
- use talk to explore, develop and sustain ideas
- listen to others with interest and comment on what has been said
- adapt their speech to a range of circumstances
- develop the skills to become fluent, confident and engaged readers
- explore a wide range of genres, authors and texts of a high quality
- read confidently so that they can read for pleasure, learn and access the wider curriculum
- see themselves as competent, confident writers with the skills to shape and adapt their writing, making appropriate punctuation, grammatical and stylistic choices
- develop an enjoyment of writing and a recognition of its value as a means of express and as a communication tool
- are regularly provided with opportunities to write purposefully in a range of genres
- write clearly, accurately and coherently adapting the style and tone for different audiences, purposes and contexts
- develop the skills to plan, draft and edit their own work
- have a range of strategies to draw on when attempting to spell new words
- use clear, fluent, joined handwriting
- are able to apply their English skills in all other areas of the curriculum.

We aim for parents to be actively involved in their children's learning in speaking, listening, reading and writing and support them in helping their children thrive and succeed in this vital curriculum area.

## Curriculum Organisation (Implementation)

### Oracy

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. Planning opportunities for 'oracy across the curriculum' are identified within Medium Term Plans, often linked to debate questions. Detailed oracy progression plans are in place and staff have received training on how to teach oracy skills effectively.

At intervals during the year, for example on National Poetry Day, classes share poems they have learned in whole school assemblies – pupils regularly learn poetry off by heart and perform them individually and collectively. An external drama coach works with children on a rolling basis, delivering drama lessons in line with cross-curricular links. Each year, we have an 'Oracy Week' in which speaking and listening is given high profile coverage within English lessons. Our Year 6 children take part in the annual York Civic

Trust *Public Speaking Competition* (we have been the winners in both 2022 and 2023). Phase 3 children have the opportunity to take part in our debating club and work with the “Debate Mate” initiative. Annual opportunities take place for all children to perform in drama productions.

## Reading (including Phonics)

### **Our early reading scheme – Little Wandle Letters and Sounds**

At Lord Deramore’s, we believe that all children can become fluent readers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Early Years and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Lord Deramore’s, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Lord Deramore’s, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have two Reading Leaders (Mrs Jones and Miss McCormack) who drive the early reading programme in our school. Our reading leaders monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

We teach phonics daily in Early Years and Year 1. In Early Years, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.

Children make a strong start in Early Years: teaching begins in the second full week of the Autumn term. We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Early Years are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Keep up – not catch up**

Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up sessions match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

For any children who continue to need phonic teaching past the end of Year 1, we use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources and, later, *Little Wandle Fluency*. For children from Year 1 upwards who arrive in school with little to no English, we follow the Rapid Catch Up Programme following advice from *Little Wandle*. These short, sharp lessons last 15-20 minutes and have been designed to ensure children quickly catch up to age-related expectations in reading.

### **Reading practice sessions**

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of children
- use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.



Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Early Years these sessions start at the beginning of Autumn 2. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and 3, we continue to teach reading in this way for any children who need to practise reading with decodable books.

### **Home reading**

The decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the Everybody read! resources.
- We run regular workshops to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Ensuring consistency**

All teaching and support staff in our school have been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

The Reading Leaders regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### **Reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)  
*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. Lord Deramore's is currently working with the English Hub as part of a Reading for Pleasure development programme. There are many ways in which promote Reading for Pleasure. These include:

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Lord Deramore's and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Phase 1, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Regular workshops for parents/carers take place around promoting reading for pleasure.
- Opportunities to visit book shops and be bought a book take place for targeted children, including those working as librarians and also our more disadvantaged learners.

### **Reading beyond "Early Reading" (pupils in Phases 2 and 3)**

Once children are reading Phase 5 Set 5 books fluently, they move onto Little Wandle Fluency books and planning. This continues until the end of Year 2.

From Year 3 upwards, all children participate in daily whole class reading lessons supported by carefully chosen, high quality texts. Each week this consists of lessons focussed on reading the class novel and related reading activities, lessons focused on poetry, fiction and/or non-fiction texts linked to the class novel, wider curriculum or current events such as Black History Month, time for all all children to read for pleasure and the class teacher to read 1:1 with some pupils.

