








Dringhouses Discovery Curriculum

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Overview

Intent:

Our curriculum at Dringhouses is centred on three key values : Leadership, Inspiration, and Challenge. Our learners should be exposed to opportunities, experiences, knowledge and skills that prioritise and promote these values.

Implementation:

Our curriculum is designed around three central themes we believe should underpin all choices made around the implementation of our curriculum: Diversity, Engagement, and Relevance, with particular regard given to those learners considered most vulnerable (including the lowest attaining 20%) and/or meeting the criteria for Pupil Premium, within our community.

Core and foundation subjects

An engaging curriculum results in children who are inspired by and enjoy their learning. Visits, curriculum enrichment, thought provoking lessons and key questions mean that all of our pupils are able to take ownership of and drive their learning forward in a meaningful and engaging context.

The following sections present an overview of how we implement our curriculum.

To meet our curriculum aims, teachers will deliver learning and lessons which are:

- Coherently planned, and
- Sequenced to ensure cumulatively sufficient powerful knowledge and skills for future learning specific knowledge and core knowledge and skills supporting skills

These derive from each individual National Curriculum subject; we set them out in our age-related expectations within each subject, for each Learning Project.

The core subjects of English, Maths and Science are taught as discrete subjects.

Half-termly Discovery Units integrate learning and skills from across the curriculum, making meaningful and purposeful links that build upon and reference one another. The subject matter of a Science unit or a curriculum topic is often developed or referred to in English or Maths lessons.

Curriculum Elements

Our curriculum is built around four elements:

1. 'Enjoying Excellent Education' - we want our learners to enjoy the education that they experience here, and for that education to be excellent. Our Mission Statement, school aims, and character values set out what we want our learners to be by the time they leave us: confident, creative, curious, community-minded, collaborative - and prepared for whatever their future holds.
2. The National Curriculum - as must all schools in England, we follow the National Curriculum, its subjects and content. Within the National Curriculum, however, is a level of flexibility to ensure that our curriculum offer meets the needs of our learners at Dringhouses Primary School - their interests, and their futures.
3. Our curriculum delivery - teaching and learning - in every subject. This connects with our knowledge and skills expectations, and our Curriculum Design Values and Design Themes as set out below.
4. Dringhouses Character: we want our learners to be Confident, creative, curious, collaborative, and community-minded. These are dispositions that will set them up for their future, regardless of the fields that they choose to investigate and enjoy.

Curriculum Values

Leadership

We aspire for our children to be leaders of the future, whether in a career sense, or in regards to moral, and social decisions and action that they may go on to experience and engage with. We want them to be ethically minded, and to understand what positive leadership looks like and feels like. We aim to give our children opportunities for leadership at every phase of their Dringhouses experience, and to be able to reflect on this within our curriculum model.

Inspiration

We know that our children want the curriculum to be inspiring; to inspire interest and a love of learning that will carry with them throughout their time here at Dringhouses, and onwards to the next stages of their future. Inspiration breeds wonder and curiosity, and through curiosity, we find out about the world around us. We want our learners to be curious and to be inspired.

Challenge

At Dringhouses Primary, we know that our learners achieve highly. We must strive to ensure that their education offers consistent and appropriately pitched challenge: enough to engage and to develop. We want our learners to seek and relish challenge, understanding themselves that curiosity, collaboration, and creativity encourages progress and confidence.

Implementation

Our curriculum has been designed following consultation with staff, parents and children. Many different curriculum structures were considered before selecting the following plans for curriculum implementation. The consultation was comprehensive:

- There was thoughtful discussion about where and when subjects and units of learning would be mapped out
- Teachers were consulted during the process
- Leaders took on board views, and were very mindful of ensuring a broad and balanced learning experience, personalised to our school community, its experiences and requirements.

The curriculum is reviewed on at least an annual basis to continually review our processes and content, ensuring that we stick to our curriculum values (Leadership, Diversity, Challenge), and design themes (Aspiration, Engagement, Relevance)

A two-year cycle

At Dringhouses teachers work in four different phases to plan and deliver the curriculum: Early Years, Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

As a result, we operate a one year rolling programme in Early Years and a two-year rolling programme of topics, with some topics in Cycle A and some in Cycle B, in Key Stage 1 and 2. The age-related expectations are the same for both year groups in the phase and teachers will differentiate to meet the needs of all pupils so that by the time they leave a phase, they will have met the expectations.

There are various benefits to this model, which include:

- Staff can share ideas and skills when planning and delivering topics
- Staff can provide different areas of subject expertise
- A common topic creates a talking point or 'buzz' for conversations in school
- Classes might swap teachers or combine to work with other children
- There are economies of scale when organising visits out or visitors into school
- To help reduce teachers' workload, a problem increasingly recognised by the Department for Education and Ofsted (eg School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005, November 2019)

Another advantage of a two-year cycle is that children learn some age-related expectations in one year and then secure their learning in the following year – an opportunity to reinforce, to provide for greater 'mastery' of the learning; and an opportunity to go deeper with the learning, to use and apply their learning in more situations.

(Incidentally, the National Curriculum doesn't specify year groups for foundation subjects such as history and geography.)

Our curriculum is broad, and balanced. To that end, when planning our Learning Projects (LP), we do not limit any one subject to 'driving' an LP. We view all subjects as key contributors to the overall curriculum experience, and believe that our learners deserve equitable access to a broad range of learning, knowledge, and skills throughout their time at Dringhouses Primary.

We understand that while subjects may be taught in a discrete fashion, they may also contribute fundamentally to other subjects and Learning Projects. For example, PSHE (Personal, Social, Health and Economic Education) will enrich the learning experiences of children during a Computing topic in that they will develop respectful relationships and learn more about careful online relationships and internet safety and harms. However, most aspects of the PSHE curriculum will be taught in a discrete, dedicated weekly session.

This means that there may be Learning Projects that include a greater level of history 'content', while others may have more computing content. However, while making sure that children are aware of the substantive historical knowledge (the 'what'), we also aim to foster their disciplinary knowledge (the 'how') across the full range of curriculum subjects.

Spiritual, moral, social and cultural development (SMSC)

The National Curriculum states: 'Every state-funded school must offer a curriculum which is balanced and broadly based, and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

We promote SMSC through our whole-school aims and character values, effective relationships throughout the school, assemblies, and other curriculum activities. National Curriculum subjects provide opportunities to promote SMSC, too. Explicit opportunities are provided in Religious Education and in PSHCE).

