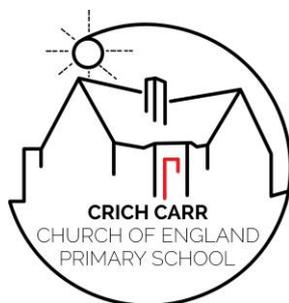


# Crich Carr Church of England Primary School



## CURRICULUM POLICY

Number 13

	Date	Minute No.	Next Review date
Approved by Governors	January 2017	1331	Jan 2018
Approved by Governors	March 2022	1758	March 2023
Approved by Governors			

To be reviewed: Annually

Nominated Governors responsible for review: VH and Curriculum Committee

# Crich Carr Church of England Primary School

## CURRICULUM POLICY

### Policy Statement

Our curriculum is based on the National Curriculum, although there is time and space throughout the school year to go beyond its specifications. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live.

We are a Forest School, with groups of children undertaking outdoor activities throughout the week which are often linked to our topic areas and programmes of study. Likewise, we lease and manage one of the village allotments: with close links to the science curriculum, groups of children work on the allotment throughout the year. We take the children out whenever possible to visit places of interest, theatres or just on local walks. We believe these first-hand experiences are important to the children's overall education. Each year the children have the opportunity to take part in a residential trip.

Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline, whether alone, together, at work or at play and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

### Class organisation

We have 3 classes:

Class 1 – Nursery, Reception and Year 1, led by Mrs Holmes and supported by teaching assistants

Class 2 – Years 2, 3 and 4, led by Mrs Smithurst and supported by teaching assistants

Class 3 – Years 5 and 6, led by Mrs Fothergill and supported by teaching assistants

### Early Years Foundation Stage

#### Intent

We ensure that the Early years education provided at Crich Carr is engaging and stimulates a child's creativity and imagination, whilst providing unique opportunities to develop intellectually, emotionally, physically and socially. The majority of time is spent on Play-based learning activities. This is instrumental in the development of key 'Characteristics of Effective Learning', which include:

- being willing to have a go
- being involved and concentrating
- having their own ideas
- choosing ways to do things
- finding new ways
- enjoying their achievements

#### Implementation

We comply with all aspects of the Early Years Foundation Stage statutory framework.

The topics we cover follow our early year's 3-year topic cycle, with opportunities for child led learning activities where appropriate.

The objectives we cover however, remain the same and are mapped out to ensure that pupils cover all 7 areas of learning as set out in the Early Years Foundation Stage statutory framework:

The Prime areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Literacy.

The Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

Alongside these, we make observations on the 'Characteristics of Effective Learning' which are Playing and Exploring (engagement), Active Learning (motivation) and Creativity and Thinking Critically (thinking).

Children learn through play-based activities (child initiated learning), encountering first hand, engaging experiences. The practise of specific skills is achieved through small group, adult led activities.

For further information on The Early Years Foundation Stage Framework, follow the link below:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **Impact**

Progression in the EYFS is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences and demonstrate their specific knowledge, skills and understanding. This ongoing, continual assessment process feeds into our daily; weekly and topic led planning, ensuring that learning is pitched at the right level for all children to make progress. At the end of the year, the children's development is matched against the each Early Learning Goal and is graded as emerging, expected or exceeding.

Through this robust planning and assessment, we ensure that our children have the necessary skills and knowledge in preparation for starting KS1.

## **ENGLISH**

### **Intent**

At Crich Carr, English plays an essential role in all aspects of school life, including being an integral part of the wider curriculum. Our aim is to equip the children with the necessary skills to allow them to be competent in all areas of English and to use these transferrable skills to develop across all curriculum subjects.

We aim is to create children who are:

- Confident in the art of speaking; being able to communicate well and being thoughtful listeners.
- Fluent readers who have a love for reading and are able to demonstrate a good understanding of what they have read.

- Capable writers who are able to write for different purposes and audiences and who take pride in their written work.

