

# Mount Primary School

## Curriculum Policy



Written September 2020

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○ **Statement of intent**

At Mount Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## 1. Curriculum intent & design

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

### Curriculum intent & design

- At the heart of our mastery curriculum at Mount, is our determination to enthuse and engage all learners through purposeful and enquiry-based opportunities which develop transferable skills.
- Through our child-centred approach, we develop independent and confident children who have ownership of broad, creative and challenging learning experiences.
- Whilst ensuring a clear progression of skills and knowledge, our carefully designed curriculum values academic, creative, physical, social and cultural growth with equal importance.
- Our skilled staff have the expertise and flexibility to make adaptations and enhancements to meet the evolving needs of their learners and to be responsive to the ever changing wider world.

At Mount Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

All subjects are valued equally and our curriculum ensures that children receive high quality learning experiences across the board. Children learn about the subject in itself and understand the relevance to the wider world. They are taught what skills are needed to excel in each subject area and learn about prominent people in each field. The knowledge taught is mapped out carefully to ensure: a local relevance; that there is clear progression as well as deliberate overlearning; it celebrates diversity; that the curriculum is not overloaded ensuring the knowledge taught can be fully explored and embedded.

### 7 key principles that underpin curriculum design

#### “Knowledge builds on knowledge, ideas on ideas”

1. **Working memory/Long Term Memory** – where does your curriculum build on this? Which topics have high intrinsic load and how are these topics broken into smaller steps?
2. **Substantive Knowledge/Disciplinary Knowledge** – what are the ‘established facts’ within your subject? What do you want pupils to know? How well do you define this? How do you present it? (Knowledge organisers? Maps?)
3. **Explicit Instruction/Discovery Learning** – novices need direct, explicit instruction. Once the knowledge is developed then pupils can discover, connect and deepen understanding. ‘Memory is the residue of thought’.
4. **Performance versus Learning** – you can have performance without learning (SAT Nav analogy is great!). How are you regularly revisiting concepts in order to build on performance after instruction? How often and purposefully do you check on previously taught learning? How do you do this and what do you do if children don't remember?
5. **Core/Hinterland** – how are you contextualising learning of facts/information/knowledge for pupils to make it memorable, accessible and real?
6. **Flexible and Inflexible Knowledge** – are you using retrieval practice to check pupils have remembered core facts? BUT how are you ensuring pupils have opportunities to use this knowledge flexibly and apply it across contexts and subjects? “What are the

stepping stones of inflexible knowledge (facts) necessary for knowledge to become flexible?”

7. **Diverse/Epistemic Curiosity** – not just about the initial ‘wow’ factor, how are you maintaining curiosity? Going deeper into that area/topic.

Through adopting these principles, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

## 2. Curriculum aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Ensure children acquire knowledge that is lasting and embedded.
- Teach basic skills in English and maths and give children opportunities to apply these to a range of contexts, demonstrating their importance to later life.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Develop enquiry skills and encourage questioning and wonder.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE as well as Relationship & Sex education and Drug Education.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.

- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Ensure pupils are given opportunities to experience cultural events such as theatre visits, galleries, museums and concerts. This would also include visitors to school such as local historians, theatre groups, musicians etc.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### **3. Legal framework**

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

- DfE (2019) 'School attendance'

3.1. This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy
- EYFS Policy

#### **4. Roles and responsibilities**

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Subject governors who assist the school with the creation and implementation of the curriculum through subject lead meetings and visits.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring that the curriculum is shared with all stakeholders through parent workshops, family learning, curriculum meetings, reports for governors and through the website.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Organise relevant CPD in line with school development priorities and subject leader development.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum links with our marking and feedback and assessment policies.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

#### 4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Involving parents to enrich learning experiences
- Creating short-term plans for the curriculum with fellow colleagues and making these plans available to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are challenged.
- Celebrating all pupils' academic achievements.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Reporting progress to parents through parents' evenings and reports.
- Working to close the attainment gap between academically more and less able pupils.

#### 4.4. Subject leaders are responsible for:



- Providing strategic leadership and direction to their teaching colleagues through a targeted action plan in line with whole school development priorities
- Ensuring curriculum design of their subject is clear and well thought out and that this is communicated to and understood by all, who teach it.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject and reporting on this to the headteacher.
- Providing efficient resource management for their subject.
- Leading parental workshops if relevant
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring our curriculum offer and learning environments cater for children with additional needs.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## 5. Organisation and planning

5.1. The school's curriculum has been mapped out across the three terms ensuring that adequate time is available for each subject to ensure it can be taught in depth.

5.2. There is no set format for lessons and teachers are encouraged to teach creatively. Lessons will use a range of teaching techniques to appeal to different learning types.

5.3. The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.

- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

- 5.4. Teachers will plan lessons which are challenging for all pupils and ensure that there is provision in place for more academically able pupils.
- 5.5. Teachers will plan lessons to accommodate for pupils of mixed ability.
- 5.6. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons. This will include catering for different learning styles and through the use of equipment and resources.
- 5.7. Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- 5.8. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help. Pupils are entitled to a broad and balanced curriculum so interventions outside the classroom are kept to a minimum.
- 5.9. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.10. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 5.11. Any difficulties identified will be addressed at the outset of work.
- 5.12. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.
- 5.13. Teachers plan lessons with a variety of outcomes, all of which when recorded, should be with high expectations of presentation and detail. Children should be proud of their workbooks.

## 6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.

6.3. The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- PSHE including Relationships and health education

6.4. The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Computing
- Languages (French in KS2)
- Geography
- History
- Music
- PE

## 7. Subject specific aims

### Subject – Art and Design

#### **Aims & content of the Art and Design curriculum at Mount Primary**

The aims of the National Curriculum for Art and Design is to ensure that all pupils produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers; and understand the historical and cultural development of their art forms.

**In Key stage 1** pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**In Key stage 2** pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.

The aim of Art and Design teaching at Mount Primary is to spark creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Through learning about different artists/designers and art movements throughout history, they can explore the impact it has had on contemporary life and that of different times and cultures. When studying a particular artist for each project, this can inform their own practice, allowing them to create a piece of artwork that is clearly influenced by that artist, but not merely a replica. Our Art and Design curriculum at Mount has been designed to reflect some of the major art movements throughout history and the artists associated with them. It has been split into 6 strands – painting, drawing, collage, printing, sculpture and textiles. These strands are revisited throughout the key stages so that the children are able to build upon their prior learning and improve their mastery of art and design skills. We aim to ensure that all pupils acquire a bank of useful Art and Design vocabulary that they can apply to a variety of contexts. Also, that pupils will have the opportunity to develop and explore their own ideas in sketchbooks and evaluate their own work as well as the work of others. Through the use of sketchbooks and revisiting of the 6 major strands, progression can be demonstrated.