An example of how one subject – Science - can promote SMSC:

Spiritual: developing a sense of awe and wonder at the complexity and pattern in natural phenomena

Moral: looking at good and bad uses of drugs; moral issues in the human food chain

Social: looking at ways in which the environment needs protection

Cultural: scientific development in relation to others – water supplies, new varieties of flowers and food crops

Special educational needs and/or disabilities (SEND)

Dringhouses Primary School is inclusive and committed to meeting the needs of children with SEND in the most effective way so that they achieve the best possible outcomes:

We want pupils with SEND to acquire the knowledge and skills they need to reach their full potential; to be ready for the next stage in their education and, ultimately, to succeed in life.

To do this, we adapt how we implement the curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Flexibility and freedom

In specific circumstances (such as where there is a significant event nationally/globally that merits consideration eg a natural disaster in the news), staff may choose to deviate from their Learning Project content, in some regards. This is important as it provides opportunities for staff to explore other aspects of learning within or beyond the curriculum – learning which is more spontaneous in that it meets children's questions, needs and interests in a responsive and 'organic' way.

This supports our curriculum design themes:

Being relevant, so that we can respond to local, national and world events which help to build up 'the knowledge and cultural capital they need to succeed in life.' (School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005, November 2019, point 178, p43)

Being engaging, so that we can respond to and foster children's engagement, interests and questions in a way which provides an even richer source of knowledge and skills.

Class novels

In every class, reading has a high profile. This includes a class novel (or other shared text). Our topics will be supported and enriched by quality texts. These might be class novels, extracts from quality texts, shorter picture books (a wide variety of 'mature picture books' are available), poetry and non-fiction texts. These texts will complement/contextualise the subject content that makes up the Learning Project's powerful knowledge and skills.

The Learning Projects aim to show children the links between a text and the wider world, and – importantly - promote a love of reading. Where meaningful links between a text's content and knowledge can be made with the Learning Project's theme and content, we endeavour to provide these for our learners.

Vocabulary

Within each topic (and in Science), there are key subject-specific words/phrases that we want our children to know. At the start of the topic, there is a 'class assessment' where teachers introduce the key vocabulary and gauges the knowledge and understanding of the words for the class as a whole.

Throughout the topic, these words are taught, practiced, and used often. For example, children might review/revise/recap key vocabulary at the start of each topic lesson (vocabulary might relate to previous as well as current topics).

At the end of the topic, children demonstrate their knowledge and understanding of the vocabulary. They may also use and apply the words in sentences or in a topic review of some sort.

Challenge and deeper learning

In line with our curriculum value, and across all subjects, teachers provide opportunities for challenge and deeper learning. All of our pupils should be provided with learning that meets their level of need, scaffolding them appropriately through new learning, while providing ambitious levels of challenge that creates engagement, challenge, and ultimately new understanding and skill.

Sometimes, the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils.

Often, there is evidence in books of challenge for pupils: for example, teacher feedback which provides an additional task or thought-provoking question; an open-ended activity that promotes reasoning; and 'flipping over' the learning or activity by considering the opposite or reverse (eg by coming up with their own questions or criteria).

Impact

We evaluate the impact of our curriculum in the following ways:

Pupil achievement and progress

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class,
- Observations and pupil outcomes (which includes their work in books),
- Supported by moderation in school,
- Externally with other schools and with the local authority
- At the end of each term in core subjects, pupils complete assessments which provide us with information about impact and this informs next steps
- Pupils' acquisition of vocabulary and knowledge through book scrutinies, learning conversations and learning walks
- All subject areas have identified Key Performance Indicators (KPIs), which form the basis for Teacher Assessment -point in time assessment- at the end of each term.

In foundation subjects, teachers do similar: they continually assess children's learning which informs their subsequent teaching. At the end of a topic, teachers will make a summative assessment, indicating if children are 'currently working below', 'working towards', at 'expected' or at 'greater depth' in a subject. These are then reviewed and finalised at the end of the school year for all foundation subjects.

Scrutiny of progress in books and learning conversations with children are key ways to assess impact. We explore how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. In conversations with children, teachers and school leaders will ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge.

Lesson visits and the monitoring of planning support our assessment of impact.

Teaching and Learning reviews happen half-termly, and bring together all of the information that staff have about the progress and wellbeing of classes and yeargroups, allowing us to plan ahead for the following terms.

Whole school areas for development are identified as a result of evaluating the impact of what we do.

Pupil attitudes

We measure pupil attitudes using a number of strategies, including:

- Feedback during learning conversations and in pupil and family surveys
- Attitudes and behaviour in lessons across the curriculum
- The quality of the work they produce, including taking pride in presentation
- Attendance and punctuality

To support us in this, we use our curriculum design themes: Aspirational, Engaging, Relevant. Children, particularly those older learners, will be encouraged to reflect on and self-assess their learning in terms of these three themes.

We'll ask questions such as:

Aspiration:

- The person we learnt about was inspiring because....
- This made me think about....
- I made progress today because....

Engagement:

- My favourite part of this learning was....
- I enjoyed this lesson because....

Relevance:

- This connected to my life because....
- In the future, I will use this because....
- This learning is relevant to me because....

Subject Level Intent | Implementation | Impact

Art: 'Art has the role in education of helping children become like themselves instead of more like everyone else' Sydney Gurewitz Clemens.

Intent

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.

The quality of teaching and learning in art is of high quality across the school.

Implementation

EYFS

- Pupils are introduced to a range of art and design processes including drawing, painting, printing, textiles, collage and working in 3D
- Pupils are encouraged to design, create and explore in the different areas of provision both inside and out, this is not exclusive to the art areas and includes music
- Different provision areas are enhanced with drawing, creating/building and mark making equipment so pupils have free choice to explore and make links in their learning
- Children have one or two directed art lessons per week. This includes a longer directed session, where the basic skills, knowledge and processes are introduced and explored (either discrete or linked to a learning project)

KS1 and KS2

- Pupils have an art lesson each week or in a block to allow time to complete an activity/process
- Art and design is often linked to the half termly (termly project in KS 2) learning project and through cross curriculum links, but discrete lessons are taught where appropriate
- Planning is put into the Staff Shared Drive along with any resources (teaching slides, suggested websites) within the KS1 planning folder. In KS2 planning is split into Lower and Upper KS to ensure progress
- Planning is shared within the key stage and delivered by all KS1/KS2 teachers.
- Pupils develop a range of knowledge, skills and processes over the year including use of digital media, across the different areas of art building on the work done in EYFS for KS1, and on the work done in KS1 for lower KS2, and in LKS2 for UKS2

DT: 'Good design is like a refrigerator—when it works, no one notices, but when it doesn't, it sure stinks.' –Irene Au

Intent

At Dringhouses Primary School we believe that pupils should be able to design and make products safely by applying knowledge and skills from the programme of study for technology and where appropriate, from other subjects, 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
- The importance of recycling and the environmental impact of products and materials.