Reading for pleasure remains a key priority for all children in Phases 2 and 3. It is everyone's responsibility to promote and maintain enjoyment of reading. Every class is read aloud to daily. We have developed our own spine of "read aloud" fiction, non-fiction and poetry texts for each year group which aims to both reflect the diversity of our school community and wider society. The books in this spine are supplemented by class teachers and the spine is adapted yearly as new books are published and new members of staff join our school. Teachers promote reading for pleasure through making recommendations, informal book talk and support pupils to make recommendations to one another during our weekly class book clubs.

There are timetabled weekly library sessions for every class. These provide pupils with access to a wide range of fiction, non-fiction and poetry 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 too. Lunchtime access to the library is organised by a member of staff and trained Year 6 reading champions including story telling sessions for younger children. In addition, the library is open for library club every Friday after school for children to borrow with their families and lunchtime reading is available on the playground in the gazebo.

### **Assessment of 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. 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 6 complete statutory assessments in reading and in Year 2 pupils access the optional Key Stage 1 assessments. All pupils follow Little Wandle Rapid Catch Up or Little Wandle Fluency, follow the suggested assessment timetable.

## **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 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, recording and explaining their learning. 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, linked to the book the class is reading, with adult support as appropriate:

From Year 2 upwards, the classes follow a writing cycle, focussing on a particular genre (we ensure that a wider variety of genres are covered as part of our Long Term Plans – where possible in an extra-curricular way). All our writing units are based around carefully chosen, high-quality texts full of rich language structures and models so that children can learn how language works and the effects it can have on a reader. Each unit 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 and to follow the interests of the children. Staff works hard to teach writing in a cross-curricular way and to promote disciplinary writing skills in wider subject areas (e.g. writing as historian or scientist).

### **Assessment of writing**

Formative assessments forms 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. In Phases 2 and 3, big writes are marked in depth and pupils then act on this feedback.

Summative assessments take place at the end of the autumn and summer terms to assess and review pupils' progress and attainment. Each child has their own Independent 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. Children are involved, in an age appropriate way, in assessing their own work.

## **Handwriting**

Teaching handwriting effectively impacts the wider curriculum and the development of the whole child offering, among others, the following benefits:

- When children can write autonomously they can concentrate on **what** to write rather than **how** to write so their ideas and writing content will improve.
- Handwriting can have a significant impact on children's self-esteem and help them to develop a strong sense of pride which cannot be measured by attainment level or standardised testing.

Where children have good handwriting, and are proud of how their work looks, they become far more meticulous about spelling, punctuation, grammar and their use of language.

We do not follow a bought 'scheme'; rather we use a consistent approach to teaching handwriting throughout the school based on the Martin Harvey method of teaching handwriting. The approach progresses through the school with an emphasis being placed on consistency.

### **Fostering the right learning environment**

In handwriting lessons, we aim to develop confidence and a positive attitude to handwriting by stating at the beginning of handwriting lessons that the children should be aiming to impress and be proud of their writing. We aim to develop good habits by ensuring that children in Year 2 and above:

- Use two hands to write (one to hold the page and one to hold the pencil/pen).
- Have six feet on the floor (four chair legs and their own two feet).
- Act on BBC - Bottom, Back in Chair.
- Act on TNT - Tummy Near Table.
- Have their paper straight or at a slight angle.
- Are seated carefully so that left-handed and right-handed writers are not bumping elbows.

### **Handwriting in Early Years**

Children in EY need to be given ample time to develop their gross and fine motor skills to ensure they have the necessary strength and control to be able to hold a writing tool and form letters. All children will have access to the following:

- Pen Jitsu (movements for handwriting taught discretely), leading to correct letter formation
- Simplified versions of Little Wandle formation phrases, taught at the same time as learning the GPCs in phonics.

### **Handwriting in Year 1**

Children in Y1 continue to need to be given ample time to develop their gross and fine motor skills. All children will have access to the following:

- whole class sessions daily
- sky/grass/earth line guides to show correct placement

- Letter formation will be linked to the grapheme-phoneme correspondences taught during phonics lessons.

During Year 1 washing line joins only will be taught once letter formation is secure. Pupils will be taught to differentiate size of capitals and lower case letters.