## **Implementation**

### **Speaking and Listening**

At Crich Carr, we see speaking and listening as an important part of teaching and learning. Children are encouraged to voice their feelings, ideas and opinions in a variety of situations, as we recognise that sharing ideas and listening to others enhances their learning. Drama activities are used across the curriculum to allow the children to explore different roles and develop their skills. Members of staff model speaking audibly and confidently, using words which will extend the children's vocabulary. Children are always encouraged to listen with thoughtfulness and empathy.

### **Reading**

Reading is vital for our daily lives and our aim is to equip the children with the essential skills needed. We encourage the development of good habits of regular reading for both pleasure and information, both at home and school. We want the children to have a love of reading, with a desire to explore the knowledge and excitement it can bring.

Children are immersed in good quality texts; access to books, magazines and newspapers are made a priority in each classroom. We endeavour to regularly update our texts, making sure they reflect the diverse society we live in.

We feel strongly that teachers play a vital role in modelling and promoting reading in school. To this end, we read to the children as much as possible, sharing picture books in the youngest class and ensuring that the older classes have an on-going class novel, which will always leave the children wanting more!

A strong foundation of phonological knowledge gives our children a sure start in their journey towards becoming confident readers. We use Letters and Sounds in conjunction with Floppy's Phonics and Jolly Phonics, to ensure that the children make rigorous and systematic progress through the necessary stages. This, together with learning to blend, segment and read common exception words on sight, should equip our children to becoming fluent readers by the end of KS1.

Throughout KS2, individual reading continues to be prioritised, with an emphasis on children being independent, with the ability to make good choices of what to read whilst developing their vocabulary, understanding and fluency.

Comprehension skills are taught through individual, group and whole class lessons. These lessons are resourced (but not exclusively) by using VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (Literacy Shed) and Hooked on Books (Jane Considine). The importance of 'book talk' is stressed, when children engage in discussions around a text.

### **Writing**

In order to inspire the children to write, we plan using good quality texts, film clips and other appropriate sources of interest. We provide opportunities for the children to write across different curriculum areas such as in History, when they might write a diary entry for a cotton mill worker, or Science, when they might explain how the human heart works.

Throughout the year, we hold special days when the children are given the opportunity to explore a specific author or genre. For example, celebrating Roald Dahl Day in September.

We teach writing using The Write Stuff approach (Jane Considine). This approach uses the three zones of writing - the FANTASTICS (an acronym which summarises the ideas of writing), the GRAMMARISTICS (a tool which enables the teacher to deliver grammar work) and the BOOMTASTICS (10 different ways of adding drama and poetic devices to writing). The approach is based on good teacher-modelling and teaching which encourages children to write with flair, using intrinsically taught grammar, punctuation and appropriate structure. Each term, we cover different genres of writing, incorporating narratives, non-fiction and poetry.

Children learn to form and write letters correctly with an aim to having a consistent handwriting style by the end of KS1. This is then developed further so that, by the end of KS2, children can write comfortably, legibly and at relative speed.

Great importance is given to the teaching and learning of spelling; we have a systematic approach to learning all age-related spellings and patterns, as set out by the National Curriculum. Children are also able to practise spellings in an engaging way using Spelling Shed (an online programme).

### **Impact**

Through both formative and summative assessments, including looking at books and talking to children, we can monitor the impact of our practice and the children's progress.

By the end of their time at Crich Carr, our children should have the necessary knowledge and skills in English to allow them to be prepared for, and experience success at, Secondary School and also in their daily lives.

Our children will be:

- Able to communicate by speaking and listening with kindness and empathy and explaining with confidence and clarity.
- Fluent readers with a love for literature and the ability to use reading for information and pleasure.
- Able writers who can write for a range of purposes and audiences, using a fluent and legible handwriting style and with good spelling skills.

For more information about the English National Curriculum, follow the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

## **Maths**

### **Intent**

Our maths curriculum is based on a mastery approach, and is designed to be accessible to all in order to maximise each child's progress and development. Our teaching will give pupils a deep, long-term, secure and adaptable understanding of mathematics. We want children to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. We intend for our pupils to be able to apply their mathematical knowledge to a range of subjects including science, geography and design and technology, and understand its importance in a range of careers. We want them to know that it is

essential and integral to everyday life, necessary for financial literacy and employment. We hope to develop a sense of enjoyment and curiosity about the subject.