All pupils are given access to the full design and technology curriculum, regardless of gender, race, ability, cultural or socio-economic background.

Implementation

EYFS

- Pupils are introduced to: simple products, the design processes including investigating, planning, designing and evaluating
- Pupils are encouraged to design, create and explore in the different areas of provision both inside and out, and are not exclusive to the art and craft table
- Provision areas are enhanced with creating, making and building tools and equipment so pupils have free choice to explore and make links in their learning
- Children have one or two directed 'DT' lessons per week. This includes longer directed sessions including cooking and nutrition, where the basic skills, knowledge and processes are introduced and explored (either discrete or linked to a learning project)

KS1 and KS2

- Pupils have a DT lesson each week or in a block to allow time to complete an activity/process
- Design Technology is often linked to the half termly (termly in KS2) learning project and through cross curriculum links, but discrete lessons are taught where appropriate
- Planning is put into the Staff Shared Drive along with any resources (teaching slides, suggested websites) within the KS1 planning folder. In KS2 planning is split into Lower and Upper KS to ensure progress
- Planning is shared within the key stage and delivered by KS1/KS2 teachers.
- Pupils develop a range of knowledge, skills and processes over the year including: critiquing existing products, planning, designing, making and evaluating their own design ideas (the design process) cooking and nutrition, sewing, electronics (KS2), all of which build on the work done in EYFS for KS1, and on the work done in KS1 for lower KS2, and in LKS2 for UKS

Computing: 'Computing is not about computers anymore, it is about living.' Nicholas Negroponte

Intent

At Dringhouses Primary School we believe that every child should have the opportunity to use and experience a range of technologies. We aim for children to become confident technology users who are, at minimum, computer literate; enabling them to fulfil their potential and thrive in an increasingly computer-reliant world. Our pupils learn key computer skills which includes developing typing fluency, researching online, coding and data handling which will support them throughout their future.

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 encounter online.
- Deliver a Computing curriculum that is in accordance with the National Curriculum.
- Use computers to enhance the teaching across all subject areas; including to improve access to learning for pupils with a diverse range of individual needs, including those with SEN.
- Provide pupils with a range of opportunities to use a variety of different software and hardware

Cross-class planning, in phases and teams, ensures that all classes are presented with equal activity opportunities - planning is separated by teaching staff and often the person planning is more confident in subject knowledge and can provide guidance to their colleagues. The subject-lead is happy to give advice where needed too.

Implementation

Each class from EYFS to Year 6 should have 1 allotted computing slot per week; this lesson may vary in length and be using hardware or an 'unplugged' lesson.

Children use a variety of different resources to support their learning, both in weekly Computing lessons and where appropriate across the curriculum.

Our pupils have the chance to use Chromebooks, Ipads and other hardware that we have at school such as electronic microscopes, beebots and microphones. 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 Spelling Shed.

Currently, Computing sessions are planned in Key stage Teams with KS2 being split into Lower and upper stages. This fits with the skills and knowledge grid which splits these per 2 year groups.

English: 'Today a reader. Tomorrow a leader' - Margaret Fuller

Intent

At Dringhouses pupils access an inspiring and engaging English curriculum that develops their ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, opinions and feelings.

Children are taught to read independently, fluently and with a secure understanding. This is so that they can express themselves creatively and imaginatively as they become enthusiastic, critical and life long readers of stories, poetry, drama, non-fiction and media texts.

Children acquire a wide vocabulary and gain an understanding of how language works by looking at its patterns, structures and origins.

Children develop their knowledge, skills and understanding through speaking and listening so that they can write clearly, coherently and effectively linking to high quality texts and learning across the curriculum.

Implementation

We use the National Curriculum English Programme of Study for the teaching of English. We use Letters and Sounds for the teaching of Phonics.

Geography: 'The study of geography is about more than just memorising places on a map, it's about understanding the complexity of our world'

Barrack Obama

Intent

At Dringhouses, our geography sessions aim to equip children with the skills and knowledge to understand our changing world and inspire children to contribute responsibly to its development. We are committed to supporting sustainability and promoting an awareness of global issues through discussions sparked by the news and weekly assemblies. Prior to covid restrictions, we invited relevant visitors into school such as former pupil James Field, who is a marine Biologist, and helped us to celebrate World Ocean day. He spent time in each class raising awareness of plastic pollution and current issues affecting our oceans.

With the support of initiatives such as 'Walk to School Week', we encourage healthy, sustainable ways to travel to school and with FODS and the Eco warriors we have set up an active recycling bank to encourage less waste.

We aim to utilise our local environment as much as possible throughout our geography learning and take part in education visits where appropriate both in the immediate vicinity around school and slightly further afield. All geography educational visits are inclusive for all children.

Implementation

At a whole school level, we ensure all areas of the geography programme of study from the National Curriculum are covered in depth and that there is a clear progression of skills (which can be seen through our planning, children's work and the progression grids). The children's knowledge and skills, as a result, are built year-on-year for geography. Objectives are covered appropriately to ensure key skills and knowledge are revisited in different ways throughout the school, where appropriate, giving these chances to be embedded. This detailed planning is monitored by team-leaders and the geography lead who are also available to support throughout the process of planning and teaching. This enables high-quality geography lessons to be planned and taught throughout the school, with individual teacher development supported where required or requested.

Geography is assessed termly using Insight and then monitored by the geography lead. Provision is subsequently put in place by class teachers, where appropriate, for those children who need it.

Children are excited and engaged in geography lessons which form the core of many of our learning projects. There is high participation in class discussions during lessons and work of a high quality is produced. Learning objectives are mapped out throughout each year group and planned in accordingly to allow for progression throughout the school. Children are asked about their prior knowledge at the beginning of each learning project and key questions are gathered about what they would like to include on our learning journey. Our learning journey displays provide a key focal point in every classroom where children can be reminded of their prior learning and they can follow the key questions throughout the half term to know where their learning is heading.

At the beginning of every geography lesson, children are asked key questions about their learning during the previous lesson to help them to embed the key knowledge and skills which have already been covered during that learning project.

Each key stage aims to maximise opportunities to partake in educational visits both locally and further afield. We aim to offer more and more opportunities for geography learning to take place outside of the classroom. EYFS children explore the local area during their biweekly forest school sessions which allows them to build the foundations of being children who are curious about their local area and the geographical features they may find in it.