<b>Handwriting expectations in Phases 2 and 3 (Years 2 and above)</b>	
Year 2 (Phase 2)	Form lower case letters of correct size relative to one another. Start to use some joining, introduced in the order set out in this policy. Understand which letters, when adjacent, are best left unjoined. Write capital letters of correct orientation and size relative to lower case letters. Write digits of the correct size and orientation.
Year 3 (Phase 2) and Year 4 (Phase 3)	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent, are best left unjoined. Increase the legibility, consistency and quality of handwriting by ensuring: <ul style="list-style-type: none"> <li>• that down strokes of letters are parallel and equidistant</li> <li>• that lines of writing are spaces sufficiently so that ascenders</li> <li>• and descenders of letters do not touch.</li> </ul>
Year 5 (Phase 3) and Year 6 (Phase 3)	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of letter to use when given choices</li> <li>• deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for the task.</li> </ul>

Through Phases 2 and 3 there will be a minimum of three discrete handwriting sessions per week for the first half term of the academic year. Sessions may be less frequent in Year 6 if handwriting is consistent. During this half term, teachers will assess how secure children are in understanding the expectations of handwriting and whether they are consistently applying this within their work. The frequency of discrete sessions may then decrease but with continued attention to handwriting whenever children write. The minimum number of discrete sessions will be two per week.

Across Phases 2 and 3, all discrete handwriting lessons should follow the same approach. Each session should begin with a warm up activity which should be no more than 2 minutes. Following this, the relevant session should be chosen based on prior learning. The teacher should explicitly model how to form the letter or join. Letter formation and joins should always be modelled using pencil/pen and paper to allow for precision teaching, so staff should use the visualiser appropriately to make this clear for the whole class. Following teacher modelling, children should independently attempt the letter or join. Teachers should use professional judgement over how many letters children should form as the emphasis should always return to quality over quantity. During children's independent attempt, staff should aim to visit all children to support where needed or provide further reinforcement. Time should be allowed for misconceptions to be addressed where children practise on their palm or in the air to secure formation.

Where pupils have specific, on-going handwriting needs, the class teacher will liaise with the SENDCO and, when appropriate, outside agencies. When needed, class teachers will complete fine motor skills assessments and implement appropriate interventions based on the outcome including Theraputty.

<b>Handwriting Lessons</b>	
Phase 1	Early Years: <ul style="list-style-type: none"> <li>• daily practise of new grapheme within phonics lesson</li> <li>• daily Pen Jitsu to teach movements for handwriting, progressing to teaching of letter formation.</li> </ul> Year 1 daily handwriting lesson: <ul style="list-style-type: none"> <li>• warm up (2 mins)</li> </ul>

	<ul style="list-style-type: none"> <li>• teacher models focus letter formation in air and children practice movements</li> <li>• teacher models focus letter formation on whiteboard and children practise on individual whiteboards</li> <li>• staff visit each child to ensure correct grip and letter formation</li> <li>• small group practise handwriting at table using pencil and paper with direct adult support (not within handwriting session).</li> </ul>
Phase 2 (daily)	Handwriting lesson: <ul style="list-style-type: none"> <li>• warm up (2 mins)</li> <li>• teacher explicitly models focus letter formation or joining (chosen based on prior learning) using pen or pencil and paper under visualiser</li> <li>• children practise independently</li> <li>• staff visit each child to support correct formation and address any misconceptions.</li> </ul>
Phase 3 (minimum of 3 sessions per week)	

### **Left-handed children**

Writing from left to right is more difficult for left-handed children. They should, therefore, be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will hinder the development of a fast, fluent and legible hand.

To support children who are left-handed, the following strategies are employed by teachers:

- Model letter formation in the air specifically for left-handed children, using the left hand.
- Make sure that left-handed children sit on the left of right-handed children.
- For early writers, put a mark at the left of the page to indicate where writing begins.
- Left-handed children usually need to have the paper slightly to the left of the centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Experiment with seat height; some left-handed children may need a higher seat to see their work clearly and to prevent the elbow locking into their side as they work across the paper.
- To avoid smudging their work, left-handed children should be encouraged to position their fingers about 1.5cm away from the end of their writing tool. The pencil should sit in the 'V' between thumb and forefinger, sitting parallel to the thumb. The wrist should be straight.

### **Assessing and celebrating work**

In a handwriting lesson, children should be given opportunities to reflect on their own work. Handwriting should be regularly praised by staff alongside misconceptions being addressed. Pupils can assess their own work using various strategies including:

- Putting a dot under the letter they feel most resembles the modelled example and being able to articulate why they think this.
- Identifying the best example and then striving to do one more which is even better.