#### **Ensuring children learn the knowledge taught**

The Art and Design curriculum map is a tool for teachers to use to be able to refer to prior learning before moving on to new learning. Each of the 6 strands of Art and Design are repeated throughout the key stages so that skills can be refined and a mastery approach is achieved. Children that have learned the appropriate knowledge will be able to use the key vocabulary that is stated on the knowledge mats. This will be evidenced in their sketchbooks and clear progression should be apparent. Certain artists and designers or movements in art are revisited throughout the year groups, so that children can make links to their previous learning.

#### **Catering for all in Art**

Unlike many other subjects, Art and Design can quite often be an area where disadvantaged or SEND pupils can excel, however where support is required, it can be implemented in a variety of ways. To ensure Art and Design lessons are inclusive at Mount, class teachers need to anticipate potential barriers to taking part in particular lessons for those pupils with SEND. Removal of such barriers can be seen in the form of an additional adult; peer support; additional or personalised resources. For example, a child that is visually impaired may need images/sketchbook in a larger format, or specialist equipment may be necessary for a child with poor motor skills. Differentiation may also be evidenced by setting common tasks that are open ended and can have a variety of responses and also by providing a range of challenges with a range of resources. High levels of challenge and ambition need to be ensured by allowing all children to access high quality resources and opportunities such as gallery visits or visits by practising artists. High aspirations can also be achieved by providing pupils with high quality modelling.

#### **Developing Cultural Capital in Art**

The Art curriculum at Mount delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating pupils actively in artistic and creative activities. We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art. Pupils are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Pupils discuss and work in the style of a wide variety of artists and designers. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. The artists that the children study through our curriculum have been carefully chosen so that they represent all members of our society including different genders, cultures and race. At Mount, we are lucky to be able to provide our children with cultural opportunities to learn outside of the classroom. The Lady Lever, The Williamson, The Walker and The Tate are all within the school's vicinity to provide our children with high quality, enriching experiences.

### **Computing**

#### **Aims & content of the Computing curriculum at Mount Primary**

The National Curriculum for Computing can be divided into three areas; **Computer Science** (programming), **Information Technology** (general computing skills) and **Digital Literacy** (e-safety and an awareness of technology).

**Key stage 1** Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create, organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private and be able to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Key stage 2 Pupils** should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

The subject knowledge is specifically mapped out with this in mind and the children will show progression within their understanding.

Each year group will focus on each of these areas throughout the year. For example, in year 2 they will cover programming when they learn about coding, they will cover information technology when they animate and they will cover digital literacy when they learn about E-safety.

Progression will be demonstrated as children will build upon capabilities and revisit the different aspects throughout the different years. The knowledge that the children need to know, is built upon and vocabulary should be revisited over time to ensure the progression. For example, if year 1 are learning about simple algorithms being instructions for a computer to follow and can create and follow simple algorithms, year 3/4 will learn about debugging and sequencing. This will progress to Y5/6 learning how to loop and use conditionals. The vocabulary is fed through each year and built upon.

Children will revisit these aspects of learning in a variety of different contexts. For example, information technology and 'using a variety of software to present information and data' will be explored through age-appropriate music creating apps, E-book creator, digital art, data handling and animation.

The curriculum has been designed this way so that the children at Mount get a rich diet of computing and at the same time gaining new experiences and knowledge. It is designed in a way so that the children will revisit many aspects of the curriculum so that they can broaden and deepen their understanding. Mastery is at the heart of everything we do at Mount, and this approach will allow our children to apply the mastery approach to computing.

### **Ensuring children learn the knowledge taught**

The children will have their own computing journal and will use this to note down what they have learned in each lesson. It is a way of keeping track of what they have been doing as well as something the children can take with them when they move into a new year. They will be able to look back at what they have done so they can build upon their prior knowledge. The computing journal will also be a useful tool for teacher assessment.

During the lesson, the teacher will use questioning to help inform their assessment. Linked to each unit, Ilearn2 has assessment criteria which teachers will use.

Teachers will know that the knowledge has been learned as they will be putting skills into practice. For example, if you want to check if a child understands what a loop is- the teacher can see what they have done by looking at their code.

Children will also have the opportunity to revisit learning, which will be a good opportunity to see if they have the knowledge previously taught as well as building upon it.

Children will be able to apply taught knowledge in other contexts. For example- children might include a loop into an algorithm as a way to simplify the code, but they might also input a loop in music creator for a different reason.

Children will be able to use the correct vocabulary in the right contexts when explaining what they are doing or what they have done.

### **Catering for all in Computing**

The computing curriculum is designed in a way which caters for all learners, whether it be those who are confident or those who are struggling. The computing scheme we use- Ilearn2- has easy to follow step by step videos which enable children to follow at their own pace. It also offers ideas to the teacher on how to further extend those children who are more confident.

Particularly with coding, the children will only move on at their own pace so it will be easy for the teacher to identify who is struggling. Once identified, the teacher can support where necessary.

### **Developing Cultural Capital in Computing**

In computing, it is important that children know why they are learning something so it can be more relatable to them. Giving them this information along with how that looks in the real world, will help their understanding of the subject and hopefully engage them more into their learning. For example:

#### **Why are we learning about Programming?**

*71% of all new jobs in STEM are in computing, but only 8% of STEM graduates are in Computer Science. There are so many exciting job opportunities for competent coders such as game designers, robotics engineers, fighting cyber-crime and even exploring space. When we code, we take complex problems and break them down into smaller parts. We learn what it's like to approach a problem the way a software engineer does, with logical, computational thinking. This logical thinking is a powerful tool in school, work, and life.*

Throughout the knowledge taught, there are opportunities to explore our British Values. Particularly in E-Safety, children will learn the importance of individual liberty, diversity, mutual respect for others and tolerance. These conversations will be built into their learning and be age appropriate.

Children will also be required to show resilience when computing, particularly with programming as they will need to problem solve and use some element of computational thinking and in some cases trial and error. This might be frustrating in some cases, so resilience will be needed.

During each lesson, there will be plenty of opportunities to talk and share their understanding with each other as well as discussing scenarios and listening to one another.

