

Colmers Farm Primary School's

Subject Intent, Implementation and Impact Statements



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A29: *Education must develop every child's personality, talents and abilities to the full.*

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Art and Design Curriculum Statement

Curriculum Intent

At Colmers Farm Primary School, we value Art and Design as an important part of helping every child to succeed as well as fulfilling their entitlement to a broad and balanced curriculum. The intent is for all pupils to produce creative work, exploring their ideas and recording their experiences in their sketchbook, become proficient in drawing, painting, sculpture and other art, craft and design techniques over time,, be able to evaluate and analyse creative works using the language of art, craft and design and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Curriculum Implementation

The Art and Design Curriculum is structured around the aims of the National Curriculum and aligned with topics taught in History and Geography which change on a termly basis. The curriculum has been designed to enable pupils to learn new skills as well as being given the time for repeated practice to build upon these skills. It is based on the four interrelated aims for the subject in the National Curriculum – generating ideas, making, evaluating and knowledge.

Art and Design is a timetabled subject and pupils are taught by a specialist teacher in a dedicated Art and Design room. Art and Design is taught for 1 hour a week during the first half of each term with Design and Technology being taught for 1 hour per week in the second half of the term.

The formal elements are taught from Year 1 and are revisited as pupils progress throughout the school. Pupils learn about line, shape, form, tone, texture, pattern, colour and composition. Pupils will learn how these elements are often used together by artists and how they are organised in a piece of art determines what the finished piece of work will look like.

Drawing is a key skill which will run throughout all activities and pupils will learn about the different purposes of drawing. Pupils will learn that drawing is not just about a skill in observation and perception but in being able to communicate ideas visually – a mind-map, a plan, a diagram for example.

Learning in art and design is further enhanced with a whole school Big Arts Week, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Curriculum Impact

Progress is shown sketchbook work as well as final outcomes for projects. Evidence for assessment is gathered from assessing what pupils make, observing how they perform, and talking to them about what they know.

Teachers have high expectations of pupil's work and quality evidence can be presented in a variety of ways, improving the overall quality of art and design work at Colmers Farm. Displays, are regularly monitored to ensure learning has progressed and skills have developed. We also set high expectations for staff when completing displays around school and in classrooms to ensure that children's work is celebrated appropriately and so children feel proud of their achievements.

Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children in school can speak confidently about their art and design work as well as the skills they use and how these relates to the work of other artists.

At the end of each topic, we evaluate the teaching and learning carried out through discussions with pupils. Staff have the opportunity to evaluate their practice, and this informs future planning and CPD planning.

Computing Curriculum Statement

Curriculum Intent

At Colmers Farm, we aim to prepare our learners for the future by giving them the opportunities to gain knowledge and develop skills that will equip them to safely navigate an ever-changing digital world. Knowledge and understanding of ICT/computing (including digital literacy) is of increasing importance for our pupils' futures around home, for recreation/entertainment, for further education and for employment. Our computing curriculum focuses on a progression of skills in **digital literacy (including e-safety), computer science and information technology** to ensure that our pupils become competent in safely using, as well as understanding, technology. Over our curriculum, these strands are revisited repeatedly through a range of themes to ensure that learning is embedded, and skills are successfully developed. Our intention is that our pupils use of ICT/computing also supports their creativity and cross curricular learning to engage them and enrich their experiences in school.

Curriculum Implementation

Computing is taught on a weekly basis to our pupils and devices are used to support teaching and learning in other curriculum areas where beneficial to learning. This ensures that our pupils are able to revisit and develop their depth of knowledge and skills on a regular basis.

Our teachers use a published scheme called iCompute to teach the National Curriculum for computing. This scheme provides high quality teaching opportunities within computing, by utilising a combination of practical and theory lessons which are designed to promote discussion and nurture understanding. iCompute is supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all pupils.

To ensure a broad and balanced range of skills and understanding, computing is taught across the three main strands: **digital literacy (including e-safety), computer science and information technology**. Within digital literacy, pupils develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems, for example understanding the safe use of the internet, networks and email. In computer science, we teach pupils to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. As part of information technology, pupils learn to use and express themselves and develop their ideas through computing/ICT for example writing and presenting as well as exploring art and design using multimedia.

iCompute provides planning, challenge and scaffold activities, resources and links to professional development resources which help to the reduce staff workload involved in teaching computing and ensure that staff have the required skills to teach the planned units.

Curriculum Impact

Our computing curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. It focuses on progression of knowledge and skills in the different computational components. If pupils are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Learning walks and pop-ins;
- Reflective discussions with staff and feedback (teacher voice);
- Pupil discussions/interviews with pupils about their learning (pupil voice);
- Monitoring of portfolios of evidence (pupils' learning);
- A reflection on standards achieved against the planned outcomes (including monitoring assessment outcomes);
- Examining plans to ensure full coverage of the computing and cross-curricular ICT requirements.

Design and Technology Curriculum Statement

Curriculum Intent

At Colmers Farm Primary School, we value Design Technology as an important part of helping every child to succeed as well as fulfilling their entitlement to a broad and balanced curriculum. The intent is for all pupils to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users, critique, evaluate and test their ideas and products and the work of others, understand and apply the principles of nutrition and learn how to cook.

At Colmers Farm, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Curriculum Implementation

The Design and technology curriculum is structured around the aims of the National Curriculum and aligned with topics taught in History and Geography which change on a termly basis. The curriculum has been designed to enable pupils to learn new skills as well as being given the time for repeated practice to build upon these skills. It is based on the four interrelated aims for the subject in the National Curriculum – design, make, evaluate and technical knowledge.