## **Spelling**

At Lord Deramore's, we aim for all pupils to be confident spellers who can spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology and orthography of words.

In Phase 1, pupils follow Little Wandle Letters and Sounds Revised to develop their phonic skills for encoding as well as their knowledge of how to spell common exception words.

Pupils in Year 2 follow Little Wandle Spelling which builds on children's knowledge of the alphabetic code and teaches them to spell with confidence. There are three parts to the programme at Year 2:

1. Phase 5 review: a five-week review of Phase 5 in Autumn 1 for 25 to 30 minute sessions, five days a week.

2. **Bridge to spelling:** teaches the children how to 'think about spelling'. Over five weeks in Autumn 2, the children complete the alphabetic code and learn the underpinning concepts of spelling. This is taught daily for 25- to 30-minute sessions.
3. **Spelling:** From Spring, children follow the Little Wandle Spelling units. This is taught in 15-minute lessons, four times a week and provides full coverage of National Curriculum spelling requirements at Year 2.

Children who are not yet secure at Phase 5 will continue to receive Little Wandle phonics interventions prior to joining whole class spelling lessons. All lessons follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Lessons build on prior knowledge to ensure children always start from a point of secure understanding. Children continue to use their phonics knowledge as the primary approach to spelling but they are also taught to consider etymology, morphology and grammar when spelling new words. Regular assessments track children's progress and identify concepts to revisit.

All pupils from Year 3 upwards follow *The Spelling Book* by Jane Considine. The Spelling Book approach is designed to bring the 'wonder of words to life. It builds on the strong phonics foundations our pupils develop through following Little Wandle. It has a focus on teaching pupils the connections between words, sound associations, etymology and patterns. The Spelling Book covers all aspects of the National Curriculum. Children who need extra support with spelling will follow Little Wandle Rapid Catch Up.

## Vocabulary

Children in Phase 1 are introduced to specific vocabulary in different areas of continuous provision. Focussed Tier 2 vocabulary is taught and teachers highlight unfamiliar vocabulary in daily story sessions.

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. Subject and topic specific vocabulary is taught in context so that children understand and can use correct terminology.

### **EXTRA-CURRICULAR PROVISION (ENRICHMENT)**

- Regular opportunities to watch professional performances including an annual trip to a local pantomime
- Regular opportunities to perform in front of an audience including: termly invitations to parents / carers to come into school where pupils 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.
- Regular drama workshops provided by external specialists including: storytelling workshops, poetry workshops and the opportunity for all pupils in Phase 2 to complete the Discover Arts Award based around Shakespeare.
- Debating club and 'Debate Mate'
- Visits to local bookshops, with school purchasing pupils books (targeted pupils, including school librarians and disadvantaged learners)
- 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.
- Phonics booster sessions led by a teacher in Years 1 and 2 supporting pupils in receipt of the Pupil Premium, vulnerable pupils and those who need additional phonics support.

- 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.
- All children in EY visit the local public library

# Mathematics

(Rachel Carr)

## Curriculum Vision

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

## Curriculum Aims (Intent)

Lord Deramore's, our aim is to enable children to:

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

We recognise that maths is an integrated subject that flows through a number of other subjects, including with maths itself. Whilst maths concepts are often taught discretely, we aim to help children see how maths flows and interweaves, particularly in the areas of fluency, reasoning and problem solving.

## Curriculum Organisation (Implementation)

### **Scheme of work**

Since 2018, we have used *Power Maths* - a consistent, research-proven approach to maths teaching.

*Power Maths* is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.

- The only mastery programme perfectly aligned to the *White Rose Maths* progressions and schemes of learning.
- Written specifically for UK curriculum classrooms by leading mastery experts from around the world and recommended by the UK's Department for Education.
- An enriched approach that cleverly combines interactive teaching tools, rich and quality textbooks and practice books.
- A continuous and embedded approach to teacher support and professional development throughout.
- Built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts.
- Half-termly and end of year tests to reliably track your children's progress against Age Related Expectations.

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.

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 or with a partner), practise (children work through similar examples as independently as possible).



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

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 independently.

