



Dringhouses Primary School

Our Curriculum



**Enjoying Excellent
Education**

Our School Curriculum – ‘Enjoying Excellent Education’

Our **school curriculum** incorporates and enhances the National Curriculum. We believe that a rich, demanding, creative curriculum is key to motivation and the growth of pupils’ self-esteem and enjoyment. This contributes to their success as learners. The National Curriculum consists of the core subjects of English, Mathematics and Science. The foundation subjects are Art and Design, Computing, Design and Technology, Languages (KS2), Geography, History, Music and Physical Education. In addition, all schools are required to teach Religious Education at all key stages.

Our curriculum is mapped through **long-term plans** following a three-year rolling programme in the Early Years’ Foundation Stage and KS1 and a four-year rolling programme at KS2. It is well-constructed, with the curriculum packaged into a clear sequence of **‘learning projects’**. The learning projects are used to bring the curriculum alive with key knowledge and skills often set within the context of the wealth of experiences the city of York have to offer. This approach incorporates many of the subject areas, links in with the National Curriculum and acts as titles to develop the programmes of study and associated objectives. Each class within each key stage simultaneously follows these series of learning projects in which skills and knowledge are carefully mapped so that there is continuity and progression in learning. In addition, there are discrete lessons taught linked to core subjects and the use of specialist teachers e.g. languages, music and ‘Total Sports’. A class novel is used as a ‘hook into learning’ which develops the children’s inference, creativity and questioning skills. The novel may or may not relate to the learning project. This approach, combined with high expectations and quality teaching, ensures pupils consistently attain well.



Each **learning project** provides a clear learning journey, starting with a “WOW” lesson (possibly an educational visit) and incorporating a key question to prompt and develop skills and understanding. Each term the pupils will produce something tangible to demonstrate their learning. This approach to curriculum planning also allows the school to develop its vision and ethos – reflecting what makes Dringhouses special e.g. developing the music lessons to enhance the learning project and ensuring the mathematics, science and forest schools learning uses the school environment creatively. In doing so, the curriculum becomes related and relevant with key skills applied in meaningful contexts.

In addition to the acquisition of knowledge and skills linked to curricular subjects, the delivery of our curriculum supports and develops ‘life skills’ such as perseverance, resilience and problem solving so they become confident learners, well prepared for the next phase in their learning journey. The aim is that this ‘I can’ approach, supported by excellent outcomes, ensures each and every child leaves Dringhouses armed with the knowledge to succeed at secondary school.



EY/KS1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A 2016-2017	Superheroes (PSCHE) <i>To include the looking at the qualities of superheroes, their adventures and how to make a waterproof, superhero cloak</i>	Playtime (History/D&T) <i>To include the study of old toys, what they are made from and how they work</i>	Art Attack! (Art) <i>To include the study of famous artists and their work as well as creating our own art work using a variety of artistic tools and techniques</i>	Down on the farm (Science/ Geography) <i>To learn about animals you would find on a farm and the crops that grow there</i>	Explorers (Geography/ History) <i>To learn more about Christopher Columbus, myths and legends of the sea as well as learn how to read maps</i>	Kings, Queens and Castles (History) <i>To learn more about significant members of the monarchy as well as the importance of castles</i>
B 2017-2018	Totally Locally (Geography/ History) <i>To include the study of the history of the school and the surrounding area</i>	Keeping in touch (PSHE /Computing) <i>To learn how the art of communication has changed over time from telegrams to letters to emails to blogs</i>	Up, up and Away! (History/ Science) <i>To learn more about the history of flight, Da Vinci and his parachute as well as the science behind kites</i>	Food, Glorious Food (Science/PSHE) <i>To learn about how to have a healthy, balanced diet as well as where our food comes from and how it is processed</i>	Going on Safari (Geography/ Science) <i>To include the study of animals found on safari and the climate of countries where you can go on Safari</i>	Ahoy there! (Geography/ History) <i>To learn all about life at sea as a pirate!</i>
C 2018-2019	Emergency 999! (PSCHE) <i>To learn about the emergency services, famous historical figures such as Florence Nightingale and modern day service personal visits</i>	Fire, Fire! (History) <i>To include a study of The Great Fire of London and how we can learn more about it from the diary of Samuel Pepys</i>	Polar Adventurers (History/ Science) <i>To include the study of the climate and animals found in the Arctic and Antarctic as well as how climate change is impacting on these areas</i>	Into the Woods (Science/ Geography) <i>To learn about animals, mini beasts, plants and trees that you would find in the woods</i>	All aboard (History/D&T) <i>To learn about different forms of transport particularly the railways</i>	Oh I do love to be beside the seaside! (Geography /History) <i>To include a study the coasts and seaside towns both from a historical and geographical viewpoint</i>

Every year the children learn about Harvest, Diwali, Christmas, Chinese New Year and Easter as well as significant cultural events or celebrations such as the Olympics. Opportunities for learning outside the classroom are explored as part of each learning project to enhance the children's knowledge, experience and enjoyment of the study.