History: 'We are not makers of history. We are made by history.' Martin Luther King, Jr.

Intent

History lessons at Dringhouses draw on the local area and first hand experiences for the children wherever possible to help develop methods of historical enquiry including using evidence. We follow exciting learning projects which help children to gain a coherent knowledge and understanding of the past and encourage children to ask questions about the past. The topics are cross-curricular which help children connect to the period in history more easily.

In line with the National Curriculum programme of study for history, we aim 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: 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.

Breadth and opportunity -

All pupils have equal access to the history curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

Implementation

Implementation: As a whole school, we ensure all areas of the National Curriculum are covered in depth and that there is a clear progression of skills (see planning, children's work and progression grids).

Objectives are covered appropriately to ensure key skills and knowledge are revisited in different ways including role-play, drama, presentations, individual and group activities to encourage and enthuse children e.g. Aut 2022 KS1 brought the fire of London to life with a model the children had made of pudding lane being set on fire in the playground.

Planning is monitored by team-leaders and the history lead who is available to support throughout the process of planning and teaching. Key vocabulary is displayed in the classroom and or/ sent as a knowledge organiser.

We recap learning each lesson and build on this through the term. We have a class 'learning journey' so if the topic is history related, key questions are displayed for the term and revisited each lesson. This will in time aid children's understanding and help to commit the learning to their long term memory.

We assess children's work in history by making informal judgements as we observe them during each history lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. Each child's progress is reported once a year to their family, in the annual report, and recorded on Otrack. .

Links are made between periods in History and a timeline is available in each class room to refer to.

Contribution across the curriculum:

As History forms the basis of many of our learning projects we make many cross curricular links particularly through reading. We chose high quality historical fiction and non-fiction texts e.g. The Secrets of a Sun King (UKS2) linking to Egypt. The Riddle of the Runes LKS2 linking to Vikings. See LTP showing links with History and Art, DT, PE (dance 2022 Y3/4) Science

Leadership: We have dedicated time to conduct book looks; a budget to update resources e.g £50 to update books in Spring 2022

Latin: 'scientia ipsia potentia est' (Knowledge itself is power). Sir Francis Bacon

Intent

Our intent is to provide an engaging, challenging and relevant introduction to the study of languages, including English, through Latin.

We wanted to introduce the children to a subject that not all will not have the opportunity to study at KS3 or 4, but would be of benefit to them in many areas of the curriculum. Extensive American studies have shown that the study of Latin has positive benefits not just in languages but also in maths and problem solving, due to the rigorous thought processes, attention to detail, and methodical approach required.

Latin has been shown to be particularly useful in extending vocabulary, particularly in less academically advantaged children. Latin is predictable, entirely phonetic and built on rigid rules which do not change. To read it, it is necessary to read slowly and carefully-something that less accomplished readers are used to doing. Every Latin word may have as many as 100 derived English words, which leads to enhanced vocabulary, particularly development of tier 2 and 3 vocabulary, the latter especially useful for ongoing academic success.

So far there has been a positive response to this change. Children enjoy the content of the lessons and the variety-a mix of accessible grammar, comparative vocabulary and history and myth. Parents sent messages of support and it seems to be a weekly topic of discussion in some homes with children bringing in their own research or even, in one case, a child learning a Latin song from her mother to perform to the class.

There were three complaints from parents who were upset about the loss of French. Each of these were invited into school and talked through the aims and the materials. One saw it as a Boris-inspired diminishing of the importance of European languages in favour of an inward-looking private-school ethos. There is something in at least the first part of this argument, and where possible I am attempting to weave in elements of French, and pointing out shared joint words where they arise.

Implementation

The curriculum has been designed by 'Classics for All' and comes in the form of a weekly powerpoint or film with opportunities for speaking, games, and written or drawn activities every week.

Each half term is made up of four grammar/vocab based lessons, a craft/history lesson, a myth, and an assessment.

At present, everyone is following the same units as we all began at the same time. In Y3/4 I scaffold the activities more and sometimes we work through activities as a class, whereas in Y5/6 the children complete tasks independently or with their partners.

Next year, Y3 will need to begin Y1 of the course, while Y4 will be ready to move on to Y2. I envisage split lessons, where we cover the Y3 content and, depending on Y4's recall and understanding, we either all complete the task, or Y4 move on to the second year task.

Maths: 'Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.'

Shakuntala Devi

Intent

At Dringhouses, children have a positive attitude towards maths. Mathematics at Dringhouses is a creative and stimulating subject through which all learners are engaged, challenged 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'.

- Through a carefully sequenced curriculum, from the very starting point, children to gain a deeper understanding of mathematics.
- To sequence learning in small steps to ensure that learning is embedded and linked to previous and future learning.
- 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.

Implementation

The National Curriculum (2014) sets out expectations for each year group in Key Stage 1 and 2. We have created lists of Maths age-related expectations ('ARE Grids') which have taken the National Curriculum content and listed these in a format which teachers can use as an overview for the year and for their planning and assessments. 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. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. 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. Teachers are committed to ensure that learning is embedded into long term memory and use daily Smart Starts, Daily Review activities and continually make links between learning.

Whole School:

Daily Smart Start 8:35-9:00 in which children practise previously taught key mathematical knowledge and skills as well as the 4 operations. EYs and KS1 also incorporate number formation practice into this time. Daily count: each maths lesson starts with a daily count, as outlined in the multiplication fact mapper.

EYs

In EYs, Maths operated on a two weekly cycle with discrete sessions planned for alternate weeks following the White Rose Maths long term plan. Mathematics is also embedded across areas of provision.

Key Stage 1

In KS1, there is a daily maths lesson of between 45 and 60 minutes for all children in mixed ability classes.

Key Stage 2

In KS2, we have a daily maths lesson of approximately 60 minutes for all children in mixed ability classes.

Keep up not catch up sessions

As a result of live feedback and teachers formative daily assessments, daily same day intervention takes place during afternoon assembly time which is delivered by the class teacher. This could be with the aim to address misconception/s with a child or group of children or to further stretch and challenge a group of children as required for the particular class.

Music: 'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.' Plato

Intent

To facilitate the personal and musical development of all pupils. Children are provided with a wide variety of opportunities to become confident musicians, through diverse, high quality, challenging, musical experiences that enable them to better understand the world they live in. Through this curriculum we aim to provide all the children with the educational, social and cultural capital to which they are entitled.