### 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.
- Children are encouraged to explain their mathematical thinking when solving problems
- Regular arithmetic practice

### Homework

- Children from Y2-6 are asked to spend time either on Numbots or TTRockstars each week
- At the end of a unit, children in Phase 3 have a summary homework activity to reinforce the unit's work

### Extra-curricular provision

- Lunchtime TT Rockstars club for KS2 Y2-6
- Maths tutoring for classes in phase 3 - supporting vulnerable, PP and borderline children

- Regular TT Rockstars competitions to engage children at home
- STEM after-school club (linked to science, technology, engineering and mathematics)

***Regular annual events / enrichment weeks***

- Regular 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/visitor/links/partnerships***

- 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

(Alison Gulliver)

## Curriculum Vision

**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.

## Curriculum Aims (Intent)

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.

## Curriculum Organisation (Implementation)

### **Delivery**

- Children are taught in line with year group specific Science objectives from the National Curriculum.
- Science is taught weekly, and as a discrete 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 Phase 1 is recorded on Tapestry and additionally in a floor book in Year 1.
- 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 and marked in depth.
- The extent to which 'sticky' knowledge is maintained is monitored in Phase 2 and 3 by a '5 Question Quick Quiz', half a term after a Science topic has been completed and also through termly 'University Challenge' quizzes.

### **Enrichment**

- We hold themed Science/STEM weeks and aim for all children to experience at least one additional Science enrichment opportunity, such as a trip or visit, each year (see Enrichment Passports).
- We make good use of the outreach teams based in the Science departments at the University of York, making visits to the Astrocampus in Year 5 and often welcoming visitors into school for workshops or clubs (Lego Challenge).
- All children benefit from our extensive grounds and Forest area where there are lots of opportunities for outdoor Science lessons and activities.
- We have an Ecovenger club, a gardening club and all classes have their own planter where they plant, look after and harvest herbs and vegetables.
- We are a 'Hedgehog Friendly' school and have enhanced our environment to protect hedgehogs and raise awareness about their decline; all children know what to do if they see a hedgehog out during the day.
- We have a Science/STEM enrichment week each year, which helps to raise the profile of science further and ensure that its successful work is celebrated with the wider community including families.
- The Science leader is a member of a number of local and national Science networks, including the maintained science coordinators network group.

**We were awarded the Primary Science Quality Mark in 2019.**

**We achieved the gold Hedgehog Friendly Schools award in 2022.**

**The school is currently working towards the Eco Award**

# History

(Lydia Hiles)

## Curriculum Vision

Lord Deramore's high-quality history curriculum enables pupils to understand our world and their place in it. It is taught discretely and across the curriculum through exciting topics and enriching experiences which help pupils gain a coherent knowledge, chronology and understanding of Britain's past and that of the wider world. Our engaging history curriculum helps pupils of all abilities to develop an understanding of 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. Throughout their learning journey at Lord Deramore's, children are made ready for understanding deeper and more complex concepts, building upon previously developed skills. Children with SEND access the history curriculum at a level and with support that suits their individual needs whilst also being immersed in the same experiences as their peers. 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. We ensure knowledge and skills are embedded through regular recapping of knowledge from previous topics.

## Curriculum Aims (Intent)

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.

## Curriculum Organisation (Implementation)

### **Schemes of work**

The history curriculum is taught through termly topics across each phase, on a two or three-year cycle. Core concepts for each topic theme are identified on the long-term planning; unpicking key elements of the history curriculum to focus on each term. Historical skills are identified for each phase to develop, revisiting these continually throughout the phase cycles, within different topics ensuring a deepened understanding as the children progress through school and apply their understanding to different time periods. Historical knowledge is also taught within each discrete topic, continually revisiting substantive concepts such as 'empire' and 'king' etc.

History topics often inspire English and reading lessons so although the historic skills and knowledge are taught in history lessons, children are immersed in their topic during a wider series of lessons than just history.

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

History inspired enrichment opportunities are planned throughout the school year, from visiting museums and experience days to taking part in historically based drama lessons, children are immersed in an engaging and exciting curriculum that takes history teaching beyond the four walls of the classroom. The enrichment passport has a dedicated 'Heritage' section for all phases as well as outlining other extra-curricular opportunities. Our enrichment programme uses the history-rich city of York to its full advantage and helps promote learning, excitement and a sense of pride for our pupils.

# Geography

(Adam Sharpe)

## Curriculum Vision

Geography is the cornerstone of Lord Deramore's curriculum 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 make a difference.