Design and Technology is a timetabled subject and pupils are taught by a specialist teacher in a specialist room. Design and technology is taught for 1 hour a week during the second half of each term with Art and design being taught for 1 hour per week in the first half of the term.

In KS1, pupils complete design and make projects and complete focused practical tasks based on structures, mechanisms, textiles and cooking and nutrition. In KS2, pupils complete a mixture of design and make projects as well as focused practical tasks based on structures, mechanisms, textiles, cooking and nutrition, electrical systems and the digital world. The design and make projects are based on a range of work in a range of relevant contexts including the home, school, the local community, industry and the wider environment.

In design and technology pupils are taught to:

Design:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately;
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate:

- investigate and analyse a range of existing products;
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- understand and use mechanical systems in their products;
- understand and use electrical systems in their products;
- apply their understanding of computing to program, monitor and control their products.

Curriculum Impact

Progress is shown in Design and technology workbooks as well as final outcomes for projects. Evidence for assessment is gathered from assessing what pupils make, observing how they perform, and talking to them about what they know.

Teachers have high expectations of pupil's work and quality evidence can be presented in a variety of ways, improving the overall quality of Design and technology work at Colmers Farm. Pupil's work is shared and celebrated appropriately on our school website and so pupils feel proud of their achievements.

In Design and technology pupils learn how to problem solve and take risks. This enables them to become resourceful, resilient, innovative, enterprising, and capable citizens. 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. Pupils can speak confidently about their design and technology work as well as the skills they use.

At the end of each topic, we evaluate the teaching and learning carried out through discussions with pupils. Staff have the opportunity to evaluate their practice, and this informs future planning and CPD planning.

English Curriculum Statements (Reading and Writing)

Reading

Curriculum Intent

At Colmers Farm Primary School, reading is a top priority and is a key driver for our curriculum. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction texts to:

- develop knowledge of themselves and the world in which they live;
- to establish an appreciation and love of reading;
- to gain knowledge across the curriculum;
- to develop their comprehension skills.

We are committed to providing vocabulary rich reading material across the curriculum.

Curriculum Implementation

Key Stage 1

The systematic teaching of phonics has a high priority throughout EYFS and KS1. At CFPS we use a synthetic phonics programme called Read Write Inc. produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

All children in Reception, Year 1 and Year 2 have daily phonics sessions in small sized ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

Staff are trained to deliver RWI and receive regular training updates to maintain high quality delivery. As well as whole staff training, those delivering RWI daily, are supported and mentored through regular drop ins and team teaching by the RWI Reading Leader.

Trained staff use observations and continuous assessment to ensure children are challenged, and to identify those children who may require additional support. Teachers also complete regular RWI assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. When children are ready to move away from the RWI programme, reading is developed through whole class reading, using quality texts and focused skill teaching. Strong links are made between reading and writing.

Children read and enjoy high quality fiction and non-fiction texts, which are usually linked to their topics across the curriculum.

All children read aloud daily during their phonics or whole class reading sessions. In addition to this, they read with teachers and teaching assistants weekly. We focus on the lowest 20% to provide further support.

Reading at home is encouraged and promoted through parent workshops and reward schemes. Children working on RWI take home a 'book bag book' matched directly to their current phonics level.

Key Stage 2

Children are taught the skills of reading through whole class reading sessions. High quality texts are carefully selected to expose children to a range of books and genres written by both classic and modern authors. Selections are carefully made to engage and challenge our learners. Where appropriate, texts also linked closely to our topics. This allows further opportunity for children to increase their knowledge and understanding.

Teachers deliver a series of structured reading lessons. Children read as a class, with a partner and individually to further develop their oracy skills. Building on the phonic foundations established in Key Stage 1, there is a firm focus on the understanding of vocabulary and text analysis. Class discussion and weekly comprehension sessions allow teachers to assess the children's understanding and provide differentiated support.

Research carried out by the University of Sussex concluded that children benefit from listening to an adult read to them fluently. As a result, we have introduced daily Just Read texts into our curriculum where children listen and follow the text alongside listening to their teacher. At the start and end of each of these sessions the children are required to summarise the chapters concisely.

Reading at home is actively encouraged at KS2 all children take home a book which is banded and matched to their reading ability through the use of Accelerator Reader. After they finish a book, the children take a quiz to test their knowledge and understanding of the text they have just read. On a half termly basis, the children take a Star Reader test which assesses their reading level and they can then choose appropriately banded books from our extensive library collection.

Children also have the opportunity to access thousands of books online through our subscription to myON (which links to the quizzes on Accelerated Reader).

With the overarching aim to produce learners with a love of reading at Colmers Farm, we actively encourage reading for pleasure. This is promoted through:

- daily reading for pleasure;
- access to a wide range of books from the school library;
- access to books through individual classroom libraries;
- teacher led story times;
- school reading competitions;

- the use of the Accelerated Reader scheme for high-quality reading practice;
- providing children with access to a wide selection of online books through the myON reading platform;
- participation in events such as World Book Day;
- school book fairs.

Learners are also able to share the enjoyment of listening to a book being read during story time. All classes have access to books from Pie Corbett's reading spine. These high-quality texts increase in difficulty from Key Stage 1 to 2. Storytime also provides another opportunity to make close links with topic related texts.

Curriculum Impact

Key Stage 1

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 and then again at the end of Year 2 for those children who did not achieve the required standard at the end of Year 1.

We give all children the opportunity to enter the magical words that books open up to them. We promote reading for pleasure as part of our reading curriculum.