Stereotypes about computing and people who work in computing can be discussed and challenged. We can look at significant role models and people who have really made a big impact in computing and technology. Because computing is such a broad subject, it can range from pioneers such as Bill Gates, innovators such as Steve Jobs or entrepreneurs like Mark Zuckerberg or Jeff Bezos.

## **Aims & content of the Design Technology curriculum at Mount Primary**

At Mount Primary School, we follow the National Curriculum for Design and Technology. We teach Design and Technology through investigative and evaluative activities, focus skills tasks and the design, make and evaluate process. We teach children technical knowledge and allow them to apply this knowledge to create functional products with specific purposes. Children will know that they are creating **Something** for **Someone** with **Some purpose** (3Ss).

The National Curriculum requirements state that one food and nutrition project must be taught every year, this includes aspects such as food hygiene, safe food preparation and benefits of different food. This helps to build a strong knowledge of how to stay healthy throughout our lives.

One Design and Technology project must be delivered each term from Year 1 through to Year 6. The Curriculum design at Mount Primary School is structured to include a rotation of mechanical, electrical, structural and textiles projects. Many of these projects can be linked across the curriculum with subjects such as Computing and Science.

At EYFS, children are learning about many aspects of Design and Technology through play such as, selecting appropriate tools, joining materials, properties of materials, food hygiene and safety.

The knowledge and content included in the Design and Technology curriculum for Mount Primary School was chosen to provide children with a variety of experiences in which they are able to learn technical, project specific knowledge which they can apply when making any product. The content allows pupils to explore, take risks, work with others and make reasoned design choices. The curriculum is balanced in order for each age and stage to experience different aspects of the subject.

Progression across the curriculum is demonstrated within planning. Projects are split into electrical, mechanical, food, structural and textiles categories. Each project within a category builds upon the last by adding new information and planning.

Throughout KS2 children develop electrical knowledge of circuits moving from simple to parallel and experiment by adding new components such as buzzers, switches and motors. Children also gradually learn about programming, monitoring and controlling a product using an electric circuit; beginning with creating simple movement and developing into programming electrical products to react and respond to their environment.

From KS1 upwards children learn about different types of structures including benefits and advantages of their design. Children also gain knowledge of how to strengthen structures and apply this in structural projects throughout KS1 and KS2.

Throughout the curriculum, children's knowledge of nutritional qualities of food and the importance of these qualities are built upon; beginning in KS1 with the Eatwell Plate. Knowledge of food groups and their health benefits progresses through KS2 where children learn about the effects of different factors involved in food production and their effect on the food and therefore our health.

Children learn about movement through mechanical projects and create movement using a variety of tools and equipment. As they progress through key stages, children are given opportunities to choose the most effective ways to create movement for specific purposes.

Children revisit many aspects of learning in different contexts. The first is tool selection. Children learn about selecting appropriate tools for purpose in EYFS and, with every subsequent project, are able to make informed choices on the most effective tools to make a product. This is one of many design choices children will make across the curriculum; others include materials, joining techniques, ingredients and functional purpose.

These design choices are all part of the Design, Make, Evaluate cycle which children will follow to create finished products. Design choices, adaptations during making and testing/ reflecting on products are repeated in greater depth as they work through KS1 and KS2.

Children will also use exact technical skills from previous projects in new projects whilst adding in another element of Design Technology e.g. Wheels and axles are taught explicitly in Year 2 to design and make a moving vehicle. This can be revisited in LKS2 by using wheels and axles to make a moving vehicle powered by an electrical component and again in UKS2 when building cams, pulleys and gears.

### **Ensuring children learn the knowledge taught**

The teaching pattern of Investigative and Evaluative Activities (IEAs), Focus Tasks (FTs) and Design, Make and Evaluate (DME) Projects allows for many opportunities to assess the children's understanding.

Investigative and Evaluative activities highlight gaps in knowledge which can be a focus moving forward during the project.

Focus Tasks give a clear opportunity for teachers to isolate and assess specific technical knowledge and skills. These can be used to assess prior learning at the beginning of a project or before making a product.

Informed and reasoned design decisions during the DME process show an understanding of technical knowledge. Actions and reactions to challenges during the making process show an application of knowledge. Reasoned reflections about finished products, whether they were successful or unsuccessful, shows an understanding of technical knowledge. A finished product does not have to be perfect to show that knowledge has been learned; correctly reflecting on what went wrong and how to fix it also indicates understanding.

Children can use knowledge mats during DME process as a guide or checklist. Many knowledge mats contain diagrams which can be recreated and tested during focus tasks.

There are strong links to Science (e.g. electricity, forces) in which knowledge and vocabulary can be overlearned. Techniques from the Art curriculum can be used as finishing effects during Design and Technology. Coding skills can be transferred from the Computing curriculum to program, monitor and control electrical products in KS2.

### **Catering for all in Design Technology**

- A range of accessible materials/tools provided to choose from which are appropriate to children's level of learning.
- Appropriate seating positions for SEND pupils to access demonstrations should be considered
- Well-pitched design specifications which can be adapted to simplify or add challenge all learners are planned
- Use of STEM roles within groups (Scientist, Technician, Engineer, Mathematician) which require different levels of effort and knowledge to be undertaken successfully.
- Targeted assessment/ support for disadvantaged pupils.
- Focus Tasks allow for targeted teacher/TA support for SEND and disadvantaged pupils to enable progression through the project.
- Ensuring that SEND children are not overstimulated by the practical, noisy, collaborative nature of the subject by providing clear explanations of steps in the DME process.
- Support materials/ instructions/ knowledge mats can be used as a scaffold during the DME process.
- Whilst deciding whether a product will be functional, the voice of all pupils must be heard. SEND pupils' needs and desires must be considered when making a collaborative product. The product is not functional if it does not meet the needs of all users.
- Clear links to career paths creates ambition through Design and Technology.



## **Developing Cultural Capital in Design Technology**

Children will be made aware of the fact that Design and Technology has changed our lives and made them easier/ more functional. The need for functional products is endless and Design Technology teaches them skills that prepare them for a world that doesn't exist yet.

Working in design teams allows children to practice social skills such as turn taking, confidence to share ideas and compromise. All children's voices are important and must be heard within groups as finished products are representative of whole group effort. Products which benefit SEND children (e.g. ear defenders, fidget toys) can be made by all pupils to ensure that all children understand that they are all equal no matter what barriers individuals may face.

Design and technology relates to the local area through the structural design aspect of the curriculum. Children will investigate and evaluate play equipment in their local area and design their own equipment based on observations.