## **Implementation**

We teach maths for mastery using the Maths No Problem textbooks. Starting in year 1, each year group has 2 textbooks and 2 workbooks. With a mastery approach, the whole year group moves through topics at broadly the same pace. Each topic is studied in depth and the teacher doesn't move to the next stage until all children demonstrate a secure understanding of mathematical concepts.

Teaching maths for mastery offers all pupils access to the full maths curriculum. This inclusive approach and its emphasis on promoting multiple methods of solving a single problem builds self-confidence and resilience in pupils.

The mastery approach contains built-in challenges to keep advanced learners engaged. For instance, the placement of an answer may vary. Rather than coming at the end of a question, it may be at the beginning or in the middle.

Fundamental to the mastery approach is using the Concrete, Pictorial, Abstract strategy. This develops a deep and sustainable understanding of maths in pupils:

Concrete is the “doing” stage. During this stage, students use concrete objects to model problems. For example, if a problem involves adding pieces of fruit, children can first handle actual fruit. From there, they can progress to handling abstract counters or cubes which represent the fruit.

Pictorial is the “seeing” stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams or models that represent the objects from the problem.

Abstract is the “symbolic” stage, where children use abstract symbols to model problems. Students will not progress to this stage until they have demonstrated that they have a solid understanding of the concrete and pictorial stages of the problem. The abstract stage involves the teacher introducing abstract concepts. Children are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols (for example,  $+$ ,  $-$ ,  $\times$ ,  $\div$ ) to indicate addition, subtraction, multiplication, or division.

Throughout the books bar modelling is used as a strategy to allow pupils to draw and visualize mathematical concepts to solve problems. The bar method is primarily pictorial. Pupils will naturally advance from handling concrete objects to drawing pictorial representations to creating abstract rectangles to illustrate a problem. Bar modelling provides pupils with a powerful tool for solving word problems.

Our maths curriculum covers all aspects of the National curriculum programmes of study. For further information click on the link below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

In Early Years we use Numicon Firm Foundations to support the teaching of mathematics as set out in the Early Years Foundation stage guidance.

### **Impact**

Through monitoring and assessment, it is evident that we have a maths curriculum that:

- Is accessible to all.
- Enables children to develop fluency without resorting to rote learning.
- Develops an understanding of core concepts.
- Enables children to reason mathematically.
- Enables children to be able to solve non-routine problems without having to memorise procedures.
- Provides children with transferable skills that they can use in other subjects.
- Provides children with the skills and knowledge to be prepared to move on to secondary school.

### **Science**

#### **Intent**

We aim to encourage and develop a child's interest in Science and the world we live in, helping them to appreciate its importance and how it contributes to all aspects of everyday life by:

- Building on children's curiosity of and sense of awe in the natural world.
- Encouraging children to question and ask 'Why...' and 'What if...?'
- Developing children's practical skills and their ability to hypothesise and investigate 'fairly', making accurate records and drawing conclusions.
- Extending the learning environment for our children via our outdoor spaces and the locality.

#### **Implementation**

Science is not taught as a discreet subject in Early Years but is covered in the work they do on Understanding the World.

Science in KS1 and KS2 is linked wherever possible to our three-year topic cycle but some areas of the science curriculum are taught as discreet stand-alone topics. We plan and assess using the National curriculum, supplemented with additional appropriate resources. The link to the programme of study for the Science National curriculum is below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Through planning and regular monitoring, we ensure learning is progressive and skills are built upon using a variety of teaching strategies in order to develop and deepen pupils learning and understanding. These include:

- Investigation
- Observation
- Mimicking
- Reflection

- Questioning

We take part in projects, competitions and visits in order to enhance their learning and give them an insight into the scientific World.

### **Impact**

Through monitoring of books and discussions with children and staff, there is evidence of an interesting and stimulating Science curriculum. Children are:

- Interested in the World we live and how things work.
- Have a good level of scientific knowledge.
- Are developing an understanding of key scientific concepts.
- Are able to carry out a range of scientific enquiries.
- Are able to answer a range of scientific question.
- Are equipped with the scientific skills and knowledge to progress to their next stage in education.