KS2 Long Term Plan

	Autumn	Spring	Summer
A 2018- 2019	<p>Mayan Mystery <i>A study of a non-European society that provides contrasts with British history. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</i></p>	<p>The 1960s <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge.</i></p>	<p>Land and Sea <i>Compare UK coastlines to others around the Europe and the wider world.</i></p>
B 2019- 2020	<p>Rainforests and Polar Regions <i>Develop contextual knowledge of the location of globally significant places.</i></p>	<p>Stone Age to Iron Age <i>Changes in Britain from the Stone Age to the Iron Age</i></p>	<p>Ancient Greece <i>A study of Greek life and achievements and their influence on the western world.</i></p>
C 2020- 2021	<p>York - A Chocolate City <i>A Local History & Geography study as well as where does cocoa grow and where does it comes from?</i></p>	<p>The Roman Empire <i>A study of the Roman Empire and its impact on Britain's settlement.</i></p>	<p>Ancient Egypt <i>A study of the human a physical aspects of Ancient Egypt's Geography.</i></p>
D 2021- 2022	<p>'What a Wonderful World' <i>Understand the processes that give rise to key physical and human geographical features of the world</i></p>	<p>The Vikings <i>The Vikings and Anglo Saxons struggle for the Kingdom of England.</i></p>	<p>Life in Modern Britain <i>PSHCE link.</i></p>



Spiritual, Moral, Social and Cultural (SMSC)

SMSC development is the over-arching umbrella that encompasses personal development across the whole curriculum. SMSC is central to school development and requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. At Dringhouses, SMSC is promoted not only through all of the subjects in the curriculum, but also through the ethos of the school and through the development of positive attitudes and values.



Each classroom has an '**Information Station**' - a display featuring current affairs and issues (local, national and international). Links are made to the focus 'value' and PSHCE curriculum with opportunities for pupils to deepen their knowledge and understanding of the world around us. It also provides a forum for demonstrating pupils' opinions and voice which in turn stimulates debate.



Tolerance, inclusion and respect are threaded throughout daily life in school – made explicit through a focus on the **Dringhouses Values**. These link through to the British Values. The philosophies behind 'growth mindset' also underpin this structure. We believe that high performance is primarily down to self-belief, hard work and good teaching. All classrooms reflect this. There is no 'setting' for any aspect of the curriculum with the children engaging in many lessons/activities in mixed ability pairs/groups and supporting each other with peer feedback. As a result children develop skills of co-operation, team-work and resilience from an early age. Our aims, values and curriculum combined with high expectations and ambition for all ensure that all children can enjoy and succeed.



Our Dringhouses Values



Cooperation (links with the Rule of the Law)
Respect (links with Mutual Respect)
Independence (links with Individual Liberty)
Democracy (links with Democracy)
Inclusion (links with Tolerance of Different Faiths and Communities)
Community



Personal, Social and Health and Citizenship Education (PSHCE)

Personal, Social, Health and Citizenship (PSHCE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHCE at Dringhouses is taught as a discrete school subject but it also underpins and links to the school values and ethos. Through this explicit and implicit teaching, children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.



The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 to provide a balanced and broadly-based curriculum. As a school, our long term objectives aim to support pupils spiritual, moral, cultural, mental and physical development whilst preparing them for the opportunities, responsibilities and experiences of life. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.



Our PSHCE Co-ordinator is Mrs Lizi Backhouse. Please contact her for further information.

Assessment

At Dringhouses Primary School we are committed to assessment for learning (day-to-day assessment) as well as assessment of learning. Day to day assessment is an integral part of the teaching and learning cycle, informing teaching and feeding back to pupils their next steps in learning. The school makes extensive use of **'keep up, not catch up'** strategies including **pre-teach** and **intensive monitoring** and **feedback in the lessons**. **'Learning Review' meetings** take place half termly where key strategies to support learning are explored and actioned over the following weeks. Periodically (at regular points in the academic year for each pupil) all this information is gathered and feeds into the tracking system in school. The school is placing less emphasis on the collation and analysis of data with a **focus on ensuring the curriculum and learning is right for each child**. On that basis, there are three data captures a year.



At certain points in a pupil's journey through Dringhouses school, statutory assessments are carried out. These take place nationally and are reported so, in addition to providing parents with key information, a picture is built up of the school's performance.

English

Rationale for the English curriculum at Dringhouses:

The English curriculum develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, opinions and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. Teachers and pupils in our school usually use the term 'English' to describe the English curriculum. English skills will be taught and practised in many areas across the curriculum, and not just in 'English' lessons.

Aims of English learning at Dringhouses:

The scope of the English curriculum is wide and encompasses the development of the pupils' ability to:

- Ensure that children read independently, fluently and with good understanding for both pleasure and academic success;
- To enable children to develop as enthusiastic and reflective readers, through engaging with a wide range of different types of material, including challenging and substantial texts that develop an appreciation of our rich and varied literary heritage;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;
- To enable and encourage pupils to apply their English skills across the whole curriculum.

Phonics at Dringhouses Primary

At Dringhouses Primary School the teaching and learning of Phonics is underpinned by the Letters and Sounds document that consists of six phases in which the children are taught to recognise phonemes, to blend (encode) and segment (decode) words and read key words (that are not always decodable). The Letters and Sounds structure is in place from Early Years through into Key Stage 1 and is enhanced by the use of Jolly Phonics actions and resources.

All children in EYFS and Year 1 are taught daily discrete phonics sessions which follow the Letters and Sounds teaching sequence of 'revise, teach, practice, apply'. Pupils are tracked half-termly to monitor progress and identify any gaps in their learning which is then addressed through additional phonics sessions/interventions. Children in Early Years who need additional support attend daily 'secret phonics' sessions, which review previously taught graphemes whilst pre-teaching the next. In addition to this, individual children receive precision teaching linked to targeted graphemes and additional materials are sent home to support children in their learning. Children also take part in 'Talk Boost' and other small circle time based activities to develop the skills of this aspect of learning. At the end of Y1, all pupils sit the phonics screening check, which assesses if they have met the nationally expected standard. Any pupils who do not reach the national requirement at the end of Y1,

continue to receive additional phonics teaching on a daily basis and re-sit the screening check at the end of Y2;

Opportunities for practising and extending phonic knowledge are provided through Areas of Provision (AOP) where children access games and activities to enhance their learning. In addition to daily phonics, children also access computer software, such as Phonics Play and Bug Club.