Key Stage 2

Attainment in reading is measured by regular Accelerated reader 'quizzes', weekly comprehension, the use of 'optional' standardised tests such as the NfER tests and the Key Stage 2 SATs tests.

By the end of Key Stage 2, children should be competent readers who have a thirst for reading a range of genres. They can actively engage in discussions about books and are able to evaluate language and discuss the effect on the reader. At Colmers Farm we aim for children to have developed a love of reading and actively engage in the inspirational experiences that reading can provide.

Writing

Curriculum Intent

Our aim at Colmers Farm Primary School is to encourage children to be independent, creative and confident writers who can write for a range of audiences and purposes across different text types, using appropriate grammar, punctuation and spellings. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality challenging texts.

At Colmers Farm Primary School, we believe that success in writing is partly determined by your experience of reading. A child who has heard many stories and is familiar with a wide range of conventions in different text types will be able to draw on them in their own writing. We aim to provide and explore a wide range of high-quality model texts and a rich vocabulary, that pupils can accurately apply and creatively innovate from. Furthermore, we aim to provide frequent, purposeful, and varied opportunities to write across the curriculum, enabling the children to make judgements concerning the tone, style, format and vocabulary appropriate to the audience.

Curriculum Implementation

Based on the National Curriculum, we teach writing using Pie Corbett's Talk for Writing approach, employing the three stages of imitation, innovation and invention to a range of non-fiction, fiction and poetry genres. Our long-term English plan ensures that all genres are mapped out across each year group. High quality texts, linked to our class topics, model the language, vocabulary, structure, punctuation and grammar that we expect our pupils to independently apply in their own speaking and writing. Our progression document carefully plans for progression in genres and toolkits such as setting, tension and characterisation. Basic skills and non-negotiables underpin writing in all areas of the curriculum. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include letters to our governors and reports for a newspaper.

The three stages of Talk for Writing

(1) Imitation – getting to know the model text:

All units begin with a hook for writing. The children complete a cold write, which is used to assess prior knowledge and understanding of the genre and to plan the next steps in the teaching and learning sequence. In addition, pupils are given personalised targets based upon their cold write.

Through oral retelling of the model text, children internalise the text, which supports them in their own writing. The children then read as reader. They read for meaning, finding out, for example, about any vocabulary that they do not understand. They discuss the ingredients of the genre and think about the effect on the reader and how writers create this. This enables pupils to co-construct with the teacher a writers' toolkit of the conventions that they can apply in their own writing. Children magpie (steal) words and phrases that they can use or innovate in their own writing. Furthermore, they then read as a writer and box up the underlying structure/pattern of the text.

(2) Innovation – this is changing the model text in one of the following ways:

Levels of innovation and challenge:

1. **Substitution:** change words, characters, settings etc.
2. **Addition:** add to or embellish to expand/extend a text
3. **Alteration:** alter part of a text in ways that change the course of events
4. **Genre switching:** change text type, e.g. switch a story to a newspaper report, etc. Change story type, e.g. to sci-fi, fantasy, etc.
5. **Change time/person, view:** past → present, etc.
6. **Reorder** the text, e.g. flashbacks and time slips
7. **Write in the style of** different authors
8. **Sequels and prequels.**
9. **Blend** story types

Once the children know the model text, they use the model text and boxing up plan to innovate/make changes to the original.

In EYFS and Year 1, the focus is on substitution or addition. In Year 2, other levels are introduced e.g. viewpoints, sequels. Most levels of innovation are used throughout KS2.

During this phase, it is vital that teachers model the writing process and demonstrate the ambitious high standards expected of all children. Wherever possible, explicit teaching of grammar, punctuation and spelling is taught through use of the shared text and shared writing. Guided Writing and differentiated group work are also used to further consolidate and develop writing skills. We encourage pupils to plan, draft, proofread, edit, and revise their writing through the compositional process. Pupils use purple polishing pens (KS2), peer and self-feedback and explicit edit and improve lessons.

(3) Invention

By this stage, the children have confidently internalised the text and are familiar with the style and structure of the text type. They are now ready to follow the same process as the innovation but work more independently to produce a Hot Task. This is written in their purple progress books, which travel with them throughout the school to show the journey of their writing development. The lessons leading up to the hot task are completed in children's writing books. This includes planning, drafting, and editing. Children are still able to edit their final draft in their progress books. This third stage of the process is not used in EYFS and is only introduced mid-year in Year 1.

Talk for Writing strategies are used throughout the school to support the teaching of writing. Fiction writing is modelled on challenging class texts which are often studied in reading sessions (in Year 2), strengthening the link between reading and writing. Pupils are given a language rich curriculum and are encouraged and shown how to effectively use interesting and adventurous language in their writing.

We expect and encourage children to present their work neatly so handwriting and fine motor skills (in KS1) are taught throughout the school.

Key Stage 2

In Key Stage 2, the three stages of Talk for Writing continue to be embedded and further developed. This is done by supporting learners to progress by writing using higher levels of innovation and challenge in their writing.

Learners continue to embed and refine their narrative writing skills. During Key Stage 2, learners also gain in depth knowledge of other text types e.g. persuasion and discussion. This enables them to become confident writers in a number of both fiction and non-fiction text types by the end of year 6.

As with Key Stage 1, grammar is taught and becomes more challenging as learner progress towards Year 6.

Grammar, Punctuation and Spellings (GPAS) mental starters

GPAS skills are explicitly delivered during short mental starters at the beginning of writing lessons in KS1 and KS2. These generally link with the current days learning and may also be used to address common errors from previous learning.