International links are made through the study of seasonality. Children will be able to explore where our food comes from and why we import different foods into the UK.

Children will learn about structures all over the world as well as research and prepare dishes which are eaten on religious holidays/celebrations and the national dishes of other countries, increasing their cultural capital. In Year 3, children will explore different fabric patterns and clothing styles from countries around the world and use these fabrics to create their own finished product. Children will make links to religion through DT in Year 5 and 6, making Jewish Challa bread to celebrate Hanukkah a fabric advent calendar to celebrate Christmas.

Opportunities to work outside the classroom include – Secondary school visits to work with more advanced and technical equipment, local area/Liverpool city centre visits to observe variation in structures, Imagine That! Science and discovery centre (Wavertree, Liverpool).

## **Subject – EYFS Foundation 2**

### **Aims & content of the EYFS curriculum at Mount Primary**

Children follow the EYFS Curriculum and work through a range of ages and stages to achieve Early Learning Goals in a range of subject areas. This will focus on the three prime areas of **Communication and Language** (Listening and Attention, Understanding and Speaking), **Physical Development** (Moving and Handling and Health and Self-care) and **Personal, Social and Emotional Development** (Self-confidence and Self-awareness, Managing Feelings and Behaviour and Making Relationships) and the four specific areas of **Literacy** (Reading and Writing) **Maths** (Numbers and Number Patterns and Shape, Space and Measure) **Understanding of the World** (People and Communities, The World and Technology) **Expressive Arts and Design** (Exploring Media and Materials and Being Imaginative)

Children will first focus on familiar themes based on their experiences so far such as themselves, their family, home and local area before expanding their knowledge to new experiences gained since starting school and onto wider abstract concepts.

They will focus on overarching themes such as themselves, celebrations and customs, the people who help them, traditional stories, growth and decay and the wider world around them which will enable them to investigate and explore a range of key skills in many different curriculum areas.

The EYFS curriculum and the opportunities for learning will be adapted to the age and stage each child is working at and towards. The outcomes from the continuous provision and focused tasks provided in

the setting will allow each child to meet their own specific goals and challenges to progress through the relevant outcomes for their specific age and stage.

This flexibility and focused outcomes developed as key skills will be transferable across a range of themes and topics allowing children opportunities to revisit aspects of their learning in different contexts to overlearn and embed specific skills as well as to revisit the outcomes with greater focus and more challenge allowing for learning to take place at a higher or deeper level.

### **Ensuring children learn the knowledge taught**

The EYFS curriculum can be broken down into Early Learning Goals and then into a range of outcomes for each age and stage. These outcomes can be met through a variety of themes and teaching opportunities meaning they can be revisited and embedded throughout the year for example; Children may start the year talking about their birthdays and the celebrations and customs they have at home, before linking this to larger familiar customs such as Christmas and Easter, they will then look at celebrations in other cultures and the customs that different religious celebrations have. They will finally be able to compare and contrast their own customs and celebrations with unfamiliar festivals and religions.

Before children begin any new work there is always lots of opportunity for discussion and practical exploration which enables children to demonstrate any prior knowledge. This knowledge can be recorded as observations in learning Journals or as photographic evidence of practical work or recorded as written or drawn work in books.

This prior knowledge and any subsequent developed learning will be focused using the ages and stages outcomes and early learning goals making continuous and enhanced provision and directed activities specific to assessment outcomes.

Due to the flexibility of the Early Years Curriculum many of the outcomes and skills children develop will be interchangeable and used across a range of curriculum areas for example children taking part in a circle time activity discussing past and present family events will be working towards Understanding of the World, Communication and Language and PSED outcomes. These links and transferrable skills will enable children to constantly revisit and embed knowledge.

### **Catering for all in EYFS**

Within the EYFS curriculum learning can be tailored to meet a range of needs. Children can work towards focused age and stage outcomes specific to their needs. Continuous provision can be enhanced to provide differentiated opportunities for learning and directed task outcomes can be specific to the learners' needs.

Children's learning is recorded, assessed and tracked in a range of ways, meaning opportunities for learning can be targeted to specific areas or needs. Disadvantaged children are highlighted and tracked closely to enable teachers to monitor their learning and provide immediate support if they are not performing as well as classmates.

SEND pupils are also highlighted in assessment and planning meaning focused needs can be met through more adult support, smaller group work or focused interventions where necessary.

Due to the constant verbal feedback and interaction with children and the close monitoring of work, staff are able to pitch activities at a range of levels. Focused work is differentiated to make sure it provides a high level of challenge for all children. The class often works in smaller groups for focused tasks. This enables children to work on directed learning tasks with an adult to monitor and support challenges while open ended tasks in enhanced provision mean children have ambitious challenges in all areas. Again, children who may need even more challenge are targeted on planning so intervention groups and more advanced provision challenges can support their learning.

### **Developing Cultural Capital in EYFS**

The EYFS Curriculum is underpinned by the desire to develop children's sense of identity, understanding, relationships with others and a cultural understanding of themselves and the wider world. Children learn appropriate behaviour for a range of settings and experiences, they develop an understanding of their own feelings and beliefs and a knowledge of more unfamiliar cultures and religions. Children will learn to work together across the curriculum developing a tolerance and respect for others both within and outside of the setting. They will develop a sense of self and individual liberty as well as experiencing a range of stories and celebrations from other cultures to promote a respect for others' spiritual and cultural beliefs. They will compare their own celebrations and customs to those of others, celebrating diversity in their own community and the wider world.

Children will have the opportunity to apply this learning in range of settings from their own classroom to outdoor learning areas, school trips and workshop experiences. Thus allowing them to fully understand and apply their knowledge, enquiry and problem solving skills across a broad and varied curriculum in a range of practical situations.

Also see EYFS Policy

### **Subject – Geography**

#### **Aims & content of the Geography curriculum at Mount Primary**

At Mount Primary, we follow the Geography National Curriculum. In F2, Y1 and Y2, the knowledge and skills that children are taught is mapped across one year. In KS2, as classes in the afternoon are mixed across year groups, the knowledge and skills that children are taught are mapped out across a 2 year cycle to ensure full coverage and no repetition. The aim of teaching Geography at Mount is to help children understand the area which they live in and the wider world around them. We teach children to appreciate the human and physical aspects of their local region and the wider world through the development of their geographical knowledge and vocabulary, map work and observations skills.