### **Geography**

#### **Intent**

Geography is about understanding the world we live in.

At Crich Carr we want the children to:

- Be inquisitive and enthusiastic to find out about key physical and human aspects of our locality, the United Kingdom as well as the wider world.
- Develop an understanding and knowledge of the world and the children's place in it, including promoting an interest in diverse people and places.
- Develop competent geographical skills to study resources such as maps, globes and photographs and to be able to collect and analyse data in order to deepen their understanding of the world.
- Develop a responsibility and respect for our planet, in order to help preserve it for future generations.

#### **Implementation**

Our Geography topics are informed by the National Curriculum 2014 and long term planning ensures the coverage of the knowledge and skills required. Topics are spread across a three-year cycle building on previously learnt knowledge and skills year on year.

At the start of a new topic, children share what they already know and what they would like to find out. (They are then able to refer back to this at the end point to reflect on what they have learnt). Hooks are used to spark children's interest and motivate them to find out more. Whenever possible, topics are enhanced by visits to places of interest and by welcoming visitors with specific expertise into our school. Topics are also enhanced by our Forest School work. We work in a cross-curricular way to maximise whole learning experiences. For example, within a topic on the Polar Regions, curriculum areas such as English, Art, Maths and Music can also be included.

Geography Programmes of study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)

## **Impact**

Through monitoring of books and through discussions with children, we can see evidence of a broad and balanced Geography Curriculum and the impact of our practice on the children's progress.

Outcomes are:

- Acquisition of key knowledge.
- A developing set of geographical skills.
- An understanding and appreciation of their local area and its place within the wider geographical context.
- An awareness and developing understanding of local and global issues which threaten our planet and the action needed in order to bring about change.

## **History**

### **Intent**

We are surrounded by history. Our aim is for the children to have a curiosity of the past - locally, in Britain and around the wider world, and an understanding of how events in the past may have affected our lives today.

We want the children to:

- Be inquisitive and enthusiastic to find out about the past.
- Have a developing understanding of chronology.
- Know about key people and events.
- Be able to identify similarities and differences between different time periods and civilisations.
- Understand how we learn about the past from different sources.

### **Implementation**

At Crich Carr, History topics are informed by the National Curriculum 2014 and long term planning ensures the coverage of the knowledge and skills required. We place an emphasis on local history and try our best to make links whenever we can. Topics are spread across a three-year cycle and, at the start of a new topic, links are made to past learning (including learning from previous years). Each class has a timeline where events and civilisations are marked and discussed to help children's understanding of chronology. Children start a new topic by sharing what they already know and what they would like to find out. In KS2, we use Knowledge Organisers to include information such as a basic summary of key events, specific vocabulary, the topic's 'big' questions and any extra information that may stimulate the children's interest. Whenever possible, topics are enhanced by visits to places of interest or by welcoming visitors with specific expertise into our school. Topics are also enhanced by our Forest School work. For example, as part of our Anglo-Saxon topic, the children have been busy making a roundhouse on the school field.

Early years explore historical themes in line with the EYFS framework. In KS1, children begin to develop an awareness of the past and start to place people and events in chronological order on a timeline. They start to know and use simple historical vocabulary and begin to ask and answer questions.

Throughout Key Stage 2, pupils continue to develop a knowledge of chronology and understanding of local, British and world history. They consider the provenance of sources and learn the difference between primary

and secondary sources. Children explore common themes and begin to make comparisons between different civilisations.

At the end of a topic, the children showcase their knowledge in a creative way. This might be by creating a written report, art work or by staging an exhibition.

History Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

### **Impact**

Through monitoring of books and through discussions with children, we can see evidence of a broad and balanced History curriculum and the impact of our practice on the children's progress.

Outcomes are:

- Acquisition of key knowledge of topics studied.
- A developing understanding of chronology.
- Able to make connections between different civilisations and time periods.
- Have a developing knowledge of historical terms and vocabulary.
- An understanding and appreciation of the history in their local area.
- An understanding of how the past has shaped our lives today.