Spelling

Pupils are taught to 'Fred talk' the sounds in words and learn the complex code of alternative spelling patterns in Read Write Inc lessons. Spelling teaching is interwoven throughout the English Talk for Writing genre and across the curriculum.

Spelling Shed

From Years 2-6, children have access to the Spelling Shed online learning platform. This engaging resource is used to promote and encourage spelling through a range of age-appropriate activities and quizzes carefully selected by the class teacher. The programme focuses on the spellings and spelling rules required for children to become confident spellers by the end of Year 6. This is also used to set differentiated learning to provide targeted support and challenge for learners where required.

Handwriting

Children learn pre-cursive handwriting (with lead ins and lead outs) and letter formation as part of their RWI sessions in EYFS. In Year 1, children start to use cursive handwriting. Cursive handwriting aids fluency and speed, helps to eliminate letter reversals, supports spelling and improves presentation. We aim for children to be using joined handwriting during KS1 and be accurate by KS2. We award pen licences to children who can prove that they can form letters accurately and legibly across a range of subjects and genres.

Subject knowledge

Staff were involved in Talk for Writing training. Top up Talk for Writing training has been delivered as well and class teachers continue to share best practice with each other. Learning walks and lesson observations ensure that all staff have a clear understanding of how children learn to write. All teachers and teaching assistants ensure that their own speaking, listening, writing and reading of English supports children in developing their language and vocabulary well. This ensures consistency in teaching and learning from one year to the next.

Assessment

Regular progress meetings are held and there is particularly close monitoring of children making slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and additional support is provided to enable them to keep up.

Half termly, children complete a writing assessment using a text type they have been practising by completing a 'hot task'. This is recorded and assessed against Year group standards by class teachers. These allow teachers to identify common strengths and gaps as children work towards their end of year standards. They can then adapt the focus of their planning accordingly. Within our school we also have moderation meetings to quality assure judgements and meetings within our Multi-academy Trust are held with the English Subject Leaders.

Curriculum Impact

Writing assessment is ongoing throughout every writing lesson and across the curriculum to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing.

The impact will be measured through:

- Book scrutinies - showing clear progression in application of skills and knowledge, cross curricular links being made, correct use of vocabulary and appropriate differentiation.
- Lesson visits - demonstrating children's enthusiasm about and engagement with their learning.
- Feedback from other subject leaders and specialists within the Multi-Academy Trust.
- Pupil Voice - evidence children's enthusiasm for the subject, aspirations for English based career choices and children's abilities in recalling and applying their English knowledge to a range of contexts.
- Parent voice - evidence an understanding of the English learning their child/ren is/are exposed to as well as the vocabulary they have been introduced to.
- Learning environment - demonstrating the Talk 4 Writing 3 stages of Imitate, Innovate and Independent Application, subject specific vocabulary and key concepts learned, as well as a celebration of the learning journey (where appropriate).
- Assessment data – demonstrates the systematic acquisition of reading and writing skills and knowledge assessed through practical application and recall.

Geography Curriculum Statement

Curriculum Intent

Our geography curriculum forms part of our termly topics and is designed to develop pupils' curiosity and fascination about the world and its people. Learners will investigate a range of places, both in Britain and the wider world to help them develop knowledge and understanding of the Earth's physical and human processes.

We provide opportunities to investigate and enquire about our local area. This will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways.

Curriculum Implementation

We implement a progressive curriculum that is designed to build on prior knowledge and skills year on year. Although our geography curriculum is taught through our termly topics, we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work. The geography curriculum will be taught with an aim to be challenging, inspiring, creative, nurturing and encourage active learning. The learner will revisit geographical skills and knowledge in order to embed and deepen understanding. The lessons are carefully planned to ensure that all children are well supported in their learning and that opportunities for depth is planned for. We ensure that trips and visiting experts enhance the learning experiences for the children.

Curriculum Impact

The impact of our geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world. The children will have enjoyed learning about geography, be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. In this ever-changing world, the study of geography will deepen their knowledge of the places and peoples across the world and encourage them to explore, ask questions and undertake new experiences both now and in the future.

History Curriculum Statement

Curriculum Intent

At Colmers Farm Primary School history education is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the history of Britain and other societies. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).

Students at Colmers Farm Primary School will develop a well-rounded knowledge of the past and its events, with the intention to improve every students' cultural capital, understanding of the world around them and their own heritage. History at Colmers Farm Primary School aims to be ambitious and motivating. Ambitious in our coverage of history and thorough teaching of historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Colmers Farm Primary school, we have designed our history curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers;
- Possess a secure understanding of the chronology of the British Isles and other important periods of history;
- To discover links and connections to the history they learn and the wider community and locality;
- Further their knowledge and explanations of change and continuity over time;
- Differentiate between source types and explain how interpretations in history may differ;
- Draw on similarities and differences within given time frames and across previously taught history;
- Enquire into historical themed questions and form their own opinions and interpretation of the past.

At Colmers Farm Primary School we aim to:

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- To inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;

- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Curriculum Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Colmers Farm Primary School, the history curriculum at Colmers Farm Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage.

Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their history lessons suitable to their class's interests and what they want to learn. When teaching history, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of weekly review.

A variety of teaching approaches are used based on the teacher's judgement. History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. In addition, educational visits provide an opportunity for the teachers to plan for additional history learning outside the classroom.

Curriculum Impact

The impact and measure of this is to ensure that children at Colmers Farm Primary School are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

Outcomes in topic, reading and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning, and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the

past. Our children are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our chosen topic titles provide opportunities for further relevant and contextual questioning and opportunities for providing positive role models from the community for children to learn from. Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning.