School leaders, teachers and teaching assistants are trained so the teaching of phonics is effective and every effort is made to involve families, in different ways. We hold an annual introductory talk for Reception parents, together with a range of phonics workshops throughout the year, to illustrate first-hand how children are taught to read and write in the early years of school.

Parents are then encouraged to support children in their acquisition and application of their Phonics learning from Early Years into Key Stage 1. This is done through regular reading at home, with many of the children's reading books in Early Years and Year 1 being phonically decodable. Parents can also support their child with weekly phonics homework in which children are given words to read and spell that consolidate the learning that has taken place in the classroom that week.



Reading

Reading is a key life-skill that is given an extremely high profile at Dringhouses Primary School. We are determined that every child will learn to read and develop a genuine love for reading that stays with them forever. Reading all English lessons and takes place in a variety of different contexts and curriculum areas.

All children are given a continuous experience of books and print across all areas of the curriculum. The classroom environments are rich with books and appropriate texts that will develop a love of reading, support the acquisition and application of vocabulary and build on the children's knowledge. School staff model reading, embedding in children the idea of the importance of reading and how it supports us in our learning. Children are taught from the youngest age to value and care for books and all classrooms have a dedicated reading area. Every child in school has access to the school library and each class has a dedicated library session.

At Dringhouses reading is taught in a variety of contexts:

- Whole class shared reading
- Small group guided reading sessions
- Daily Phonics sessions
- One to one reading with an adult
- Bug Club activities and resources
- Pupils' independent book banded reading books



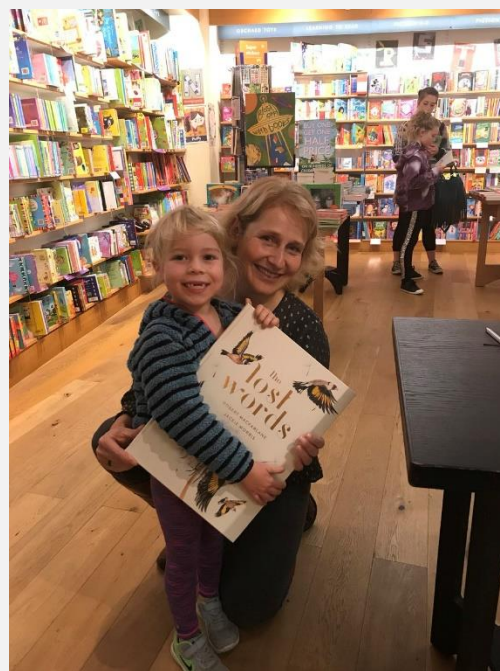
Reading is assessed on a regular basis using:

- Notes made from guided reading group discussions against the year group expectations;
- Assessments taken during phonic sessions;
- Discussion with parents/carers about individual reading material at home;
- Book banded books with each class teacher completing a half termly book band tracker;
- Evidence of comprehension levels using book-banded activities and texts from BugClub;
- Library records of books and texts pupils have borrowed;
- Individual Reading Journals;
- Half termly comprehension tasks using Rising Stars tests;
- Discussions during Learning Review meetings.

Parents/carers are encouraged to support their child by reading with them on a daily basis and making regular comments in their reading record, which are regularly checked by teachers. The frequency of children's reading at home is supported and celebrated in all classrooms and certificates in Early Years and KS1 are awarded to encourage pupils to read as often as possible. In KS2, children record their reading success on a 'Reading Journey' chart with a target of 60 steps per term. Parents can also support children in comprehension tasks that have been set as homework or with online reading resources provided by school, such as BugClub.



We are very proud to have a well-stocked library where children are able to take out book-banded books as well as independent readers. All classes visit the library at least once per week for an extended reading session and children are able to visit before and after school as well as during break times. Our librarian, Mrs Walker, is often on hand to support with book choices and stocking our wonderful library. We also have a team of junior librarians who work together to promote reading as well as keeping our library tidy and organised. Reading at Dringhouses Primary is also promoted and celebrated through World Book Day, National Poetry Day, book fair events and visits to the local library and bookshops.

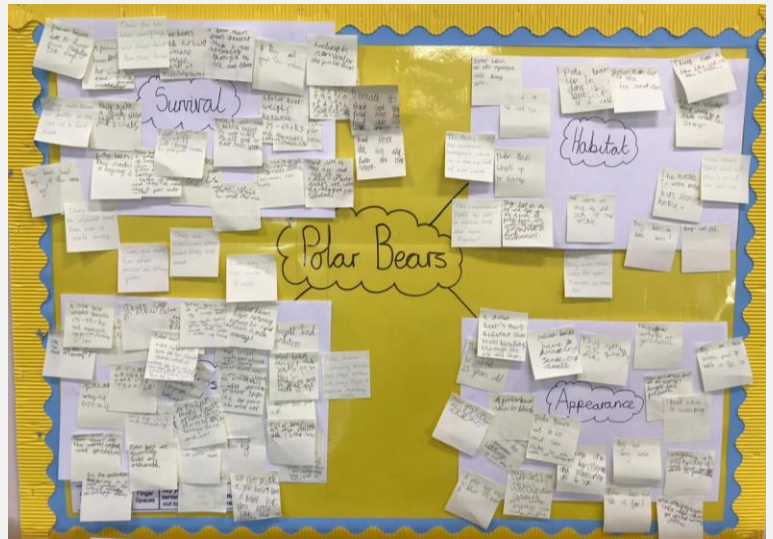


Writing



Learning Projects are carefully selected across the school to help provide further opportunities to engage and motivate pupils to read and write. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum, and will often use incidental opportunities to teach and reinforce English skills in other subject areas.