## Curriculum Aims (Intent)

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

## Curriculum Organisation (Implementation)

### **Schemes of work**

All objectives from the curriculum are carefully divided across the school's current topics to ensure progression and coverage. Children revisit and build on prior learning with topics zooming out from their closest proximities such as the school to Heslington, York, England and the rest of the world. This ensures children are able to understand their place in the world and allow for a better comparison to other places across the world.

### **Resources**

We have resources that cover most of our topic areas that are grouped into topic themed boxes (e.g. Rivers). Our resources include up to date atlases, visual tools and prompts, and staff are trained in using 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.

***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 by the end of 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. These are featured in the school's Enrichment Passport.

***Extra-curricular provision and enrichment***

Ecovengers and gardening club are provided at different times throughout the year. 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/Lunar 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 as well as first hand accounts from people from our diverse school community.

# Religious Education

(Rachel Carr)

## Curriculum Vision

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.

## Curriculum Aims (Intent)

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.

## Curriculum Organisation (Implementation)

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 artefacts and books to support the teaching of RE. These artefacts are generally linked to Key religions and celebrations. RE is generally taught discretely 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.

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

### **Recording**

Children's responses are recorded in a variety of ways - through discussion, photographs, pictures, responses and debate. Each class has a big book for the year to collate and showcase the responses in



each unit of study. Recording in the book is through photographs, pictures, adult scribing or children's written responses. The amount of recording is at the discretion of the class teacher but should represent the journey of the class over the term.

**Assessment**

Children's understanding of and knowledge about key aspects of a religion, along with their ability to learn from these beliefs is assessed both formatively and summatively. Teachers assess learning through discussion, observation, regular quizzes and end of unit activities which enable children to show what they have learnt. End of year achievements are reported in the reports to parents and recorded on DC Pro.

# Art and Design

(Mark Richards)

## Curriculum Vision

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.

## Curriculum Aims (Intent)

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.

## Curriculum Organisation (Implementation)

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. Teachers ensure however that art and design lessons are taught roughtously in line with the knowledge and skills outlined in our curriculum progression plans. Art will usually be taught every week, but there may be instances when it is taught as a block.

In each Phase, all children should have experience of the following aspects of art:

- drawing
- painting
- collage
- sculpture
- printing

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

### **Recording**

Children in Years 2 to 6 will have an 'Art and Design' sketch 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 summative 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. At the end of each unit an assessment is made as to which standard each child is working at. To help make this assessment, we use the LDPS Progression Plans.

# Design and Technology

(Julia Jones)

## Curriculum Vision

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.

## Curriculum Aims (Intent)

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.

## Curriculum Organisation (Implementation)

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 *Projects on a Page* 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 with special educational needs are supported to fully access design and technology; support is tailored to their individual needs. For example, a child might prefer to communicate their design ideas by drawing rather than writing, or recording a video to explain how they have evaluated a finished project. Children in Early Years are free to choose from a wide variety of design and technology during their play, including construction kits and modelling with recycled materials. They are also introduced to cooking and wood working.

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. Children learn engineering and design skills by participating in LEGO robot club challenges.

# Computing

(Mark Richards)

## Curriculum Vision

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.

## Curriculum Aims (Intent)

- Provide children with an exciting, high-quality, computing education that produces competent, confident computer users, who are digitally literate by the time they leave the school.
- Ensure that our children have a secure knowledge of e-safety and have the skills to tackle any upsetting or inappropriate content they might access online. Including knowing who to contact in such an event.
- Deliver a computing curriculum that is in accordance with the National Curriculum (September 2014 – see below).
- Use computers to enhance the teaching of the National Curriculum in computing and other lessons. e.g. writing, research, art.
- Provide pupils with a range of opportunities to use computer software.
- Ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities. E.G. Talk to text features, recording of children's work who may struggle to write, translators for EAL children.

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.

## Curriculum Organisation (Implementation)

### Schemes of work:

We follow the National Curriculum and use the LDPS Long Term Plans with a variety of online software packages, notably but not restricted to, PurpleMash.

### Resources:

- We have two class sets Chrome books which are shared between the KS1 & KS2 classes
- We have a small bank of laptop computers for use throughout 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 licences for software, including: TT Rockstars and Purple Mash. Other software used includes: Scratch, 2simple package, Pear Deck, Google Docs and Slides and Google Classrooms in Year 2 and 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 be 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, understand computer networks including the internet; how they can provide multiple services, such as the world wide web, solving logic problems, data handling, recognise common uses of information technology beyond school 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

(Helen Smith and Diane Martin)

## Curriculum Vision

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.