Mathematics Curriculum Statement

Our vision is for pupils to be confident, skilled, and resilient mathematicians, who understand that mathematics is a fundamental part of everyday life and the world we live in. Mathematics is integral to all aspects of life and we endeavour to ensure that pupils develop a healthy and enthusiastic attitude and a deep understanding, that can be used in each stage of their lives.

Curriculum Intent

At Colmers Farm Primary School, we believe mathematics is an important part of pupil's development, from Early Years to Year 6. We intend on delivering a curriculum which:

- Caters for all pupils, taking individual learning needs and starting points into consideration. Our lessons are creative, engaging and collaborative which gives a range of opportunities to explore mathematics following the Teaching for Mastery approach;
- Incorporates a sustained level of challenge through high-quality activities, which focuses on fluency, reasoning and problem solving;
- Allows pupils to become fluent in the fundamentals of mathematics so they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Recognises that mathematics underpins daily lives, beyond the classroom, and therefore it is vitally important that pupils are successful in each stage of their learning;
- Uses Quality First Teaching to ensure all pupils have the best learning opportunities;
- Allows independent learners to take responsibility of their learning;
- Provides a positive and resilient attitude towards mathematics;
- Allows pupils to reason mathematically by following lines of enquiry through discussion. Pupils can actively engage with peers and teachers using mathematical language;
- Provides equal opportunities for pupils to apply their mathematical knowledge to other subjects (cross-curricular links).

Curriculum Implementation

Our Teaching for Mastery approach to mathematics is designed to develop pupil's knowledge and understanding of mathematical concepts from Early Years to the end of Year 6.

At Colmers Farm, we follow the National Curriculum and use Maths No Problem as a guide to support teachers with planning and delivery of lessons. Lessons may be personalised to address the individual needs and requirements of a class, but coverage is maintained. We assign homework using Mathematics weekly, which links to the learning in school.

To learn mathematics effectively, some things must be taught before other, this is planned for using mathematical overviews and medium-term plans.

To ensure all pupils have grasped the understanding of mathematical concepts being taught, teachers run keep-up sessions before the teaching of the next lesson to address misunderstanding and build mathematical confidence in the pupils.

Pupils are taught through clear modelling and can develop their knowledge and understanding of mathematical concepts. The Teaching for Mastery approach incorporates the use of concrete resources, pictorial representations, and abstracts numbers/symbols to help pupils explore and demonstrate mathematical ideas and deepen understanding.

Fact Fluency sessions are planned and delivered to ensure pupils develop a rapid recall of number facts, without using resources to work them out. This is extremely important to pupils for them to be successful in mathematics in each stage of their lives. There is an increase focus on multiplication recall in preparation of the Multiplication Times Tables Check for Year 4 pupils. Mastering Number is followed in most year groups.

Using Assessment for Learning strategies at Colmers Farm, we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes (where appropriate) and using these to inform our teaching and delivery of subsequent lessons. Summative assessments are completed at the end of each term; these results inform discussions in termly Pupil Progress Meetings and update our assessment tracker. The main purpose of all assessment is to always ensure we are providing excellent provisions for all pupils and inform senior leaders of specific CPD opportunities.

At Colmers Farm, we believe that CPD plays a vital role in ensuring our teachers are confident in their subject knowledge to lead mathematical lessons. We use monitoring of lessons to plan training sessions, where we frequently share ideas and strategies that are effective. We take part in training opportunities and regional networking events, such as the NCETM Maths Hub work groups.

Curriculum Impact

When pupils leave Colmers Farm, we believe they will have a positive attitude to mathematics, as both an interesting and valuable skill set linked to everyday life. Our pupils will have the confidence to work collaboratively and independently and have a deep understanding of maths around them.

Through discussion and feedback from pupils, they speak enthusiastically about their maths' lessons and speak about how they love learning maths. They show pride in their presentation and understanding of the work.

Pupils show a deeper level of thinking when they can show mathematical concepts and skills multiple ways, using the correct mathematical language independently and applying this to new problems.

At the end of each year, we expect pupils to achieve Age Related Expectations (ARE) for their year group. Some pupils will have progressed further and achieved Greater Depth (GD) standard. Pupils with SEND and those with gaps in their understanding receive appropriate support and intervention.

Modern Foreign Languages (MFL) Curriculum Statement

Curriculum Intent

At Colmers Farm, we aim to prepare our learners for the future by giving them the opportunities to gain knowledge and develop skills that will equip them to safely navigate an ever-changing world. As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. All KS2 children are to learn a language other than English. At Colmers Farm Primary School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6) from September 2020.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Curriculum Implementation

KS2 children have weekly MFL teaching, which will follow the Language Angels programme and therefore a set progression.



At Colmers Farm Primary School, we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, Geography and Music, for example, are particularly appropriate for cross-curricular teaching.

Our chosen language for KS2 is French. Recommended resources are available online using Language Angels and can also be found in the class French Curriculum File.

Curriculum Impact

Our languages curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed skills. It focuses on progression of knowledge and skills in the different language components. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Learning walks and pop ins;
- Reflective discussions with staff and feedback (teacher voice);
- Pupil discussions/interviews with pupils about their learning (pupil voice);
- A reflection on standards achieved against the planned outcomes (including monitoring assessment outcomes);
- Examining plans to ensure full coverage of the languages curriculum.

Music Curriculum Statement

Curriculum Intention

The intention of the music programme is to fulfil the objectives of the National Curriculum (2014) for Music as well as provide the children with a music curriculum that is both fun and engaging.