- Children are presented with daily writing opportunities through phonics activities, spelling, cross-curricular topics or a genre of English writing;
- Texts and writing genres link to the learning project to ensure high stimulation and motivation as well as purpose;
- Children work in a variety of ways to support their learning; work may be differentiated, they may work in mixed ability groups, have talk partners, work individually or be a similar ability;
- Children are motivated to write through drama activities;
- Teacher modelling and scaffolding through shared writing helps children develop and record their ideas in the ensuing drafting and editing process;
- Children in KS2 have draft books as well as their English books. The drafting cycle is set up so that pupils draft their work first, receive instant feedback, edit their work the next day and then redraft into their English books. This is very much a two-way process and can involve self-assessment, teacher feedback or peer support in order to improve the writing fitting in with the 'growth mindset' approach;
- As part of the writing process, children are taught to plan in a variety of ways (using drawings, labels, story hills, flow diagrams, storyboards etc.);
- In Early Years and KS1 classrooms there are writing provision areas to encourage independent writing activities;
- In every classroom, an English working wall supports the teaching and learning of writing with resources and examples that children can magpie into their own writing.
- The use of chrome books, iPads and access to the internet enhances the writing experience and supports children's learning;
- Children in need of support have access to various resources such as spelling mats, word banks, pencil grips, privacy boards, writing mnemonics, word banks;
- Writing in Y1, Y3, Y4 and Y5 is assessed using the National Curriculum expectations. In Y2 and Y6 writing is assessed against the end of Key Stage Interim Assessment Framework.
- Writing is moderated frequently within the different age phase teams, the school cluster group and across the authority. Half termly book sampling take place to ensure continuity within the team and progression across phases;
- Parents are encouraged to support their child with homework writing activities.



Handwriting

Cursive handwriting is taught explicitly from the very start of children's learning journey at Dringhouses Primary. Children engage in a range of activities that develop gross and fine motor skills that will support them in their writing development as well as being explicitly taught how to hold a pencil using the correct grip. Children are taught about the leading line in and loop off and Debbie Hepplewhite resources are used to support the teaching and learning of handwriting. Particular attention is paid to the correct letter formation, size and consistency. Children are taught to write on the line with the correct spacing between words and to make ascenders and descenders long or tall. Handwriting practise is often combined with Phonics and spelling patterns that are being taught in the classroom so that children have a valuable and supportive context in which to develop and practise their skills. Children are taught to take pride in the presentation of their work and take care when writing in their books. If handwriting and presentation have reached an acceptable standard by Year 5, then children transfer from pencil to pen. It is expected that by Y6, all pupils are writing in pen.



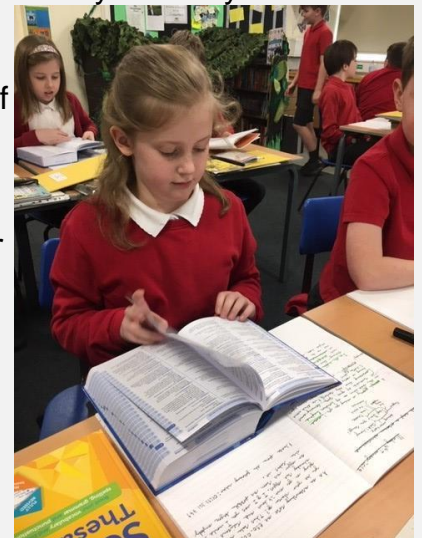
Spelling, Punctuation and Grammar

We incorporate objectives from the Grammar, Punctuation and Spelling documents from the National Curriculum to ensure children are able to construct sentences accurately. There is a high proportion of whole-class teaching within English lessons, linked to the text type being taught. This is supported by and group and independent activity that gives children the opportunity to talk and collaborate, and so embed and enhance their learning. The teaching of SPAG is not solely done in English sessions and is incorporated into writing opportunities across the curriculum.

Each week children in Y2-Y6 are taught a spelling pattern or rule that is practised daily using a variety of activities and resources. The teaching and learning of spelling is supported by a variety of resources, such as word banks, phonic resources and dictionaries which help to extend children's vocabulary and encourage them to incorporate this into their writing. Spelling words are given as homework at the end of each week and the rules explained to parents/carers to further support children. Spelling errors are identified by the teacher during marking and children respond by practising each mis-spelled word three times. Each class has a spelling jail in which commonly misspelt words are written for children to reference and practise.

Weekly discrete SPAG sessions are dedicated to a specific area of learning however opportunities are exploited across the curriculum. Grammar Hammer resources reinforce definitions, technical vocabulary, punctuation and spelling.

Our English subject leaders are Mrs Claire Scott-South and Mrs Helen Floyd.



Mathematics

Rationale for the mathematics curriculum at Dringhouses:

Mathematics at Dringhouses is a creative and stimulating subject through which all learners are engaged and consequently achieve high outcomes. Learning mathematics develops reasoning, analysis and problem solving skills as well as opportunities to develop number and calculation skills.