## Curriculum Aims (Intent)

At Lord Deramore's, we aim for all of our children – including those with SEND – to:

- 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.

## Curriculum Organisation (Implementation)

Music is taught discretely by year group, in line with the progression plans. In Phase 1 (EY and Y1), music is taught by class teachers with CPD support provided by our music specialist. They currently use *Sing Up* and *Voices Foundation* resources. Regular opportunities for children to develop singing and music skills within continuous provision are planned for.

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 also learn to play a different instrument in each year group – allowing them to embed the skills they've learnt:

- 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 un-tuned.
- 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 – many of these children are targeted by school staff to access this provision. Instrumental tuition includes:

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

### ***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. We have full class sets of violins, recorders, ocarinas, ukuleles and percussion instruments.

### ***Recording and Assessment***

Children in Years 2 to 6 have an ongoing music exercise book in which to complete worksheets based on musical eras and styles, music theory and composition.

Music knowledge and skills are assessed by teaching staff throughout each term and reported at the end of the school year via each child's school report. Assessment may be made through observation, talking with children and recording written work and performances. Music subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations.

### ***Enrichment and extra-curricular activities***

- 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 and events.
- 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, the school Summer Concert and local events.

# Physical Education

(Beth Charters)

## Curriculum Vision

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 transferable life skills such as fairness, teamwork, cooperation, 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.

## Curriculum Aims (Intent)

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.
- Develop children's creativity, flexibility and performance skills in dance and movement arts.

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.

## Curriculum Organisation (Implementation)

**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 be 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 Havercroft currently teaches dance and gymnastics to children in phase 2.

### **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, University of York. 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.

# PSHCE

(Rachel Carr)

## Curriculum Vision

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).

## Curriculum Aims (Intent)

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.

### Curriculum Organisation (Implementation)

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'.

#### **Recording**

Children's responses are recorded in a variety of ways - through discussion, photographs, pictures, responses and debate. Each class has a big book for the year to collate and showcase the responses in each unit of study. Recording in the book is through photographs, pictures, adult scribing or children's written responses. The amount of recording is at the discretion of the class teacher but should represent the journey of the class over the term.

#### **Assessment**

Assessment opportunities and activities are identified in the Jigsaw planning each week to guide staff in assessing children's ability in PSHE. Teachers assess learning through discussion, observation and activities which enable children to show what they have learnt. End of year achievements are reported in the reports to parents and recorded on DC Pro.

#### **Enrichment**

PSHE runs through all areas of school life. We aim to ensure children are taught explicitly about aspects of PSHE but also given opportunities to learn and demonstrate PSHE skills in other situations:

- Charity opportunities (e.g. Jim Jams for Jamie)
- Donating to those less fortunate (e.g. Food bank at Harvest, Children in Need)
- Anti-bullying week
- Black History Month
- RAY competition (Refugee Awareness York)
- Hedgehog Protection
- ECOVENGERS (care for the environment)

# French (MFL)

(Helen Smith and Louise Lawrence)

## Curriculum Vision

In a global and multicultural world, the knowledge of other languages and the understanding of different cultures is invaluable. In our multicultural and diverse school, we recognise and value the importance of learning another language and about other cultures. We recognise the benefits of learning a different language in the primary years and – with over 20 languages represented in our school community – celebrate the children attending Lord Deramore’s who are bi-lingual – or even multi-lingual.

## Curriculum Aims (Intent)

At Lord Deramore’s, we believe that great teaching and learning in a foreign language happen by meeting the following aims:

To develop language strategies, knowledge and skills which prepare them for future language learning

- To develop an enthusiastic and positive attitude to other languages and language learning.
- To raise pupils’ awareness of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both.
- To increase cultural understanding by learning about different countries and their people and customs.
- To develop tolerance and understanding of speakers of other languages and cultures
- To make substantial progress in the learning of French
- To develop their listening skills to enable pupils to understand and respond to spoken language.
- Help children to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation.
- To increase children’s confidence in writing at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- To enable all children to discover and develop an appreciation of a range of writing in the language studied.
- To form a sound basis for further language learning at Key Stage 3 and beyond