The coverage has been carefully mapped with the intent to ensure the geography curriculum is –

- Ambitious for all pupils - it is expected that all pupils know the knowledge that has been mapped out, regardless of background or SEND.
- Coherently planned and sequenced, for example, local geography follows a sequence throughout the school – in Y1, children are taught locational knowledge and mapping skills using the school and the grounds, in year 2, children revisit these skills and expand their locational knowledge, mapping skills and fieldwork with New Brighton as a focus and in year 3&4 children widen their knowledge further with a focus on the North West Region.
- Designed to include a relevant focus for the children (school, New Brighton and the area they live in).

Aspects have been carefully chosen to ensure relevant links can be explored - in year 3&4, children study Italy (capital, Pompeii, volcanoes) in Geography whilst they are studying the Romans in History. China has been the country that children will study in year 3/4 to ensure that children have the opportunity to explore a country that is in the continent of Asia. The Iberian peninsula has been chosen as a region that our year 3/4 children will compare with our own local region due to the similarities (peninsula) and differences (climate). Brazil is a focus in year 5/6 due to the rich culture, environmental impact (rainforest), the wealth of contrasting human and physical features and the spread of landmass across the tropics.

Children's skills are revisited from prior topics and this is made explicit on the curriculum map. An example is directional language which starts at simple directional language in Y1 and progresses to N,S,E,W in year 2, 8 compass points in year 3&4 and grid references in year 5&6.

#### **Ensuring children learn the knowledge taught**

Knowledge is explicitly mapped out using statements that we want the children to *know* at the end of a unit of work. Teachers use a range of creative teaching methods to help children to learn. Knowledge and skills are **well-defined** to ensure consistency across years groups and the whole school.

The essential knowledge has been systematically mapped out to ensure children are ready for the next stage of their learning journey. For example, they learn about their local area before their local region.

Cross-curricular links are beginning to be recognised to further embed knowledge.

Vocabulary links are identified so children can explore vocabulary in a range of contexts, for example, symbol of a map and symbol in maths.

### **Catering for all in Geography**

At Mount, all children have access to an ambitious geography curriculum which will not presume that children have had broad experiences. Prior knowledge expectations have been planned into the start of each geography unit so class teachers can readily identify those children who do not have the foundational knowledge in that area and implement appropriate support.

Differentiation will give children the scaffolding to gain the required knowledge and skills. Active learning experiences will play an important role in ensuring SEND pupils fully access the geography curriculum. Alternative ways of recording information will be utilised including the use of audio and visual recording equipment. Knowledge mats have been created to be accessible – lots of diagrams, clear explanations and vocabulary banks.

Book looks will take place to compare disadvantaged pupils with their peers – if disadvantaged pupils are not performing as well as their peers, why is this the case? Where can the class teacher target their support in geography lessons?

### **Developing Cultural Capital in Geography**

At Mount, local area topics ensure children have knowledge about the place that they live and the importance of the area. In Y1 children study their immediate surroundings, this is expanded in year 2, when children explore the local park. In year 3/4, children visit New Brighton and learn about the county they live in as well as nearby counties. In year 5/6, children learn about a nearby town and the economic importance of industry (ship building).

Comparative studies in geographical allow children to appreciate the similarities and differences between the area they live and other places in the world. Italy, Iraq, Brazil and China are some of the places that will be studied, chosen due to their rich cultural heritage and links to history units of work. Choosing countries such as Iraq and Brazil allow for discussions about current affairs (deforestation, meat production, climate change) and religion (Islam). By studying both New York (including central park) and Birkenhead (including the park), children will understand the influence our local area had on the wider world.

Any trip that children go on, should be a chance for them to utilize their geographical skills. Trips in and round the local area (park, New Brighton and Birkenhead) will be planned in to each relevant unit.

## **Subject – History**

### **Aims & Content of the History Curriculum at Mount Primary**

The aim of the History curriculum at Mount Primary School is to stimulate the children's curiosity and develop their understanding about the life of people who lived in the past, both in Britain and in the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Through this, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are

more able to make good life choices today. In our school, History makes a significant contribution to citizenship education by teaching children how Britain has struggled through many invasions and changes, then developed its own modern democratic society.

At our school we teach children to:

- investigate and interpret the past through an enquiry based approach
- build an overview of world history
- have a sense of chronology
- communicate historical understanding to others

In the Foundation stage the History curriculum will introduce the children to the idea of being historians by encouraging the children to talk about their past experiences and their living memory. They will focus on asking and answering questions about how they themselves have changed. Following on from this, they will then develop skills to help them to organise and sequence ideas, feelings, objects and events from their own, and their family members' lives. This is a curriculum that young children will be interested in, have experience of, and can access at this early age. Their lessons will involve lots of oral work and time spent developing early vocabulary such as now, before then, past and present.

The year one curriculum begins by building on the Foundation stage prior learning and vocabulary with revisiting their own memories, family history, growth and change. After this, the children will learn about the history of Toys over a wider period of time thus allowing them to begin to develop the idea of chronology. They will begin to appreciate their local heritage by learning about the local toymaker, Frank Hornby. It is important for the children to develop a sense of community so they will also have the opportunity to learn about the history of the RNLI and its significance in our local area. Linked to this, they will learn about the inspirational female historical character, Grace Darling.

In year two, the children will continue to develop an understanding of their historical heritage when they study the history of Transport and Train line links. This will develop their knowledge of History across wider time frames and develop their sense of chronology. The children will learn about and appreciate the significant achievements of the train line developments that were made in their local area and the impact that this had on people at the time. Again, they will have the opportunity to study an inspirational character from History- George Stevenson - whose Rocket was trialed in Liverpool in 1829. Finally, they will build upon the year one Local unit (RNLI) by exploring a different aspect of their local area. This time they will learn about how the local seaside area has changed over different time periods; allowing them to explore the reasons for and the impact change has had in their community.

In years three and four children will further develop the skills they need to act and respond like a historian. They will study the Stone Age to Bronze Age unit with a specific focus on how tools changed and developed during this period of time. This focus allows the children to look at one aspect, in more than one period of time and with a greater depth of understanding across those periods, really examining artefacts and drawing conclusions about people's lives in the past. When studying the Roman Invasion, pupils can further develop their understanding the impact of change has on people's lives, as well as understanding the concept of legacy. When studying the Egyptians, the children will focus on the importance of the River Nile and how it was utilised to improve lives; mirroring their own lives as they live next to the River Mersey. Finally, the children will learn about the legacy of Ancient Greek civilisation with a focus on law and the Olympics. It is important for our children to understand how our modern day lives have been influenced by Ancient Greek and Roman law.