Mathematics is important in every day life, allowing us to make sense of the world around us. It gives us confidence in dealing with number and in understanding shape, position and movement. It enables us to think abstractly, model real-life situations, and make generalisations, and equips us with the skills we need to interpret and analyse information, assess risk and make informed decisions. Learning mathematics gives pupils access to the wider curriculum and further encourages a mindset to 'learn for life'.

Aims of mathematics learning at Dringhouses:

- To gain key mathematical skills and knowledge including the quick recall of basic facts (e.g multiplication and division facts and number bonds).
- To develop the ability to apply mathematical skills with confidence and understanding when reasoning with mathematical concepts.
- To develop the ability to express ideas using the language of mathematics with assurance, using correct mathematical language and vocabulary.
- To develop the ability to think clearly and logically with independence of thought and flexibility of mind-making the links within and between concepts.
- To develop a positive attitude to mathematics, recognising that mathematics can be both useful and enjoyable through a growth mindset approach.
- To develop a fascination and excitement of mathematics through inspiring teaching.
- To be able to use and apply acquired skills in other curricular areas and recognise the effective use of mathematics as a tool within and out of school and, subsequently, adult life.



To support the well-structured and progressive curriculum with clear links between years and within concepts, the school makes use of the White Rose Maths Hub resources and calculation policy. Teaching across the school develops children's mathematical ability through the stages of concrete, to pictorial and finally to abstract to ensure a deep-rooted understanding with a revisit to different stages if needed when increasing the complexity of learning. Within this context, children are taught in mixed ability classes ensuring there is no limit to their potential in achieving high outcomes whatever their starting point. High expectations and excellent subject knowledge ensure that all children are challenged.

<p>Column method using place value counters.</p> <p>234 - 88</p>	<p>Represent the place value counters pictorially; remembering to show what has been exchanged.</p>	<p>Formal column method. Children must understand what has happened when they have crossed out digits.</p> $\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$
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Our mathematics subject leaders are Miss Mary-Kate Swiers and Miss Lucy Newton.



Science

Rationale for the science curriculum at Dringhouses:

At Dringhouses children develop an enthusiasm for and enjoyment of science through a range of engaging and hands on activities. Their knowledge and understanding of important scientific ideas are developed, along with key processes and skills. Children are taught different ways of thinking, how to find things out and how to communicate their ideas effectively. We endeavour to make lessons thought provoking and inspiring, leading children to wonder, ask questions, research and then discuss their learning at home. Ultimately we aspire to ensure the children become successful, confident learners, enjoying the process of exploring values and ideas through science.

Aims of science learning at Dringhouses:

We aim 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



Working scientifically:

In line with the National Curriculum, pupils are taught to 'work scientifically'. The National Curriculum document defines this as:



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

To support the well-structured and progressive curriculum, the school makes use of a range of engaging resources such as those provided by Science, Technology, Engineering and Mathematics (STEM), Association for Science Education Education (ASE) and Explorify. Classes across school take part in STEM workshops run by STEM ambassadors to support the teaching of science. As a school, we take every opportunity to enhance learning, encouraging science professionals to come and share their knowledge with the children. In KS1, the children are taught science through a cross curricular approach. In KS2, the children are taught science as a discrete subject on a two-year cycle. In order to encourage an investigative approach, the school has a store of equipment to allow investigations, observations and measurements.

Our science subject leaders are Mrs Angela Skidmore and Miss Sarah Graham. The school is currently undertaking work towards the **Primary Science Quality Mark (PSQM).**



Art and Design

Rationale for teaching Art and Design at Dringhouses:



Art and Design is a vital part of the primary curriculum as it provides a means of expressing oneself for each child. It is a practical subject which stimulates creativity, personal expression, a sense of well-being and imagination through the use of a wide range of materials and techniques, whilst the children develop their own visual literacy in the wider historical and current contexts of artists, designers and craft makers.

Art and Design at Dringhouses plays an important part in each child's development. The art and design curriculum develops the key skills of creative thinking and problem solving, communication, working with others and improving their own learning and performance. The subject is effective as a cross-curricular link, adding to children's depth of understanding, appreciation of and experiences in other areas of their learning including spiritual and cultural awareness.

Aims of Art and Design learning at Dringhouses:

Our aims in art and design teaching are that all children build upon their natural enjoyment in visual communication to:

- appreciate creative art and design and see themselves as artists and designers
- find a sense of purpose, achievement and fulfilment in artistic expression and promote personal well-being and spiritual vision
- develop skills to use a range of materials and techniques competently
- learn how to use tools and materials safely and responsibly
- express their ideas and feelings through imaginative creation in both two and three dimensions, and in different scales
- learn to study and record the visual world analytically
- develop an appropriate technical vocabulary to help them understand and discuss their own work and that of others
- appreciate and evaluate the work of a range of artists, craftmakers, designers and architects from their own and other cultures
- be given opportunities to attend educational visits to galleries, museums and historical sites to explore, appreciate and evaluate the work
- work independently and with others
- evaluate and improve their own work and solve problems in the subject and, across other subjects by helping to look at problems in new ways
- communicate what they intend to do and how they are to do it
- use art and design in other subjects across the curriculum, such as maths, computing, design and technology, and science.