Music forms a focus for the whole school through children's shared experiences of the largely practical curriculum. The children are supportive of each other's development in the seven key areas as evidenced by their enthusiasm to take part in classroom and whole-school events. Parents are supportive and appreciative of the opportunities afforded to their children, attending performances in large numbers, contributing generously to the Music fund (Music is self-funding, raising in ordinary times, around £1000 a year which has been spent on the equipping of the Music Room). The school runs a Choir, Orchestra and Recorder Group which are attended collectively by around 80 children each week. Around 120 children currently take private instrumental lessons weekly and can choose between piano, all strings, brass and woodwind, and all rock band instruments. A dedicated team of peripatetic teachers deliver this programme and liaise closely with the school to ensure the best outcomes for the children they teach. The children are exposed to a wide range of music from different parts of the world and from different periods in history over the last 1000 years. Music is a valuable tool for exploring other cultures but also for rooting children in their own culture and location and creating a sense of belonging. In many ways the music we listen to and create forms a shared culture for the children to take forward and confidently build on in their lives.

Joy is a vital aspect of music teaching and learning. Music occupies a unique position in human culture; its purposes, forms, and uses infinite, but characterised by enjoyment and participation. To this end, children are always welcome to bring their own musical experiences to lessons and need to feel that their own music from outside school is valued.

Children and parents are asked to give feedback on all aspects of the school's music regularly, in letters to parents, and in class.

Music can be an exclusive subject-cost, social and cultural assumptions, and ideas about ability can all influence children's engagement with music. These need to be made explicit, and to be constantly challenged by everyone, staff and children. I believe that we do this, although it needs constant review. Providing clear information about what is on offer and how to access it, as well as funding for private music lessons for PP children are two of the most obvious ways we do this.

Implementation

The curriculum has been developed within the school over a number of years. One person teaches the subject across the school meaning they have an overview of progression and individuals' development. In KS 1 and EYFS the curriculum builds from lesson to lesson, revisiting and adding new skills as the children 'internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2' (MMC p12)

As Music Teacher, it is vital that I keep myself abreast of the many developments in Music Education. To that end I have recently (2021) completed a Masters in the subject at UCL. This gave me a good grasp of the philosophical, sociological and historical aspects of the subject and how these impact on policy and curriculum design at a national and individual school level. I am active on various online forums where the subject, including content, planning and implementation are discussed on a daily basis.

PE: 'Champions don't become champions when they win an event but in the hours weeks and months and years they spend preparing for it.' Alan Armstrong

Intent

At Dringhouses Primary School, Physical Education is an integral part of our curriculum and we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development. We aspire for children to adopt a positive 'growth mindset' and believe that with determination and resilience great things can be achieved.

At Dringhouses we offer a dynamic and varied program of activity to ensure that all children progress physically through a unique and fully inclusive PE curriculum. Our curriculum aims to improve the well-being and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We aim to deliver high quality teaching and learning opportunities that enable all children to achieve their personal best.

All children participate in competitive sports which can be either inter or intra-school sport. We encourage children to transfer the Dringhouses character values to sporting and physical activity, ensuring that they aim to be the very best that they can be whilst demonstrating the school vision.

We aim for all children to be physically active for sustained periods of time and to be able to make informed decisions to lead healthy and active lives. Thus, embedding life-long values.

Swimming is an important life skill and we aspire for all children to leave primary school having met at least the minimum requirements of the National Curriculum.

Implementation

PE is planned on a yearly cycle with different skills and/or sports being covered each half term.

In EYFS and KS1, there is a particular focus on enjoyment, engagement and skill mastery. Sports are not specialised and instead it is the teaching of skills, movements and body control that is focused upon. This is based on the principle that once these skills are mastered, they are readily transferable to a competitive environment. LKS2 sees the introductions on 'traditional sports'.

Skills mastered in KS1 are applied through sports specialisation and we begin the 'skill to sport' transition.

In UKS2, this is developed further with a focus on Teaching Games for Understanding (TGfU); a model where tactics and play are a focus over technique. TGfU increases positive transference to other PE contents, and, consequently, to physical activity practice (O'Leary, 2016; Stolz and Pill, 2014).

PSHCE: 'Be a good human being, a warm hearted, affectionate person. That is my fundamental belief.' Dalai Lama

Intent

Personal, Social, Health and Citizenship Education (PSHCE) 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'. PSHCE 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 pupil's spiritual, moral, cultural, mental and physical development whilst preparing them for the opportunities, responsibilities and experiences of life. RSE (Relationships and Sex Education) became compulsory in all primary schools in 2020. The aim of RSE is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts (including online). High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. At Dringhouses, we have integrated RSE into our PSHCE curriculum; the curriculum is progressive from EYFS to Y6 and ensures our children leave primary school with the knowledge and skills (outlined in the RSE Government Guidance) to support them now and in the future. Please see the PSHCE and Relationship and Health policy for further details.

Implementation

In EYFS, the three strands of PSHE (Relationships, Living in the Wider World and Health and Wellbeing) are taught each term throughout the year, however these are not rigid and teaching is linked to events that crop up in the calendar or link to the learning projects. The EYFS teachers deliver the curriculum through picture books with a main focus on discussion and through continuous provision.

In KS1 and KS2, PSHE is taught as a discrete subject with a week of learning each half term; this is following the long term plan which has been devised using the objectives from the PSHE Association. Each strand of the PSHE and RSE curriculum is covered over a term – Relationships in the autumn, Living in the Wider World in spring and Health and Wellbeing in summer. Lessons are designed to teach different aspects of PSHE and prepare children for life outside and beyond school as well as be able to manage certain situations if they were to arise for them (for example crime, drugs and loss). Some lessons have a written outcome, however this is not a necessity for all PSHE lessons as some lessons are delivered through the use of circle times, class discussions, drama and role play, class debates or completing written activities.

In addition to this, the whole school has weekly wellbeing assemblies with Clare Smith and half termly mindfulness sessions with Laura McFarland. Teachers in each phase are responsible for planning PSHE into their curriculum and, where possible, creating links to the class text and learning project at the time. Planning is devised using the PSHE long term plan included on the Dringhouses Primary School Curriculum Map.

RE: 'Differences were meant not to divide but to enrich.' JH Oldham

Intent

RE is a subject that equips children to investigate and enquire into significant human questions that religion and world views address. At Dringhouses our aim is to support this by encouraging pupils' spiritual, moral, cultural, mental and physical development and preparing them for the opportunities, responsibilities and experiences of life. Pupils are taught about world religions and encouraged to ask questions of themselves and others in order to respond to both religious and non-religious world views. RE allows us to teach respect of others and shows pupils how to agree and disagree with an informed and respectful viewpoint.