In years five and six children will now be able to really utilise the vocabulary and skills that they have developed. When the children study Britain's settlement by Anglo-Saxons and Scots, they will revisit their knowledge about the Roman Invasion from year three and four. This then develops into the struggle between the Vikings, Anglo Saxons and Normans to rule Britain. They will learn that this was a very turbulent time period and this will give them the opportunity to note connections, contrasts and trends over time in Britain. Crime and Punishment is an exciting study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The children will deepen their knowledge about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods, allowing them to understand how our modern-day justice system has been influenced by

the past. The next focus widens the cultural and world history knowledge of the children. They will learn about the ancient Islamic civilisation of Baghdad and how it became the centre of a trade network. They will build on previous learning about local transport developments from years one and two and link this to trade networks that extend from China to Ireland, and from Scandinavia to Sub-Saharan Africa. The final focus on the local area brings together the local history aspects that the children learnt from year one onwards and allows them to expand on their depth of knowledge. This unit will allow the children to demonstrate a secure sense of chronology and a sense of identity within their local historical heritage.

### **Ensuring children learn the knowledge taught**

The History curriculum map is a carefully designed tool which informs teachers of prior learning and new learning. Age appropriate knowledge, skills and vocabulary are planned into each year of the History curriculum to ensure progression. This knowledge will be evidenced in the children's History books. Also teachers are highly skilled at using questions and observations to make judgements about the knowledge that the children have gained in a lesson. These judgements are recorded as evidence on lesson evaluations.

### **Catering for all in History**

At Mount Primary we recognise that children come to our school with a variety of needs and experiences. Each child has a right to have those needs recognised and met. Our History curriculum aims to give all children access by recognising those needs and differentiating teaching resources and practice. Class teachers ensure that they are fully aware of the needs of the children in their class. Planning ensures that prior learning is revisited; anticipates possible misconceptions and barriers to learning including gaps in knowledge through limited life experiences; indicates how support can be given; and includes further challenge tasks and questions that could be used to deepen the thinking of greater depth children. At our school, teachers are highly skilled at differentiating resources, scaffolding tasks, using talk and collaboration to support and challenge pupils in their History lessons.

### **Developing Cultural Capital in History**

Making our children good citizens is at the heart of our History curriculum. Throughout the units taught there are many opportunities to explore British values. The importance of Democracy and The Rule of Law are reinforced through The Roman Invasion of Britain, Anglo-Saxons and Vikings, and in Crime and Punishment. In Key Stage one, there are many links made to PSHE and Individual Liberty such as exploring inspirational Historical figures and the choices that they made resulting in a positive effect on society; also the appreciation for the significant work that the RNLI does in our local community. Our geographical location is exciting as we can utilise this in our History curriculum. The children can take advantage of the fascinating history of the Wirral peninsula. We can visit many places that enhance our History curriculum:

- our local seaside area of New Brighton
- our local RNLI station
- Fort Perch Rock Museum with maritime and aviation based collections
- The Wirral Transport Museum and Heritage Tramway and The Liverpool Overhead Railway Museum
- The Museum of Liverpool life which has a Land Transport collection and a collection of Roman hoards discovered in Cheshire
- The Liverpool World Museum which has a Roman collection, an Ancient Greek collection, an Anglo-Saxon collection, a display of Stone Age tools and an Ancient Egyptian collection
- The Grosvenor Museum which has a Roman collection, tours of the city walls and amphitheatre, as well as an archaeology collection for Cheshire that spans from the Bronze age to the 20<sup>th</sup> Century.

Although our History curriculum values our community and local area, it also values diversity, mutual respect and tolerance of differences. Including our work on the ancient Islamic civilisation of Baghdad helps to broaden our children's cultural experience and therefore celebrate diversity.

## Subject – Maths

### **Aims & content of the Maths curriculum at Mount Primary**

At Mount Primary School we follow the National Curriculum objectives for maths.

Over the last few years, all staff have received training on developing a Mastery approach for maths. As a school we have worked to develop a curriculum that will give children a deep, long-term and adaptable understanding of maths. Within all maths lessons 'The Five Big Ideas in Teaching for Mastery' will be evident.

#### **Coherence:**

At Mount Primary, all maths lessons are broken down into small steps. These steps are connected and will gradually build up to children making generalisations and starting to apply the maths to other concepts.

#### **Representation & Structure:**

All children will have access to concrete resources within the lessons. Representations within the lesson allow children to see the mathematical structure and lessons will build up to children doing the maths without the resources.

#### **Mathematical Thinking:**

At Mount we believe talk is a huge part of maths lessons and it allows children to talk and discuss their ideas. It allows the children to think about the maths, reason with others and discuss their thinking.

#### **Variation:**

Variation is a key part of maths lessons. Children are often encouraged to look for and discuss what is the same and what is different between problems. This also allows children to make connections between mathematical concepts.

#### **Fluency:**

At Mount, we build time within lessons for children to develop fluency. This allows children to recall facts and move between different contexts.

As a school we all start with teaching place value in the autumn term, we have made this decision as we feel these skills are a building block for maths.

These skills can then be transferred into the teaching of the four operations. Staff will then build upon these skills and link these to other national curriculum objectives. For example, measure.

We have clear progression across the curriculum as all year groups follow the national curriculum objectives.

Children are given numerous opportunities to revisit aspects of learning through jotter time activities. These sessions are used to consolidate learning, revisit objectives from the main maths lessons and challenge children further. These activities are often linked to other areas of maths and we encourage children to transfer their skills.

Within EYFS, teachers follow a similar structure to Years 1-6 Maths lessons. The children look at a number of a week and this is linked to a 'hook' for the children to investigate.

Progression is demonstrated across the curriculum by the use of the CPA approach to maths. All maths lessons (years 1-6) follow a similar structure.

As part of the maths curriculum we offer at Mount Primary, children have regular fluency sessions. These sessions allow children to develop their recall and develop fluency skills. These lessons may follow on from the main maths lesson or they may be used for revisiting previous concepts. Recall of facts are taught by making connections, for example  $6 \times 6$  is the same as  $5 \times 6$  and  $1 \times 6$ . Children are also encouraged to use the facts that they know to help to solve problems. Children are then encouraged to use these facts within the main maths lesson to help them to solve more complex problems. Children in EYFS and Key Stage 1 regularly revisit number bonds for all numbers to 10 and 20. Children see these in a range of pictorial ways including whole part part, tens frame and equations. All children at Mount Primary will have the opportunity to use concrete resources to develop basic number skills and to help in recalling facts.