Recent research (2019), undertaken by Youth Music (youthmusic.org.uk), clearly demonstrates that music continues to play an important factor in young people's social, emotional and mental development. As such, the Music curriculum at Colmers strives to give the pupils opportunities to develop the following areas, which we call the **4Cs**:

- **Cognition**; research by Roden, Grube, Bongard and Kreutz (2014) has demonstrated that a musical education can help to improve children's cognitive abilities; in particular learning to play a musical instrument has been linked to improved cognitive function in the areas of speech and language processing, spatial awareness, mathematical reasoning and fine and gross motor abilities.
- **Confidence**; *"Self-belief is directly connected to self-confidence and music has a direct effect on our self-esteem as life is full of difficulties and music can just lift us up out of any situation."* (The Clyde Insider, 2019)

Whether it be playing an instrument or singing in a choir, the ability to perform in front of others builds confidence and improved sense of self-worth, vital to many children who may struggle with the academic side of school.

- **Collaboration**: singing in a choir or playing in a band or orchestra requires children to be mindful of one another and work as a team thus developing a whole host of transferable skills that they can apply to different areas of their learning and which they can use in their later lives.
- **Commitment**: it takes perseverance and resilience to collaborate with others on a musical piece and rehearse it until it is performance ready. The skills that children can gain from this are invaluable in later life as they navigate the world of higher education and the work.

Curriculum Implementation

In order to fulfil the above, Colmers Farm uses the 'Charanga Music School' scheme in Years 1-6 and the 'Bring the Noise' scheme in EYFS. These provide detailed lesson plans and practical online resources enabling teaching staff to deliver a high quality and engaging musical curriculum.

The lessons are split into units with manageable weekly lessons. Each unit focuses on a different genre of music allowing the children to appreciate a wide range of

musical styles from different periods as they progress through the curriculum over the course of the academic year. The aim is to allow children to experience a diverse range of musical styles that they might not be exposed to in their home environments. The teachers are encouraged to embed each piece of music within history through the use of a 'History of Music' poster which also allows them to highlight the origin of each style so that the children become aware of where different genres began. This creates cross-curricular links with geography and history and can be linked easily to the children's topic areas.

Each lesson begins with a 'Listen and appraise' activity during which the children listen to and discuss different aspects of the musical piece. Question prompts enable the teaching staff to focus on clear objectives, allowing the children to understand the style, the structure and the instruments being used in each piece.

Further activities include learning the lyrics and/or playing parts of the song or tune depending on the resources available. Learning rhythm features in almost every lesson as this is an integral part of any piece of music and enables the children to recognise and distinguish different genres of music depending on its rhythm and time signature e.g. common time (4:4) or waltz (3:4).

Most units also include the opportunity for children to release their creativity by either composing lyrics or new rhythms or even musical phrases using a simple series of notes. As children progress through the key stages, these opportunities for improvisation increase as the children become more confident with all aspects of music.

Outside Agencies

The school also employs Birmingham Services for Education; Music Department whose tutors deliver guitar tuition to children in Year 4 and recorder tuition to Year 1 and 2 children. These lessons are integral to the school's aim to provide the children with tuition that they may not have access to otherwise and further helps to embed the 4Cs mentioned above.

Curriculum Impact

In order to ensure that the NC Music objectives are being met, as well as monitoring that the Charanga Music School Scheme is being delivered effectively, assessment is done in the following ways:

- **Pupil conferencing/questionnaires:**
These sessions take place regularly (usually each half term) involving a selection of children across each year group. The process entails interviewing selected children about which aspects of their music lessons that they enjoyed, which they didn't, which musical styles they preferred and why as well as asking them what they learned about each different style or genre.
- **Staff questionnaires:**
All teaching staff, teachers and TAs, will be asked to complete a quick online survey to gauge how they feel about delivering the scheme and how they think

we could improve the music education at the school. Again this will be anonymous so that we can get an accurate picture of how the staff feel about the Charanga Music School scheme of work.

- **Lesson observations/informal monitoring:**

The music lead and the HT will observe music lessons across the school on a regular basis both formally as part of learning walks and informally. The aim of this is to assess the enthusiasm of the teaching staff for the scheme and to monitor how effectively the lessons are being delivered. Teaching music can be daunting unless you have a musical background or training and so we feel it is important to get a clear picture of which teaching staff may be struggling so that relevant training can then be offered.

PE Curriculum Statement

Curriculum Intent

At Colmers Farm, we strive to create an inclusive culture, which aims to inspire an active generation to enjoy PE, encourage each other and achieve together. Throughout their time at Colmers, children develop the knowledge, skills, confidence and sportsmanship qualities to excel in a wide range of sports and physical activities. We aim to deliver high-quality teaching enabling children to achieve their personal best. Throughout PE sessions, we cover a range of skills to support children's physical, emotional and social development. All staff work to support the children to improve their perseverance and collaboration with others through a range of sporting activities in PE lessons and throughout the school day. We also teach valuable life skills, such as swimming; cycling proficiency and the importance of a healthy lifestyle, to support children in their lives after Colmers Farm.