Implementation

EYFS

RE in the early years foundation stage is mainly linked to two of the early learning goals, however there are cross overs throughout the whole of the early years curriculum – Personal, social and emotional development; building relationships - show sensitivity to their own and other's needs.

Understanding the world; past and present - Talk about the lives of the people around them and their roles in society.

Understand the past through settings, characters and events encountered in books read in class and story telling.

Understanding the world; People and Communities- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

RE is planned, prepared and assessed through discreet direct teaching and through the use of areas of provision. The SACRE units are used to underpin this teaching and learning.

KS1 and 2

RE is taught discreetly and planned from the SACRE units. Dringhouses has a RE long term plan that takes the SACRE units and carefully allocates them to each term over a 2 year rolling programme. Where possible units are linked to learning projects and the religious calendar.

In Key Stage 1 pupils learn about Christians and Muslims and in Key Stage 2 continued learning about Christians and Muslims and in addition to those pupils will learn about Hindus and Jewish people.

Science: 'The important thing is to not stop questioning; curiosity has its own reason for existing' Albert Einstein

Intent

Science lessons in school are based around our very own science principles which were developed with staff during PSQM. These principles are at the heart of our science planning so that we provide children with fun and memorable lessons. We ensure that lessons include lots of practical elements where children are provided with opportunities to work scientifically and carry out investigations. We endeavour to make science lessons thought provoking and inspiring so that children are inquisitive and ask questions to further their own learning - therefore developing their scientific knowledge and conceptual understanding. We also try to link the teaching of science to real life so that it is relevant and where possible, make cross curricular links. We utilise a range of resources to make the lessons engaging and we plan in visitors and trips to bring science alive as well as having good links with two local secondary schools. Children are provided with opportunities to use the five different types of scientific enquiry and have access to a wealth of science resources from our well equipped science cupboard which is regularly replenished. Children enjoy using different resources and we teach them to use equipment independently. Children are also given opportunities to then suggest their own enquiries which helps to develop their questioning skills, initiative, independence, teamwork and leadership. By doing this, it helps them develop an understanding of scientific methods, and helps them to answer questions about the world around them. Lessons are inclusive using things like 'odd one out' activities that everyone can access. Word banks are used to support learners and we use a variety of different ways to record our learning e.g. through drama, DT / art links in the use of modelling. Lessons feature challenges to extend the children's knowledge and to explore deeper thinking so all children are equipped with the skills required to understand science of today and the future. Through this curriculum, we aim to provide all the children with the educational, social and cultural capital to which they are entitled.

Science is a subject which is enjoyed by many, largely because of the practical element. The children and staff are appreciative of the science visits, visitors and links with secondary schools that we provide. We know this from the teacher's verbal feedback and from the children's comments and engagement and pupil voice activities. Parents comment about school trips and some react to photos of things such as science workshops on the school's Twitter page. This is, however, something that we could develop further by using questionnaires to gain more feedback. At Dringhouses, we aim to expose children to key scientists from around the world, we are inclusive of gender and ethnicity.

Implementation

The science curriculum has been developed within the school over a number of years and has really improved since the school took part and achieved the PSQM which recognises the importance the school places on science. Science is taught in age phase teams on a 2 year rolling programme to ensure correct coverage. We use progression grids to ensure we know what has previously been taught and where the topic leads to, so that we can build upon children's prior knowledge. Where possible we make cross curricular links such as analysing data, presenting our findings in graphs / tables (maths) acting out how the solar system or digestive system works (drama).

Lessons are planned in teams, using our science principles and a range of resources such as Kent, ASE, Plan science. We ensure that the children are exposed to the 5 different types of scientific enquiry. Staff make use of prior learning and knowledge by checking our progression grids when planning the teaching sequence. We also use things like KWL grids to build on prior learning and use strategies like weekly reviews to recap key learning and vocabulary as well as quizzes to check understanding.

During our work towards PSQM, science leaders were given time to deliver training through the use of staff meetings and staff felt more confident in teaching the subject. Since then, there has been little time for staff meetings, primarily because of covid and classes working in bubbles. Also there are lots of new staff members to the school who will not be aware of the expectations around the initiatives brought in during PSQM. As leaders, this is something we would like to develop and to have the opportunity and time to deliver training to the staff. We also plan to send out a staff questionnaire to address this and see what training needs there are. We also need to reinstate our science board in the staffroom where we share useful information that will support teachers.

As Science leaders, it is vital that we keep up to date with any developments within science. We therefore attend science cluster meetings and training and feedback to staff although, since covid, there has been

less of these. We also have good links with secondary schools so that we can smooth the transition between primary and secondary science.

We work alongside Millthorpe High School and have had opportunities for our UKS2 children to attend science workshops in their labs. As well as this, we have worked closely with York High, used their planning and often borrow their resources to enhance our lessons. This is something that wasn't as easy to do during lockdowns and covid but something we are trying to get up and running again. As a school, we achieved the Primary Science Quality Mark (PSQM) which recognises our dedication to the subject. We also keep our knowledge up to date by following relevant people on Twitter.

Character Values (and links to British Values)

	Overview
	Confident
	Creative
	Curious
	Community-minded
	Collaborative

Overview

The Character Values model that we have designed at Dringhouses Primary is intended to promote the dispositions, and traits that we know as a school that our learners need in order to succeed here, and in their futures. Each aspect of the Dringhouses Character is carefully considered, and has a grounding in several areas: our own knowledge of our learners and their community, wider research (examples of which are presented below), the governmentally directed 'British Values' initiative, and current thinking from other agencies including the World Economic Forum on new models of education, and the OECD 2030 Framework.

'Children must be prepared to become both productive contributors of future economies, and responsible and active citizens in future societies. Realising this vision requires children to be equipped with four key skill sets: 1) Global citizenship; 2) Innovation and creativity; 3) Technology; and 4) Interpersonal skills. While these are essential in addressing the most urgent emerging needs, education systems must also implement agile mechanisms for skills adaptation to ensure they remain future-oriented. (WEF - Schools of the Future, 2020)

Our Character values are threaded throughout our curriculum, explicitly and implicitly as appropriate. Our Character is modelled by our staff on a day to day basis as the children's key exposure to what these values look like in practice. When designing our curriculum, we have given thought to opportunities that will serve our children's needs by providing illustrations of, and experiences of these dispositions in practice and in theory.