### **P.E**

#### **Intent**

Here at Crich Carr, we believe that physical activity is of great importance in order for our children to develop happy, healthy lifestyles. As well as keeping fit and healthy, we believe it also improves concentration, academic ability and develops good social skills. Our aim is that all our children enjoy some forms of physical activity, which they wish to continue past primary school. In order to make this possible, we have developed a curriculum with a huge breadth of activities in order to suit the needs and interests of all children. This enables them to:

- Develop their knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.
- Work and play with others in a range of group situations, activities and sports.
- Follow and apply rules and conventions for different activities, games or sports.
- Demonstrate how to reflect and evaluate their performance and skills to improve and develop self-belief.
- Recognise and describe how their bodies feel during exercise.
- Understand and make healthy lifestyle choices.
- Have a sense of fair play and develop attitudes of honesty, respect and determination through participation in sporting activities.

## **Implementation**

We plan and assess using the National curriculum. Each area of the curriculum is visited each year through a variety of key skills and sports. These include athletics, gymnastics, dance, archery, orienteering, martial arts, table tennis, ball games, racket sports and swimming.

Further information can be found by following the link below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Each week Years 2-6 spend an afternoon at the leisure centre where they have swimming lessons and participate in P.E in the sports hall. They also carry out extra activities at school and sports clubs. Children in Nursery, Reception and Year 1 have P.E at school twice a week, again supplemented with additional activities and sports clubs as appropriate.

Through regular monitoring, observation, and reflection we ensure that learning is progressive and skills are built upon and deepened.

Competition is an integral part to all sport and teaches children a range of important skills and values such as:

- perseverance
- determination
- fairness
- respect
- honesty
- teamwork
- self-belief

The children get the opportunity to take part in a range of sporting competitions within school and through the sports partnerships.

## **Impact**

Through observation and discussions with children it is evident that we have a broad and balanced Physical Education curriculum that enables the children to:

- Develop a love of sport.
- Develop an understanding of a variety of sports and activities.
- Develop competence in a broad range of physical activities.
- Be physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lifestyles.

## **PSHE**

### **Intent**

PSHE is an intrinsic part of our school ethos and teaching as it threads through all areas and all practices. We feel it is vital to equip our children with a strong sense of value and understanding for all, so that they are well equipped to face the wider world with confidence and self-belief. Safeguarding is a key element of PSHE

teaching which enables children to learn about their own identity, risks, decision making and how to keep themselves safe.

## **Implementation**

In Early Years we cover the requirements for Personal, Social and Emotional Development set out in the Early Years Foundation Stage guidance.

Both key stage 1 and 2 follow a two-year cycle. This is linked to The PSHE Associations 3 core areas; Health and wellbeing, Relationships and Living in the wider world. We carry out weekly discreet PSHE sessions in each class. In addition to this we take every opportunity to provide personal, social, health & economic education in all learning activities and through work with our families and the wider community. This includes:

- Being involved in community groups, projects and charities.
- Developing children's health and economic understanding using our school allotment and our Gardening Club.
- Supporting local and international charities, to enable our children to develop understanding of the needs of others.
- Having a School Council to provide a link between all children, staff and Governors - helping to inform decision making in school.
- Working within the Cluster of Gell Schools (COGS), supporting our school communities. Children work together in the Cluster Parliament – promoting shared projects and developing strong links ready for transition to the secondary school setting.
- Additional school clubs to provide a wealth of experiences for our children to develop a variety of skills. Clubs include:- Sports, Book, Chess, Harmony & Gardening.

## **Impact**

Our PSHE curriculum is under constant review in order to identify and address the ever-changing needs of our children in order to prepare them for the demands of living in modern Britain.

It prepares them to lead confident, healthy and independent lives and become informed, active and responsible British citizens.

It gives them the knowledge and understanding of how to stay safe and make good life choices.

It helps them understand about healthy and happy relationships.

## **Computing**

### **Intent**

At Crich Carr, we aim to provide a high-quality computing education which will develop children's computational thinking and creativity and enable them to understand and change the world. Through our curriculum, children will be taught:

- Key knowledge about how computers and computer systems work, and how they are designed and programmed.
- An understanding of computational systems of all kinds, whether or not they include computers.