## Curriculum Organisation (Implementation)

In Key Stage 2, all pupils have an opportunity to learn French, which is taught as a discrete subject. A weekly lesson of 30 minutes for years 3 - 6 is timetabled. Lessons are delivered by a specialist teacher. Power up activities are provided to class teachers to consolidate the content of the lesson throughout the week. Children are taught in line with year group specific objectives from the National Curriculum across the four key skills, and incorporating the three pillars of vocabulary, grammar and phonics. Any written work or evidence produced by the children during lessons in Years 3-6 is recorded in French exercise books. Evidence of learning is also recorded on Tapestry, given the nature of a subject which in large part is listening and speaking.

The scheme of work and accompanying lesson plans are designed to meet all the targets of the KS2 programme of study and provide the necessary linguistic stretch. These have been broken down to provide specific targets for each year group to ensure language progression over the four years. (see content overview for each year group). The weekly lesson plans include ideas for support for the less able, and to extend the more able in order to meet the needs of all pupils.

Rationale of the scheme of work

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud

- Recognise some of the language patterns of French and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages

### **Curriculum Content**

- The vocabulary is chosen to ensure exposure to all the key phonic sounds and to provide the ability to build sentences using grammatical knowledge.
- Phonics is systematically embedded within the scheme of work a resource using a kinaesthetic method of linking sound, action and spelling called '*Physical French Phonics*'
- In terms of grammar, the lessons are designed to be progressive and build on prior learning, moving from simple words to more complex sentence structures over the four years
- Formative assessments inform the planning, teaching and content of subsequent lesson plans
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
- The resources include: Interactive whiteboard activities with audio support; songs, stories and rhymes; classroom games, and a workbook with word-banks/glossaries to accompany the scheme.
- An end of unit assessment covering the four key skills of listening, speaking, reading and writing allows to track the children's progression and outcomes

### **Links to other subjects**

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language. There are also opportunities to link to other subjects such as: English, Geography, PSHE, Music and Maths.

### **Whole school involvement**

Although French is delivered by a specialist peripatetic teacher, other members of staff including SLT and class teachers are aware of the curriculum content and method of delivery. Some families already speak another language at home and this is celebrated both in language lessons and within the school. It is recognised that children who speak additional languages can apply their skills and knowledge to learning French

### **Assessment**

The specialist teacher assesses each child's progress with reference to the attainment targets of the KS2 Programme of Study for Languages. By the end of each year, the stages which have been achieved for each attainment target will have been recorded on a monitoring sheet. Assessment is based on class observations of listening and speaking activities; written evidence in exercise books and self-assessment by the child after each unit of work in which they evaluate their performance and receive written feedback from their French teacher. This information is recorded and stored on a Tracker Document. Parents receive a statement in the annual school report about how their child is progressing in French.

### **Enrichment and extra-curricular activities**

We hold an annual French café (or similar styled event) whereby the upper KS2 children serve the younger classes and practise their French transactional vocab, and table manner! We also hold a food tasting event on European Day of Languages, and try to incorporate our knowledge of the French speaking world when we can throughout the year. We also have a Spanish after school club for children in KS1. During international diversity week (a regular enrichment week for the school), we actively celebrate language diversity and learning. During the Lunar New Year celebrations, children take part in taster workshops in Chinese. In spring term 2024, a new British Sign Language club has been added to the school's extra-curricular activity offer. A partner school in a Francophone country is being sought via the British Council (we plan for Year 6 children to have a link penpal).

# Forest School & Outdoor Learning

(Adam Sharpe)

## Curriculum Vision

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

## Curriculum Aims (Intent)

We recently introduced our **Forest School Badges** and these focus on the 3 prime areas of outdoor education.

- To be **creative** through exploration of natural materials to build or create.
- To learn **survival** skills through teamwork, collaboration, fire building, fire safety, and a respect for the natural world around us.
- To appreciate **nature** as a wonderful and magical part of our world, which we should feel brave enough to encounter, respectful enough to care for, and curious enough to wander.

## Curriculum Organisation (Implementation)

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 at least 15 sessions over the year of a mix of forest schools and outdoor education, as well as regular outdoor activities such as gardening. Years 4, 5 and 6 have at least 10 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 have CPD annually to ensure staff are keeping to good practice and also have an opportunity to learn new skills to enhance their forest school sessions.

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.

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