We have a well-structured and progressive curriculum with clear links to artists, craftmakers, designers and architects from a wide range of cultures and from different periods of time. Art and Design is taught both discretely and through cross-curricular lessons. The children are taught in mixed ability classes in a supportive environment where experimenting and risk taking are encouraged, ensuring there is no limit to their potential in achieving high outcomes whatever their starting point. High expectations and excellent subject knowledge ensure that all children are challenged. Each child, in KS1 and KS2 child has their own sketchbook or portfolio of work, recording research methodologies and finished art work.

Our Art and Design co-ordinator is Mrs. Debbie Aitchison. Please contact her for further information.

Design and Technology



Rationale for teaching Design and Technology at Dringhouses:

Design Technology is an ever-growing part of our modern world. Pupils of Dringhouses are given opportunities to research, design and make products safely by applying knowledge and skills from the programme of study for technology (including cooking and nutrition) and where appropriate, from other areas of the curriculum, particularly art, science, computing and maths. Activities in this subject give children the opportunity to develop the key skills of problem solving, communication, improving their own learning and performance and working with others. They learn about designing solutions to improve people's lives, critique and apply their skills to solve real problems, make better decisions and understand more about the impact of products on the world, including environmental impact.

Aims of Design and Technology learning at Dringhouses:

Our aims in design technology teaching are that all children can work independently and with others and:

Design

- clearly communicate what they intend to do and how they are to do it through a variety of ways including: drawing, talking, modelling, using technology, sketching
- solve real problems through the design of purposeful, functional, appealing products based on design criteria and for a given audience

Make

- recognise the importance of choosing the most suitable tools for a task
- make informed, confident choices about the suitability of different materials (including ingredients) to complete different tasks successfully – to fulfil the design criteria
- learn the practical skills necessary to use tools safely and effectively

Evaluate

- appreciate the value of good design
- discuss their own work and that of others' confidently
- evaluate and improve their own work and that of others
- understand how key events and individuals in design and technology have helped shape the world
- work in other subjects across the curriculum, such as maths, computing, art and science

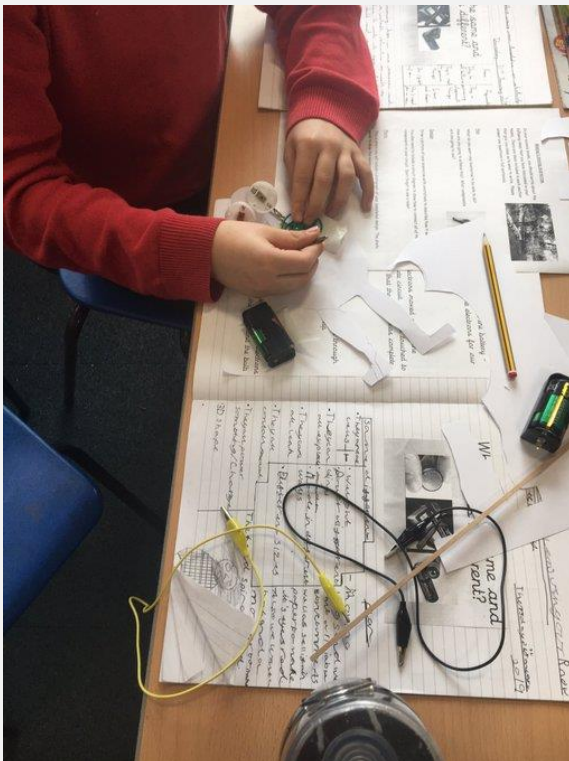
Technology

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

We have a progressive yet balanced curriculum of skills, knowledge and understanding. DT is taught both discretely and through cross-curricular lessons. The children are taught in mixed ability classes with projects often linked to other subjects or relevant local, national or international current events /news (such as World Oceans Day or local charity events and competitions). The children work through the design process building on their previous skills, knowledge and understanding to fulfil a brief whilst applying new learning. High expectations and excellent subject knowledge ensure that all children are challenged. Work is often shared with parents and the wider community through our end of year exhibition.



Our Design and Technology co-ordinator is Mrs. Debbie Aitchison. Please contact her for further information.



Computing

Rationale for the computing curriculum at Dringhouses

At Dringhouses Primary School we believe that every child should have the opportunity to use and experience a range of new technologies. We aim to encourage children to become computer literate, enabling them to fulfil their potential in an increasingly computer-dominated world. Learning key computer skills develops essential typing, research, coding and data handling concepts which will support our children throughout their future.



Aims of computing at Dringhouses:

As a school we aim to:

- Provide children with an exciting, high-quality, computing education that produces competent, confident computer users, who are digitally literate by the time they leave the school.
- Ensure that our children have a secure knowledge of e-safety and have the skills to tackle any upsetting or inappropriate content they might access online.
- Deliver a computing curriculum that is in accordance with the National Curriculum (September 2014).
- Use computers to enhance the teaching of the National Curriculum in computing and other lessons
- Provide pupils with a range of opportunities to use computer software.
- Ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.



In weekly computing lessons, as well as during other curriculum sessions, pupils use Chromebooks, Ipads and a range of physical resources (Beebots, microphones and visualisers) to support their learning. To enhance the well-structured and progressive computing curriculum with clear links between year groups, the school makes use of a range of computer programmes including Purple Mash, Scratch, Google software such as Docs, Classroom and Slides as well as many cross-curricular programmes, for example TTRockstars and Active Learn.

E-safety and the curriculum (see Computing section on school website for more information)

E-safety is part of the computing curriculum for children from Reception to Year 6. Teachers dedicate time in computing sessions to equip children with the knowledge and skills to keep themselves safe online. In KS1, E-safety is taught within computing and PSHE lessons throughout the year. In KS2 children will focus on E-safety for half a term during computing sessions and develop a piece of work around this. This year pupils are creating an E-safety blog using 2blog on Purple Mash; they are adding to their blog weekly providing more information and ideas about how to stay safe online. Look out for these later in the Spring term!