- Key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully).

### **Implementation**

As computing is a subject which offers great practical opportunities, sessions emphasise learning through practical, hands-on experiences. Although knowledge, understanding, skills and vocabulary are taught in discrete Computing sessions, computing and information technology are also used to support and enhance children's learning in other subjects, increasing the amount of time available for them to use technology. For example, in maths lessons, children use information technology to handle data; geography lessons are enhanced by using a range of multi-media maps; history and art involve research, enhancing the children's understanding of the internet and their ability to evaluate the usefulness and accuracy of information found there. Specific lessons and blocks of lessons are devoted to learning how to keep safe on the internet and what the children should do if they have a concern or are not comfortable.

Further information and details of the National Curriculum programme of study for Computing can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

### **Impact**

Through observations and discussions with children and staff, there is clear evidence that the impact of Computing at Crich Carr is that pupils are well prepared to:

- Remain safe when online and be confident to use computers and other equipment safely.
- Apply their digital skills confidently, are increasingly efficient and effective communicators, collaborators and analysts, and show imagination and creativity in their use of ICT in different aspects of their learning and life beyond school.
- Programme confidently, writing, evaluating and editing their own algorithms for example to make computer games.
- Use technology well with a high degree of independence.
- Work on programming, data, communication and multimedia computing activities effectively in groups and individually, preparing them well for working in teams as they progress through their education and beyond.
- Understand the quality of their work and to know how to improve.
- Display healthy interaction with technology, avoiding over-reliance on it and demonstrating balance and breadth in their lives which includes being confident to think about and judge when and how to use technology appropriately.

## Languages

### Intent

Throughout KS2 we have chosen to teach French as our Modern Foreign Language. The intention is to develop an interest in and thirst for learning French and the culture surrounding the language. We hope to embed the essential skills of listening, reading, speaking and writing through a variety of stimulating and confidence building tasks and games. We aim to build the children's 'culture capital', so that they are aware of similarities and differences between cultures, through vibrant images, music, film, history and food. We hope to lay the foundations for future language learning and to open children's minds to the possibility of travelling, living or working abroad.

### Implementation

All children in KS2 are taught French in a weekly discreet lesson delivered by the class teacher. Our curriculum is designed to progressively develop skills in French through interactive and engaging lessons using a range of resources including books, online learning, video clips and games. The children will acquire a bank of vocabulary and phrases organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied.

### Impact

Teachers assess French throughout lessons helping teachers plan for future lessons.

Languages programme of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

- Children have a good base knowledge in French to build upon as they move on to Secondary school.
- Children have a bank of vocabulary and phrases to draw upon.
- Children have an interest and knowledge of life in France.

## Music

### Intent

Crich Carr has a long tradition of musical activity, offering considerable opportunities for children to develop their skills and appreciation of music. Through the study of music, all children will be given the opportunity to:

- Work in a fun and safe learning environment, developing a feeling of fellowship through shared creation and appreciation of music.
- Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- Understand and explore how music is created, produced and communicated
- Develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.
-

## **Implementation**

Music is a key feature of many of our school activities, from signaling the end of an activity, to welcoming children into Collective Worship. All members of the school are supported in developing a love of music and a desire to make music. As their knowledge and appreciation of music, and talent as musicians increases, so too does their self-confidence, creativity and sense of achievement. We have an exceptional harmony group who regularly perform both within school and in the local community. Visiting peripatetic music teachers offer the opportunity to work towards music accreditation. Within lessons the elements of music are taught so that children are able to use some of the language of music to dissect it, and understand how it is made, performed and appreciated. Children are given the opportunity to compose, focussing on different dimensions of music whilst learning how to read and record using basic music notation. All pupils from the youngest year groups use programmes such as Chrome Music Lab to explore musical sounds, progressing onto composing whole songs using apps such as Garage Band and Launch Pad.