Each character has at least one linked text that illustrates the disposition, and the British value, providing discussion and a common point of reference for all.

We understand that primary school is one of a child's earliest experiences of what constitutes a formalised education, and we want to make sure that our learners at Dringhouses enjoy an excellent education that provides them with all of the academic advantages that they need to continue learning at the next stage of their education, as well as developing the characteristics that will allow them the independence and motivation to stay lifelong learners, and fundamentally, to allow them the greatest choice over their future.

Confident



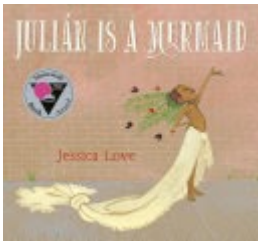
We want our learners to develop their confidence. Often misrepresented as simply 'participating in class discussions more', we understand that confidence isn't limited to the overt actions that are typically used to distinguish those with confidence and those without. We know that children have confidence in different areas academically, socially, and emotionally, and that confidence can manifest itself differently from person to person.

Part of the development of confidence is through increasing the level of agency that our children experience at school. One way of thinking of learner agency is when learners have "the power to act". Learner agency develops when learners are involved in the whole learning process - including decisions about the curriculum itself, involving learners a lot more in the choices about the what as well as the how and the why of what is being learned. Student

voice is another aspect of agentic behaviour - we run a school council who are active in decisions and processes that affect the school. At an individual level, agency can take many forms; from making decisions about which activity to move on to next, through to learners being empowered to take positive social action in their communities. Providing choices in learning (whether to work individually or in a group; whether to show learning in any way I choose) is an important factor in engagement, which in turn a contributor to student learning and success. The WEF support this development of confidence, citing: 'Personalised and self-paced learning: Move from a system where learning is standardised, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace,' which links to the importance of metacognition and self-regulation, something that we are increasing our own awareness of and focus on as educators.

We link the British Value of **Democracy** to this Character value - Democratic values are an explicit part of our ethos. All adults listen to the views of the pupils and value their opinions. The elections of School Council members are the result of pupil votes and Councillors seek the opinions of their peers.

Creative

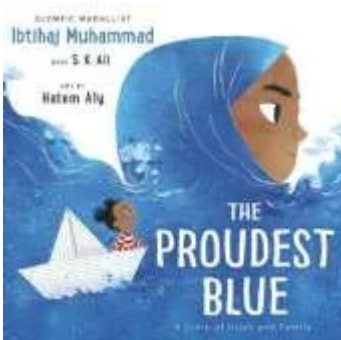


We know that problem-solving is a key attribute that the WEF recognise as a fundamental aspect of skills that will advance this generation of learners into their futures: 'Content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems analysis...move from process-based to project and problem-based content delivery;'. We aim to ensure that children's creativity is encouraged and grown, and that as education becomes more formalised with age, that the opportunities to continue to exercise and maximise their creative output is recognised and realised throughout their time at Dringhouses.

Creativity should not be limited to any one subject-discipline or situation; we want our learners to engage creatively with their mathematics, with their reading, with their peers, and with their own thinking. We know that creative thinking at a staff level - in terms of curriculum and wellbeing - will support our learner engagement, and will make sure that our curriculum offer is relevant and aspirational.

We link creativity to the British Value of **Individual Liberty**, and the freedom to make choices. Learners are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for pupils to make informed, considered, and creative choices through a safe environment. Pupils are encouraged to understand and exercise their rights and personal freedoms and advised how to do this safely, for example through our e-Safety and PSHE lessons.

Curious



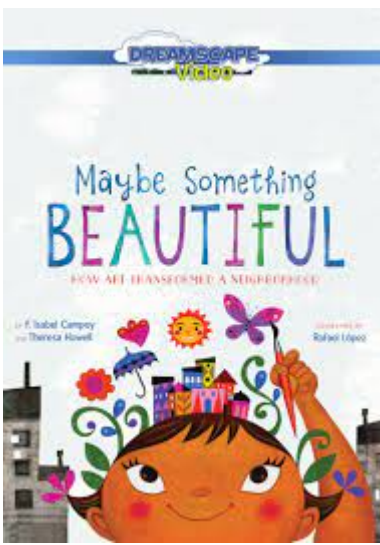
We are curious simply by the fortune of being human-beings. Our children are young people, who have a natural curiosity that we want them to be able to capitalise on. At Dringhouses, we want to be able to present engaging, and relevant learning opportunities for our children, that subsequently inspires and evokes curiosity, encouraging further engagement and interest. We know that motivation is key to our children's enjoyment of their learning, and we want to work hard to ensure that intrinsic motivation is developed, this linking to confidence and to creativity, two of our other character values.

As part of our curriculum design, we ask the children about their interests in the learning content: what do they want to find out, what could they find out, where do they want their learning to take them. This links back to the learner agency previously mentioned - providing independence, autonomy, and leadership opportunities within their learning. We know that the jobs and experiences in our learners' futures will be diverse and varied, and we want to encourage our children to question, analyse, evaluate, and think critically about the world around them. The WEF identifies analytical thinking as a skill to be promoted in learning - our focus on curiosity attempts to provide just such opportunities throughout our curriculum.

We link this character value to the British Value of **Tolerance**. We are a school that celebrates the cultural diversity that we have, and seeks out meaningful and authentic recognition of diverse opportunities, cultures, and faiths to contribute to our community. We actively promote diversity through our

celebrations of different faiths and cultures, while RE and PSHE lessons reinforce messages of tolerance and respect for others. We want our children to be curious about the world around them, and to take an interest in things that are both similar and different to their own frame of reference, at a personal and global level.

Community-minded

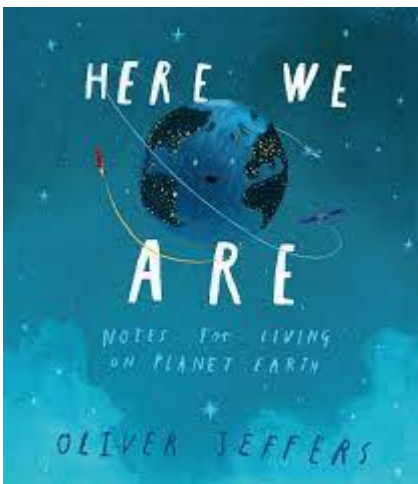


We are a community as a school, and are also aware of our place within the wider community of our local area, and our national location, but also within the school as class communities. We want our children to recognise the importance of the people and places around them, and to understand their responsibility towards maintaining and developing their community. We want our learners to develop their own confidence, but also to support and think of others. York has relatively low levels of diversity, and this is reflected in the school's own demographics. This is why it is especially important that we encourage a sense of citizenship, understanding, and global community-mindedness for all of our learners. As a school, we aim to provide examples and models of what a community looks like, and what participation in and contribution to a community looks like. We have links to various establishments

The WEF recognises that global citizenship is a value to be encouraged in this generation, to the benefit of their future careers and prospects: 'Global citizenship skills: Include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.' We want our children to achieve these aims through a sense of social awareness, the ability to build strong relationships, and through responsible decision making.