Curriculum Implementation

- Children participate in high quality PE lessons weekly, which are taught by teachers and sports coaches;
- Staff use and adapt the Get Set 4 PE planning and resources, which allows for progression of skill development throughout the school. This scheme also allows for a varied and diverse curriculum with a variety of different sports, games and activities;
- Staff skills and confidence with teaching our curriculum are measured through the use of a skills audit. This is then used to guide our staff training (internal and external) provision;
- Throughout the year, children have the opportunity to take part in a range physical after school clubs, led by specialist staff. Pupil voice is important in determining these;
- Key Stage 2 children are given opportunities to take part in local competitions with other schools in the local community and within Excelsior MAT;
- In all year groups, there are links to leading a healthy, active lifestyle in both the PE and Personal Development curriculums;
- All children currently attend swimming lessons at least once in KS2 to give all children opportunities to become confident, proficient swimmers;
- Throughout the year, the children take place in additional activities, to support their physical and mental wellbeing. We also ensure that children are aware of sporting initiatives in the wider world through the careful planning and delivery of assemblies and classroom discussions;
- Throughout the school year, children have opportunities to take part in specialised workshops from external sporting professionals in a variety of different sporting activities;
- Children in Key Stage 2 all take part in our SAGE Award scheme, which encourages children to work on their skills in four specific areas. Physical Activity is a big part of this scheme, where the children take part in regular activity and work with their families to prepare and enjoy healthy meals and snacks;

- At Colmers Farm, we understand the importance of active break times. We have a multitude of different activities that the children can engage with at break times – including playing different games such as football; basketball and throwing/catching games. These are facilitated by our staff, particularly during dinnertimes;
- As a school, we use our house teams to encourage good sportsmanship and teamwork throughout the school day. We create friendly competition and encourage children to support and congratulate their classmates when they achieve, no matter the subject;
- Each year, children take part in an all school sports day. Here, children can compete in a safe, nurturing environment, whilst earning points for their team.

Curriculum Impact

At Colmers Farm, we motivate our children to participate in a variety of sports and activities, which are engaging and fun. As our students progress, they develop a wealth of knowledge sport specific skills and tactics that they can apply to a variety of different settings. Alongside this, children have many opportunities to develop their self-esteem, confidence, communication and problem-solving skills as well as working collaboratively with others. Throughout their time at Colmers, our children develop an awareness of how their bodies move and an ability to utilise the skills they develop to live happy, healthy lives.

Impact will be measured through discussions with staff and pupils and through observations of lessons and after school clubs.

Personal Development Curriculum Statement

Curriculum Intent

At Colmers Farm Primary School and Excelsior MAT we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our school curriculum and ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our school confident and assured of their place in this diverse and changing world. Through our PD curriculum we aim to develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.

- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (**DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs**)
- To ensure that pupils understand Britain is a country rich in diversity and difference and that individual characteristics make people unique; everyone has differences, and everyone is welcome in our school;
- To develop an inclusive environment with an understanding and appreciation of British values: democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faith or belief and those without faith;
- To enable pupils to reflect on their own experiences, considering how they are developing character, personally and socially. Teach co-operation skills where pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society;
- Provide opportunities for pupils to explore attitudes and beliefs that are different to their own or those of their family;
- Develop an understanding of the different families that exist in Britain today including families with same sex parents. **The DfE guidance (September 2020)** says, “Primary schools are strongly encouraged and enabled, when teaching about different families, to include families with same sex parents.”
- Develop an understanding of stereotypes and the harm they can do. Ensure all children know they are welcome and included regardless of personality. **The DfE guidance (September 2020)** says when teaching about gender and biological sex, “You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.” At Colmers Farm and Excelsior MAT we believe it is not for any adult to question or define a child’s gender identity;
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.

Curriculum Implementation

PD at all Excelsior schools is led by the MAT PD Team. Each Excelsior school has a PD Lead with allocated time each half term to monitor and support the delivery of PD. *Legal requirements:* Relationships Education is compulsory in all Primary Schools in England (**Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019**)

Following the guidance set out in the RSE document, Colmers Farm Primary School will:

- Provide a written policy for Relationships Education and RSE. This is freely available to view by parents and others on the Excelsior Website and individual school websites;
- Provide clear information to parents and carers about the Relationship Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home;
- Ask for feedback on this Relationship Education policy from parents and carers before it is ratified by Governors and in the future when it is amended. We welcome constructive dialogue so that we reach a mutual understanding of the aims. We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Colmers Farm Primary School PD curriculum

Following guidance from the PSHE Association, we teach Personal Development in three modules over the year: Relationships, Living in the wider world, Health and well-being. At Colmers Farm, we concentrate on each module for one term, providing seven or eight lesson plans for each year group to teach during that time. The No Outsiders lessons are embedded into the curriculum to support each module and taught throughout the year. We recommend schools also use weekly No Outsiders assembly pictures to reinforce the school-wide inclusive ethos. The Relationships module also includes a CSE (Child Sexual exploitation) lesson plan in every year group and a Domestic Violence lesson plan in Year 3 and year 6. Sex and relationships lesson plans are taught in Y3 and Year 6 during the Living in the wider world module. We have used the RSE Guidance for September 2020 (DfE 2019) and referenced the “By the end of primary school” objectives on page 20-22 for each lesson plan. Each plan supports one of the five areas of the guidance for primary schools: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe.

(taken from the Excelsior PD policy, 2020)

Curriculum Impact

All children at Colmers Farm Primary School have equal access to PD planning and resources. Planning and teaching is consistent and to a high standard across the MAT, as monitored and evidenced by the PD team.

See appendix 1: guide to impact as set out in the RSE guidance and referenced in the Excelsior Policy.

Appendix 1: By the end of primary school

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships.

	<ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online relationships Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice e.g. family, school and/or other sources.