### **Ensuring children learn the knowledge taught**

Children in Years 1-6 complete regular arithmetic and reasoning assessment papers. This data is then used to support teacher assessment.

As part of the main maths lesson, children are encouraged to journal their own ideas independently. This helps the class teacher to assess what the children have learnt in the lessons.

A lot of time is spent talking and there is in depth discussion of ideas within the maths lessons. This gives the teacher the opportunity to question ideas and ask open-ended questions to encourage the children to think deeper.

Children complete workbooks independently - this reinforces what children have been doing within the lesson and sometimes allows the children to apply this learning to a different context. For example, addition worded problems.

### **Catering for all in Maths**

Differentiation within maths lessons can vary. Differentiation can be through the instruction, task, outcome or the process. All children access the same age related 'In Focus' problem from EYFS-Y6.

Class teachers may differentiate the lessons through the resources which have been given to children.

The maths lead regularly analyses the internal data. This includes looking at disadvantaged pupils and SEND children. Class teachers attend regular pupil progress reviews, where children are all tracked.

As part of maths lessons at Mount, staff are encouraged to facilitate 'low floor, high ceiling' opportunities. This allows all children to access the curriculum. SEND children are supported in a number of ways. These include scaffolding within journaling, use of concrete resources and teacher/additional adult support.

SEND children are getting a broad curriculum diet as they are exposed to the same curriculum as their peers. The support and outcomes of the lesson may be different but they will be accessing the same 'In Focus' question.

### **Developing Cultural Capital in Maths**

Within maths lessons, there are lots of opportunities for talk and discussion. We encourage children to build resilience by working with others. Children are also taught to be tolerant of others' ideas and developing mutual respect by working together, sharing resources and listening to other ideas.



During lessons, teachers make links to how maths/concepts can be used within real-life and children are encouraged to think of other ways when they are journaling.

The 'In-Focus' questions can be adapted to link to current issues in the local area or on a global level. This allows for discussions around current issues.

During maths lessons, teachers can make links to STEM activities and discuss the maths that children are using in different subjects.

## **Subject – MFL**

### **Aims & content of the MFL curriculum at Mount Primary**

National Curriculum coverage is mapped through Cycle A and B of the MFL curriculum. Links are clearly made between the content taught and the coverage statements. Pupils are given the opportunity to cover a range of skills, including speaking, listening, reading and writing in French, as well as developing grammatical knowledge, building vocabulary, learning songs and rhymes and presenting their ideas.

The aim of MFL teaching at Mount Primary School is to develop a love of learning a foreign language, in this case French, and to provide as many opportunities for children to apply this. Through a varied range of topics, we teach children structures and vocabulary that could be applied should they visit France, as well as developing their skill in being able to confidently use French in speaking, listening, reading and writing activities. Through these activities, they are able to communicate with others and are encouraged to respect other MFL learners in their classes by listening to them, supporting them and working collaboratively on tasks. In our school, MFL makes a significant contribution to citizenship education by teaching children about the culture and traditions in France and learning how to respect that there are similarities and differences in how traditions are celebrated. French was originally selected as the target language as this was the language most children would continue to do in their transition into secondary school after primary education.

Children in Year 3/4 are introduced to some basic grammatical knowledge, e.g. use of le/la – changing to un/une, as well as using sentence scaffolds to write short sentences. They also begin to express likes and dislikes. Children in year 5/6 continue to develop this knowledge further and, for example, progress to writing short sentences where nouns and adjectives agree as well as reading longer texts and starting to translate and understand them. They continue developing their knowledge of expressing likes and dislikes and use connectives to link parts of the sentence, as well as looking at some simple tense types, for example the past tense. When revisiting knowledge in this way, we are able to use language that is familiar to the children already and to deepen and increase their knowledge in these areas. Furthermore, children gain a great sense of achievement from seeing vocabulary that they already recognise, therefore building on past knowledge.

Children revisit aspects of their learning, e.g. numbers, colours, expressing opinions, throughout the MFL curriculum, as well as regularly recapping interactions e.g. Comment t'appelles-tu? Comment ça va? Quel âge as-tu? Children then progress to understanding further questions e.g. Qu'est-ce que c'est? Quel temps fait-il? Quelle matière préfères-tu? and learn how to respond appropriately. As we revisit the previous learning, children are able to build up longer interactions, for example, with others and equip themselves with words and phrases that they could use in practical situations, e.g. if they were to visit France. The range of topics we cover adds variety and depth to their learning and covers many everyday situations.

### **Ensuring children learn the knowledge taught**

There are many opportunities throughout the MFL curriculum to revisit past knowledge. This is particularly evident in areas such as personal information, numbers, colour, animals and expressing opinions. As we have a two-year programme at Mount Primary, the academic year starts with revisiting key areas such as personal information before continuing with further curriculum content.

Prior knowledge is assessed in some areas, e.g. food or animals. This is done through starting with activities where children are able to show what they already know from prior learning, enabling knowledge

to be assessed and gaps to be identified. These activities can be simple activities such as matching pictures and vocabulary or through a simple scenario, for example, "There is a new boy/girl in school and they have moved from France. Unfortunately, they only speak French, how would we be able to communicate with them?" Children are then encouraged to draw on previous knowledge to engage with this scenario, enabling prior knowledge to be assessed and for gaps to be identified.

Knowledge mats clearly set out the vocabulary in the different units and children are provided with these. They can also be used in their blank form to assess vocabulary by taking sections and asking children to demonstrate prior learning or to show progression at the end of a unit or section of learning.

Knowledge is reapplied throughout the curriculum, for example Year 3/4 children learn about expressing their opinions about food and their likes and dislikes and describing people. In Year 5/6 they continue to develop this by expressing further opinions about food and using connectives to link sentences, as well as expressing opinions about school subjects, giving reasons why they like or dislike them and extending descriptions of people using adjectives.

### **Catering for all in MFL**

Differentiation is mostly by outcome, children are provided with support e.g. writing scaffolds, which enables them to support themselves in their learning. They also have many opportunities to use the spoken language in lessons, which is one of the main focuses of the MFL curriculum. These activities are done mostly in mixed ability groups and there are lots of opportunities for children to mix with others to practise the target language. They are also provided with knowledge maps which provide them with the key vocabulary needed for that unit as well as relevant grammatical points to assist them.