We also take part in Safer Internet Day annually and dedicate time during the week of Safer Internet Day to talk to pupils about how to be confident and safe internet users. Every year our computing subject leader delivers an assembly to all children according to the national theme; in 2018 the theme was 'Create, Connect and Share Respect: A better internet starts with you'. This year we will be thinking carefully about how to work collaboratively to make the internet a stimulating and secure platform for all of its users and will be doing work around the theme 'Together for a better internet'.

Children are all taught the steps to take if they find something they don't like online and we promote them using child-friendly search engines such as '[Kidrex](#)' which have extra filters to help prevent them coming across inappropriate content. We believe in equipping children to be responsible, resilient digital citizens who are able to use the internet as a positive tool and know how to process anything that makes them feel uncomfortable or unhappy.

Our Computing subject leader is Miss Emily Robinson.

Languages

Rationale for the French curriculum at Dringhouses

At Dringhouses the children learn French throughout Key Stage 2. The MFL principles of learning a new language, listening, speaking, reading and writing, are planned and built into lessons, incorporating structured progression across year groups. These foundations prepare children with recognised, transferrable skills for further language learning at secondary school. Our children are encouraged to participate and enjoy lessons thus gradually gaining confidence and improving their knowledge of French.

Aims of French at Dringhouses

We aim to :

- Provide fun, engaging activities to practise speaking, listening, reading and writing
- Encourage enthusiastic participation - a 'have a go' philosophy - during lessons building confidence and gaining knowledge as they progress across year groups.
- Foster curiosity and be excited by the opportunity to learn a new language.
- Ensure support via class, group, partner and individual work.
- Develop knowledge of vocabulary and basic grammar
- Provide repetition to embed learning, and revisit topics - many are 'on-going' - helping children to gain confidence in their ability to learn, remember and use familiar words e.g. colours, numbers, family members, days, dates, the weather etc.
- Provide a good model for correct pronunciation which they strive to achieve!

All lessons follow a similar pattern beginning with introductions, conversation skills, questions, responses, reading and writing appropriate to their level. Activities include songs, games, poems, stories and role-play, designed to promote the enjoyment of learning a language. Knowledge of grammar is integral to language learning, it is taught discretely. The children listen to authentic French programmes and websites including short clips of 'Peppa Cochon', which is a favourite! By Years 5 and 6, pupils are learning to read, understand and translate short pieces of text; with support, they are able to write sentences and short descriptions about the topics we cover.

Learning a language helps to develop an awareness about the wider world, we believe that MFL teaching during primary school provides the foundation, thus preparing and equipping our children for future language studies.



Every year Year 5 run a French café.

The MFL subject leader is Mrs Rose Donaghy. Please contact her for further information.

Geography

Rationale for the geography curriculum at Dringhouses

Geography is the study of the world around us. The teaching and learning of geography at Dringhouses Primary School is intended to equip pupils with the skills and knowledge to understand our changing world and aspire to responsibly contribute to its development. Geography is taught at Dringhouses through the school's learning projects, with children developing their skills, knowledge and understanding (as laid out in the national curriculum) through these carefully planned projects. By the end of each of the Key Stages, key skills will have been visited and built upon a number of times alongside the acquisition of key banks of knowledge.

Aims of geography learning at Dringhouses:

- To encourage children to take an interest in, enjoy learning about and develop an understanding of the world in which they live.
- To stimulate the children's sense of their own identity through learning about where they live and its relationships with other countries worldwide and to foster an awareness and understanding of our diverse world.
- To develop an understanding of physical and human processes and patterns.

- To develop the skills required to interpret maps, plans, photographs and other secondary sources needed to understand geographical ideas and concepts.
- To develop a knowledge and sense of place by investigating: the features and characters of a place; the similarities, differences and relationships between places and how people live in them.
- To encourage children to have pride in and take care of their local environment by making them aware of how they can play an important part in the sustainability of the world.
- To develop an awareness of global issues through critical thinking about global development – all fostered around the Global Learning Partnership (GLP) of which the school is a member.



Children are given a wide range of experiences and resources. Children are encouraged to ask and answer questions, as well as selecting and recording information. Teachers in all classes explore and plan appropriate opportunities for using ICT to enhance children’s learning experiences in geography e.g. using Google Earth.

In the Early Years’ Foundation Stage, geography is taught through the areas of provision and the local area with evidence towards ‘Knowledge and Understanding of the World’ recorded. First-hand experience of geography outside the classroom is encouraged through the use of the school grounds, immediate school surroundings and field trips, where appropriate. Forest School takes place on a weekly basis for EYFS and KS1 pupils. In Years 5/6, children take part in a bi-annual residential visit to an outward-bound centre, where activities are directed by specialists, e.g. orienteering, kayaking, climbing and abseiling.



When the learning projects are built upon a geography theme, the school makes every effort to ensure activities and trips are woven into the learning, e.g. Goddard’s and the Deep.

Our geography co-ordinator is Mrs Clare Smith. Please contact her for further information.

History

Rationale for the history curriculum at Dringhouses

At Dringhouses, we provide a high-quality history education through the use of exciting and engaging learning projects. This helps pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world and it inspires pupils' curiosity to know more about the past. York provides rich resources for historical learning which the school makes good use of. It also enables the children to feel a sense of ownership of and a stake in their city - a connection to where they are from.