Religious Education (RE) Curriculum Statement

Curriculum Intent

The principal aim of Religious Education is “To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.” (SACRE pg6)

Our curriculum for R.E. aims to ensure that all pupils can:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary;
- explain how and why these beliefs are understood in different ways, by individuals and within communities;
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways;
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses;
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response;
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

At Colmers Farm Primary School, we aim to celebrate the rich, culturally diverse society that we live in today. Therefore, Religious Education plays a significant role in developing the spiritual, moral, social, and cultural awareness of our pupils. It promotes respect and open-mindedness towards those with different faiths and beliefs; whilst encouraging pupils to develop their own sense of identity and belonging through self-awareness and reflection. Our RE syllabus aims to engage pupils to

develop an understanding and appreciation for different world beliefs and cultural practices, whilst discussing their influence on our local community.

Curriculum Implementation

Religious Education is viewed as an important curriculum subject. It is the intention of Colmers Farm Primary that Religious Education enables children to investigate and reflect on what it means to have faith, whilst developing knowledge and understanding of major world faiths. We aim to provide children with an opportunity to learn about religions, as well as from religions.

Religious Education is taught in half termly blocks.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Pupils' progress in RE is based on the expected outcomes outlined in the agreed syllabus. Whilst tracking individual pupil's progress, we bear in mind that the pupil's personal views and ideas are not subject to formal assessment but are central to good RE teaching.

Progress in RE is reported annually to parents in the end of year report.

Experiences and enrichment opportunities at Colmers Farm Primary:

- handling artefacts;
- exploring sacred texts;
- using imaginative play or drama to express feelings and ideas;
- responding to images, games, stories, art, music, and dance;
- meeting visitors from local religious communities;
- making visits to religious places of worship where possible, and where not, making use of videos and the internet;
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances);
- participating in British Values assemblies;
- using ICT to further explore religion and belief globally;
- comparing religions and worldviews through discussion;
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these.

RE in the Early Years Foundation Stage

Pupils are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

In the EYFS, pupils will be taught to:

- Talk about religious stories, including the stories behind Christmas and Easter;
- Recognise some religious beliefs or teachings;

- Name and recognise some religious symbols;
- Recognise some religious artefacts (e.g. Christmas cards, Easter eggs and hot cross buns);
- Recognise their own experiences and feelings in religious celebrations;
- Recognise there are similarities and differences between theirs and other's lives;
- Identify what they find interesting about religious events;
- Say what matters to them and to talk about how to care for others.

RE in Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion. They are introduced to some principle religions and can reflect on prior learning as they progress through the units.

In Year One, pupils will study Christianity and Sikhism.

In Year Two, pupil will study Christianity, Islam and Sikhism.

By the end of Key Stage One, pupils will be able to:

- Identify some core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how stories show what people believe (e.g the meaning behind a festival).
- Give clear, simple accounts of what stories and other texts mean to believers.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- Give examples of ways in which believers put their beliefs into practice.
- Think, talk and ask questions about the ideas they have been studying.
- Give a good reason for the views they have and the connections they make.

RE in Key Stage Two

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into some the world's major religions.

In Year Three, pupils will study Judaism, Christianity and Hinduism.

In Year Four, pupils will study Christianity, Humanism, Islam, and Sikhism.

In Year Five, pupils will study Christianity, Hinduism, Judaism, and Islam.

In Year Six, pupils will study Christianity, Islam, Hinduism, and a range of non-religious beliefs.

By the end of Key Stage Two, pupils will be able to:

- Identify and explain the core beliefs and concepts studied, using examples from texts in religions.
- Describe examples of ways in which people use texts to make sense of core beliefs and concepts.

- Give meanings for texts, comparing these ideas with some ways in which believers interpret texts.
- Make clear connections between what people believe and how they live, individually and in communities.
- Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g in different communities, denominations or cultures.
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g believers and atheists).
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied in units relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Curriculum Impact

Following the delivery of our Religious Education curriculum, our children will show:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religion and beliefs.

We monitor the impact of our RE provision through regularly seeking pupil voice, termly pupil assessments, lesson observations, and regular monitoring of RE class journals.

Science Curriculum Statement

Curriculum Intent

At Colmers Farm Primary School, we recognise the importance of science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of science the prominence it requires.

The scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

At Colmers Farm Primary School, in conjunction with the aims of the National Curriculum, our science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future;
- develop the essential scientific enquiry skills to deepen their scientific knowledge;
- use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts;
- develop a respect for the materials and equipment they handle with regard to their own, and other children's safety;
- develop an enthusiasm and enjoyment of scientific learning and discovery.

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school, which is now linked, where possible to the theme topics to provide a creative scheme of work, which reflects a balanced programme of study.

We endeavour to ensure that the science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Curriculum Implementation

At Colmers Farm Primary School:

Children are taught science every week throughout Key Stages 1 and 2, using various programmes of study and resources. In Early years, science is taught through the children learning about the world around them in their learning through play. Additional opportunities are provided in science, such as an awe inspiring science club and educational visits/visitors linked to the science curriculum.

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children can achieve high standards in science. Our whole school approach to the teaching and learning of science involves the following;

- Science will be taught weekly in strategically planned lessons by the class teacher/ subject leader. This is a strategy to enable the achievement of regular retrieval and in turn, a greater depth of knowledge;

- Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up;
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence;
- Working scientifically skills are planned into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics;
- Teachers demonstrate how to use scientific equipment, and the various 'working scientifically' skills in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.

Curriculum Impact

The successful approach at Colmers Farm Primary results in a fun, engaging, high-quality science education, that provides children with the foundations for understanding the world. Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them. So much of science lends itself to outdoor learning, so we provide children with opportunities to experience this. Through various workshops, trips and interactions with experts, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity. Pupil voice is used to further develop the science curriculum, through questioning of pupil's views and attitudes to science to support the children's enjoyment of science and to motivate learners.