Our school rules are Ready, Respectful, Safe, and are based on promoting the British value of **Respect** for others and the importance of making positive choices, as well as the promotion of good manners and interactions more generally. Children are taught the importance of self-respect, trust, honesty and care for others, within school and within their community.

Collaborative



Interpersonal skills: Include content that focuses on interpersonal emotional intelligence, including empathy, cooperation, negotiation, leadership and social awareness.

Problem-based and collaborative learning: Move from process-based to project- and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

Our link here is to the British Value of '**The rule of law**'. The importance of laws, whether those that govern the class, the school, or the country, are consistently reinforced here. Children are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws or rules are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. Our aim through this character value is to support the idea that through collaboration, we build relationships, and contribute to our community in a positive way.

The WEF states that 'Children must be prepared to become both productive contributors of future economies, and responsible and active citizens in future societies. Realising this vision requires children to be equipped with four key skill sets: 1) Global citizenship; 2) Innovation and creativity; 3) Technology; and 4) Interpersonal skills. While these are essential in addressing the most urgent emerging needs, education systems must also implement agile mechanisms for skills adaptation to ensure they remain future-oriented.' We know that our children will go on to be global citizens, and in many cases will take on positions of leadership. We want them to have experience of positive and ethical collaboration, and to understand what it is to be a positive contributor towards their learning, and in their own collaborative experiences.

Reading

	Reading Links
	Reading as an integral part of the curriculum
	Class Novels

Reading Links

Books to complement our learning projects

One of our key aims is to promote reading across all subjects. We want to inspire a love of reading, and encourage children to search out challenging and engaging texts independently. Our approach to reading from Early Years to Year Six has these goals in mind: independence, enjoyment, inspiration.

Substantive concepts:	SC1 Leaders and Legacy
	SC2 Oracy
	SC3 Word Reading
	SC4 Comprehension

Reading as an integral part of the curriculum

Reading as an integral part of our learning projects

When reading texts with content that several disciplines, teachers support children to read as a 'subject expert' (reading, for example, as a scientist / historian etc). This role will support their development on foundation subject knowledge and skills. (For the biggest impact, teachers focus on one or two of the subject points, rather than all at once.)

Scientist (closely matching our working scientifically skills)

- What scientific questions can you ask about this text?
- What scientific questions does this text answer?
- Can you visualise what this text is describing?
- Can you draw diagrams based on the text?
- Can you find and evaluate information in the text?
- What are the similarities, differences or changes explained in the text? • What does the data show us?
- Can you explain this science?
- What conclusions can we draw from the text?
- Why has the author chosen to present this information in this way? (ie diagram, bold, text)

Historian

- What's the source of this text? When was it written? By whom? Why? What is their likely intent or viewpoint? How much should we trust it? Is it primary or secondary?
- What's the context of the text? What time period was it written in? What was happening at the time that might impact on this evidence?
- Can anything corroborate this evidence? Is there a different source that can back it up or that has an opposing view?
- Why has the author chosen to present this information in this way? (ie diagram, bold, text)

Geographer

- What geographical vocabulary is being used?
- Can I find this location on a map? If so, where?
- What do I know already about the locations mentioned?
- What geographical features are mentioned/shown?
- How is this place similar or different to others that I know?
- What human influences are mentioned in the text?
- How have these places been influenced by humans? How can you tell?
- Why has the author chosen to present this information in this way? (ie diagram, bold, text)

Artist

Designer or technician (the process of designing and making)

Programmer

- What art vocabulary is being used? • What do I already know about the technique being described?
 - Can I visualise the process being described?
 - What sounds like the most difficult part? Why? Is it realistic to do?
 - Is there a better guide elsewhere? • What could I do differently? Why?
- What technology vocabulary is being used?
 - What do I already know about the techniques being described?
 - What techniques, materials, equipment and tools have been described in the text? Why?
 - Can I visualise the process being described?
 - What sounds like the most difficult part? Why? Is it realistic to do?
 - Why has the author chosen to present this information in this way? (ie diagram, bold, text)
 - Is there a better guide elsewhere? • What could I do differently? Why?
- What technical vocabulary is being used?
 - What do I already know about the programming being described?
 - Will it work? Why/why not?
 - What sounds like the most difficult part? Why? Is it realistic to do?
 - How has the author broken the task down into smaller steps?
 - What could I do differently? Why?

Art 'audience'	Design 'appreciator'	(safe) Internet user
<ul style="list-style-type: none"> • Before I read this text, what are my views or thoughts about the piece of art or artist? • What is the purpose of the text? To give me background information? To help me understand the art? To persuade me to like it? • Does the text help me to appreciate the art or artist? How? • Now that I've read the text, have my views or thoughts changed? How? Why? • Does it inspire my creativity? 	<ul style="list-style-type: none"> • Before I read this text, what are my views or thoughts about the piece of design, designer or product? • What is the purpose of the text? To give background information? To help me understand the design or designer? To persuade me? • Does the text help me to appreciate the design or product? How? • Now that I've read the text, have my views or thoughts changed? How? Why? • Does it inspire my creativity? 	<ul style="list-style-type: none"> • Is this content safe? How do you know? Is it something I've used before? Do I know the author or trust the website? • What is the purpose of the text? Is it trying to persuade me to do something or change my mind? If so, I need to be careful. • Is this content positive, negative or neutral? • Is the content and/or author trustworthy and reliable? How do I know? How can I check this? What else could I read to check it? See age-related expectations for Staying safe online for more.

Class Novels

In every class, reading has a high profile. This includes a class novel (or other shared text). Our topics will be supported and enriched by quality texts. These might be class novels, extracts from quality texts, shorter picture books (a wide variety of 'mature picture books' are available), poetry and non-fiction texts. These texts will complement/contextualise the subject content that makes up the Learning Project's powerful knowledge and skills.

The Learning Projects aim to show children the links between a text and the wider world, and – importantly - promote a love of reading. Where meaningful links between a text's content and knowledge can be made with the Learning Project's theme and content, we endeavour to provide these for our learners.