Further information and details of the National Curriculum programme of study for Music can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **Impact**

The impact of the music provision at Crich Carr is evident in the work that children complete, the performances that they give and in discussions held with pupils, the outcomes of which can be summarised as follows:

- The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.
- Music develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.
- Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer.
- They can dissect music and comprehend its parts.
- They can sing and feel a pulse.
- They enjoy the feeling of togetherness created by singing together as a whole school.
- They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.
- Pupils are aware of how music can be an integral part of other school themes, such as mindfulness, growth mind-set and British values, through staff modelling and selection of musical choices integrated across the curriculum.

## **Art and Design**

### **Intent**

Through the study of Art and Design at Crich Carr, children will experience the freedom to experiment, create and evaluate their own pieces of work and the work of other artists. Pupils will be given the opportunity to:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques;

- produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives;
- know about a range of artists, craft makers and designers and understand the historical and cultural development of their art forms;
- realise the relevance of art, craft and design in our modern culture;
- evaluate and analyse their own and others creative works using the language of art, craft and design.

### **Implementation**

Work in Art and Design will be carried out through the rigorous exploration of ideas and skills, and the use of a wide variety of materials and processes. All children will have the time and space to research and develop their ideas independently. Each child will be given their own sketchbook which can be used to capture and develop ideas that may then feed into their artwork. By learning about the life and works of famous artists, pupils will develop an understanding of an artist's purpose and how they use the formal elements of art, different artistic conventions and experimentation to communicate their ideas to the viewer. All children will see their work celebrated through displays located around the school and all finished pieces will be mounted into their individual Art Portfolios which form a record of their work throughout the year.

Further information and details of the National Curriculum programme of study for Art and Design can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

### **Impact**

Through discussions with children and staff, along with monitoring of artwork, there is clear evidence that the impact of practice at Crich Carr is that pupils are well prepared to:

- Observe and analyse the world in which they live.
- Demonstrate an appreciation of artwork in a variety of forms.
- Feel confident in creating work through the process of art and design.
- Use feedback and self-assessment as a means to reflect on their own progress.
- Be open minded, creative, critical and reflective thinkers who have the courage and confidence to discover and contribute to the world around them.

### **Design Technology**

#### **Intent**

The teaching of Design Technology at Crich Carr enables pupils to develop a critical understanding of its impact on daily life and the wider world. Through the study of Design Technology, children will:

- have safe, enjoyable, practical, learning experiences;
- take risks, working with imagination and creativity in order to solve real and relevant problems, within a variety of contexts;
- acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art;
- evaluate past and present design and technology;
- design and make products that considering their own and others' needs, wants and values;
- become resourceful, innovative, enterprising and capable citizens.

## **Implementation**

Throughout the programme of study for Design Technology, children will learn about modern industrial processes, whilst retaining the best of traditional practices. Children will develop many skills essential in the processes of cooking, model making, drawing and sketching, problem solving, observation and discussion. Pupils will design and make products that solve real and relevant problems within a variety of contexts, using a wide range of materials including card, textiles, construction materials and food. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Further information and details of the National Curriculum programme of study for Design Technology can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

## **Impact**

Through observations and discussions with children and staff, along with monitoring of work, it is evident that our practice at Crich Carr ensures pupils will be well prepared to:

- participate in tomorrow's rapidly changing technologies;
- think and intervene creatively to improve quality of life;
- be creative problem solvers, as individuals and members of a team;
- combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices;
- reflect on and evaluate present and past design technology, its uses and effects;
- be discriminating and informed users of products.

## **Religious Education**

### **Intent**

Religious Education at Crich Carr Church of England Primary School contributes dynamically to each child's education 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 pupils learn about, and from religions and worldviews, in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **Derbyshire and Derby City Agreed Syllabus 2020-2025**

The Legal requirement is that 'syllabuses shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principle religions in

Great Britain' (1988 Education Reform Act which has further incorporated into the 1998 School Standard and Framework Act).

R.E. must be taught according to the locally agreed syllabus. At Crich Carr this is the Derbyshire and Derby City Agreed Syllabus for R.E. 2020 – 2025. Understanding Christianity is taught alongside the agreed syllabus. This offers a coherent approach to teaching and learning about Christianity, in the wider R.E. curriculum.