Aims of history learning at Dringhouses

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid 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; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Children are given a wide range of experiences and resources as a stimulus for each area of study. Children are encouraged to ask and answer questions as well as selecting and recording information. Wherever possible, we plan first-hand experiences for the children, including the use of artefacts, photographs, school records, visits to buildings and sites of historical interest and oral accounts from visitors to school. Teachers use a variety of approaches to encourage and enthuse the children, including role play, presentations and drama, individual, paired and group activities, discussions and debates.

In the Early Years' Foundation Stage, history is taught through the areas of provision and the local area with evidence towards 'Knowledge and Understanding of the World' recorded. In KS1, several learning projects each year are history-based, although subject content is interwoven throughout most learning projects. Children are encouraged to imagine what life would have been like in different historical periods and ask key questions. In KS2, many of the learning projects are built upon a history theme. This enables us to plan enrichment activities and performances with a strong history link, e.g. Anglo-Saxon Day and the Mayan Museum.

Our history co-ordinator is Mrs Clare Smith. Please contact her for further information.

Music

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.*

At Dringhouses, we recognise that a thorough grounding in music is a vital part of all our children's education. Each class has a weekly music lesson, taught by our music specialist Mrs Clarke, in our large and well-equipped music room. Lessons are practical and engaging and in the course of each year, all children will cover the following seven different aspects of musical development:

Singing - A wide range of traditional and contemporary songs from Britain and around the world.

Listening - Youtube is a fabulous resource for listening to and watching all types of musical performances. We also have regular live performances from local musicians. We also make use of the BBC Ten Pieces project and as often as possible our listening is related to the work children are doing in class.

Improvisation and Composition -Children use percussion instruments, keyboards and their recorders to write their own music related to their topics, or music we have been listening to in class.

Recorder - Each child in KS2 learns to play the recorder using the American 'Recorder Karate' programme. This means that they also all become competent music readers.

Dalcroze and Eurhythmly - Movement to music with the aim of developing coordination, teamwork and ability to feel pulse and rhythm.

History of Music - The children leave our school with a knowledge of the great composers of western classical and pop music. They will also have played and sung music from other parts of the world. They will have an idea of how music has developed through time and how different kinds of music are related.



Children have regular opportunities to perform in school, in lessons and assemblies and at our seasonal church services and fairs. We have a choir and an orchestra, which are free for anyone in KS2 to join, and a rock band, all of whom meet weekly and perform regularly throughout the year.

Children from Class 2 listened to Winter from Vivaldi's Four Seasons. They then investigated how violins are made and explored how to make sounds.



Ofsted noted (June 2015): *Some Year 3, Year 4 and Year 5 pupils, joined by pupils from another local school, showed outstanding skills when beating rhythm sticks in various ways to alter the pitch and volume of sound, in perfect time with Edvard Grieg's In the Hall of the Mountain King. This is in preparation for a performance at the National Centre for Early Music in York.*

Instrumental lessons

We also have an excellent team of visiting (peripatetic) teachers who give private instrumental lessons during the school day. These teachers are self-employed and their charges range from between £65-£120 a term depending on the instrument and the number in the group. Currently we offer: piano, keyboard, rock band, violin, viola, cello, guitar, clarinet, flute and cornet. We are very keen for as many children as possible to take this opportunity to further their musical skills. The school pays for any child who is eligible for free school meals or the pupil premium to learn a musical instrument (this is dependent on a number of factors around the education a child is receiving).

Our music subject leader is Mrs Clare Clarke. Please contact her for further information.

Physical Education

At Dringhouses Primary School, we provide our pupils with a high quality Physical Education through which they can develop a broad range of skills, values and attributes. The national curriculum states that 'a high quality physical education inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' These are qualities and values that we, at Dringhouses, are striving to instil in all our pupils through a well-thought out and resourced PE curriculum.

All pupils from Reception 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 is 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.

External sports coaches also come into school to work with teachers in lessons. This provides professional development opportunities for staff, as well as giving pupils the opportunity to experience specialists in variety of sports. For example, last year pupils in KS2 enjoyed specialist teaching in Athletics, Futsal (York City Football Club) and Rugby (York Knights). All Early Years and KS1 pupils also have regular access to Forest School workshops. This gives them a chance to explore the outdoor learning environment and develop key skills which benefit their Physical Education including gross motor skills, team work and self-esteem.

In Years 1 and 2, pupils also enjoy swimming lessons as part of their Physical Education. These take place at York Sports Village throughout the year. We encourage children to try a wide range of sports and have provided a range of taster sessions already this year including Fencing, Judo and Archery. All pupils are given the chance to go on a residential trip during year 5 or 6. This allows them to experience additional outdoor and adventurous activities such as raft building and rock climbing.



Our PE co-ordinator is Mr Sam Hardcastle.
Please contact him for further information.

Religious Education

Rationale for the RE curriculum at Dringhouses

Religious Education (RE) contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE at Dringhouses, pupils learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views 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.



Aims of RE at Dringhouses

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in the UK.
- Develop an open, sensitive and reflective approach to appreciating and respecting varied religious beliefs, values and practices.
- Relate what they learn to make reasoned and informed judgements about religious and moral issues.

We follow the City of York Agreed Syllabus for Religious Education 2016-2021.

Our R.E. Co-ordinator is Mrs Lizi Backhouse. Please contact her for further information.



Review date: Spring 2019

Signed:

Chair of Standards & Effectiveness Committee

Next Review Due: Spring 2022