The new Derbyshire and Derby City Syllabus for RE intends:

- to ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice;
- to enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith;
- to encourage pupils to articulate their own ideas and experience of religion, belief and spirituality;
- to encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations;
- to encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone;
- to assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live; promoting deepening understanding of those belief systems.
- to promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

At Crich Carr, Religious Education is taught following the principle aim for RE set out in the Derbyshire and Derby City Agreed Syllabus. ***The principal aim for RE in Derbyshire schools is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own.*** The threefold aim of RE elaborates the principal aim as follows:

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;

- appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### **Implementation**

A variety of teaching methods are used in the teaching of RE including class, group, learning partnerships and individual teaching where appropriate, discussion, open questioning and time for reflection.

RE is taught mainly as a separate timetabled subject, but cross-curricular links may be identified and incorporated where relevant.

Use is made of Religious Artefacts, Drama sessions, Computing resources, the outdoor environment and visits to places of worship, for example, St Mary's Church, Derby Cathedral, Jamia Mosque and Derby Gurdwara.

Within the class, a variety of methods for recording may be used and there will be an expectation of differing results. The children will be encouraged to try more advanced methods of recording as and when they are ready e.g. progressing from a picture, single work response, to picture and sentence(s), to writing their own account, with or without help/support. Discussion and empathy are important aspects of the work.

All schools have a duty to promote community cohesion. RE makes a key curricular contribution to this. The damaging effects of xenophobia, racial stereotyping and the place of human hatred and conflict in history and the contemporary world raise questions about belief and behaviour for all pupils. RE has a focus upon enabling pupils to develop attitudes of tolerance and respect for those who see the world in a different way to themselves, and upon promoting dialogue between pupils about issues of belief, community and religion. In these ways RE can make a key contribution to anti-racist education and education for community cohesion for the wellbeing of all in a plural society.

RE plays a key role in the duty of schools to promote community cohesion not just by teaching about different religions, but also by enabling every child to develop their own understanding of the value of respect for all and shared community life.

The Education Reform act states that schools should provide a balanced, broadly based curriculum, promoting the spiritual, moral, cultural, mental, physical development of pupils in school and society....and prepares them for the opportunities, responsibilities and experience of adult life. (Sec. 1 (2)).

All pupils are entitled to receive Religious Education (Sec. 2 (1)(9)) but Parents are entitled to withdraw their children (Sec. 9 (3)).

In planning our RE we take into account that the religious traditions of Great Britain are, in the main, Christian and Christianity is the principal focus for study in both Key Stages 1 and 2. We take into account the teaching and practices of the other principal religions represented in Great Britain.

As a Church of England (VC) School our Christian emphasis is on the Anglican Faith. The balance between Christianity and other religions is important. Christianity should be taught between 66% and 75%.

Religions covered in addition to Christianity are:

KS1 – Judaism and Hinduism

KS2 – Judaism, Islam, Hinduism and Sikhism

## **Understanding Christianity**

Understanding Christianity is a project which provides a coherent approach to teaching and learning about Christianity, in the wider RE curriculum. At Crich Carr, Understanding Christianity runs alongside the Derbyshire Agreed Syllabus for R.E.

Understanding Christianity has eight core concepts and sets out knowledge ‘building blocks’, to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.

Understanding Christianity’s approach to teaching about Christianity builds up pupils’ encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils.

Each unit incorporates the three elements below:

- Making sense of the text: developing pupils’ skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- Understanding the impact: examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- Making connections: evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils’ own lives and ways of understanding the world.

Pupils’ achievement can be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above.

Further information and details of the statutory requirements for RE can be found at:

<https://schoolsnet.derbyshire.gov.uk/teaching-learning-and-school-governance/curriculum-and-assessment/derbyshire-and-derby-city-new-agreed-syllabus-for-re.aspx>

## **Impact**

Through observation, interaction and discussion with pupils within RE lessons, along with monitoring of books, it is evident that children at Crich Carr:

- enjoy learning about other religions and why people choose, or choose not to follow a religion;
- able to make links between their own lives and those of others in their community and in the wider world;
- developing an understanding of other people’s cultures and ways of life.