Disadvantaged pupils generally perform well in MFL and try hard to engage with the content. They respond well to the practical activities, as well as trying to use the target language and engage in conversations.

SEND pupils are supported in accessing the curriculum in different ways, for example through the use of rhyme and song, which often makes it easier for them to embed this knowledge. They are supported by the class teacher, for example in vocabulary activities, as well as being in mixed ability groups for some activities, enabling the target language to be modelled. When writing short sentences, these structures are modelled on the board, as well as knowledge maps being provided for assistance.

Challenge is provided in both Year 3/4 and Year 5/6 by giving children regular opportunities to demonstrate learning, for example spoken language, in front of the class. They are also challenged through vocabulary games, which are aimed at teaching new vocabulary, but then increasing the level of ambition through timing the activity. In Year 3/4 they are also encouraged to start varying some of their spoken language, for example instead of repeating a question, they are encouraged to use the question *Et toi?* Finally, in Year 5/6 children are encouraged in their written work to extend their knowledge by increasing the amount they write or by using as many of the new taught structures as they can, for example connectives. They are also encouraged to use dictionaries more widely to develop their vocabulary.

### **Developing Cultural Capital in MFL**

Links are made to British Values, through comparing Christmas and Easter, for example, in Britain and France.

Links are made to the local area in Year 3/4. Children draw a map of New Brighton/Wallasey and label this with buildings in the local area and then write some sentences about this. In Year 5/6 children learn vocabulary relevant to school and use sentences to describe our school.

There are many international links with MFL. Children look at many aspects of French life, including celebrations and the language linked to this, e.g. Christmas, Epiphany and Easter, as well as other aspects of French life such as the Tour de France and learning about Bastille Day.

In Year 3/4, they begin to look at maps and use these when learning about weather and holidays in France. In Year 5/6, this geographical knowledge is furthered, as pupils learn about compass points and write sentences about locations of cities, as well as learning about the location of France and its neighbouring countries. They also research famous French people, for example sportsmen and women.

MFL enables children to learn about other traditions and celebrations in different countries, including foods they eat and how these traditions are celebrated. It encourages children to respect that other countries have different traditions, sometimes similar to our own, sometimes different and that we build an ability to understand and respect these.

## Subject – Music

### **Aims & content of the Music curriculum at Mount Primary**

The aims of the National Curriculum for Music are for all pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. All pupils should learn to sing and to use their voices. They should also be given opportunities to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Lastly, all pupils should understand and explore how music is created, produced and communicated, including through the inter-related dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure) and appropriate musical notations.

**In Key stage 1** pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should be introduced to basic vocal health and perform in a group, understanding the importance of respect, reflection and improving work. All pupils should have the opportunity to play tuned and untuned instruments musically as a class ensemble. They should listen with concentration and understanding to a range of high-quality live and recorded music and begin to recognise styles and some instruments, find the pulse and discuss other dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition). All pupils should be given opportunities to experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, and articulation). They should also begin to create their own responses, melodies and rhythms.

**In Key stage 2** pupils should be given opportunities to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They should be taught how to present performances effectively with awareness of audience, venue and occasion. All pupils should also be able to perform by following basic staff notation as well as singing songs with increasing control of breathing, posture and sound projection.

All pupils should be given opportunities to improvise and compose music for a range of purposes using the inter-related dimensions of music and explore, select, combine and exploit a range of different sounds to compose a soundscape. They should also listen with attention to detail and recall sounds with increasing aural memory, internalise short melodies and play these on pitched percussion (play by ear).

They should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. From this, they will be able to talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. All pupils should also develop a good understanding of the history of music through the topics taught.

The aim of Music teaching at Mount Primary is to create confident musicians whilst promoting a love of music from a wide variety of genres and time periods. Lessons will provide opportunities to listen to, discuss and appreciate pieces of music from different cultures and inspire all children to create their own music, experimenting with pitch, tempo, dynamics, texture, rhythm, structure and all other interrelated dimensions of music. Through learning about different artists throughout history, they will explore the impact that they have had on contemporary styles and also the impact their music had on people's lives during that particular time period. For all key stages, our Music sessions are divided into 4 key components- listen and appraise, performance, improvisation and composition. This allows them to fully

develop their music skills, building upon prior learning and expanding their knowledge as they move through school, making them confident musicians. Developing the children's musical vocabulary is also an essential aspect of our Music curriculum and we expect their understanding of musical terminology to flourish over time, enabling them to discuss their favourite pieces with confidence. Pupils will also have multiple opportunities to perform and collaborate as an ensemble, reflecting upon their work and giving feedback in a way that will shape their self-esteem and resilience in a positive way.

#### **Ensuring children learn the knowledge taught**

The Music curriculum map is a tool for teachers to use to be able to refer to prior learning before moving on to new learning. Each of the 4 components (listen and appraise, performance, improvisation and composition) are repeated throughout the units and key stages so that skills can be refined and a mastery approach is achieved. Children will be able to use the key vocabulary that is stated on the knowledge mats. Their knowledge will be evidenced through conversations and discussions with the class teacher, performances or compositions that are captured on video or from jottings made in their music journals.

#### **Catering for all in Music**

Unlike some other subjects, Music can quite often be an area where disadvantaged or SEND pupils can excel, however where support is required, it can be implemented in a variety of ways. To ensure Music lessons are inclusive at Mount, class teachers need to anticipate potential barriers to taking part in particular lessons for those pupils with SEND. Removal of such barriers can be seen in the form of an additional adult; peer support; additional tools or personalised resources. For example, a child that is sensitive to loud noises or music may need to be provided with ear defenders. When looking at music notation, a child with poor vision may need to have magnified copies of the music. Differentiation may also be evidenced by setting common tasks that are open ended and can have a variety of responses and also by providing a range of challenges. High levels of challenge and ambition need to be ensured by allowing all children access to a range of instruments and the ability to experiment within the interrelated dimensions of music. The class teacher needs to carefully refer to the curriculum map and thoroughly understand the knowledge expectations to ensure an appropriate level of challenge.

#### **Developing Cultural Capital in Music**

The Music curriculum at Mount promotes tolerance through different people's ideas, creative responses and understanding of different cultures and styles within music. Pupils are encouraged to question and explore a range of issues, whilst maintaining tolerance and respect for the views and beliefs of others. Pupils discuss, play and compose in the style of a wide variety of musicians. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. The musicians that the children study represent all members of our society including different genders, cultures and race. At Mount, we are lucky to be able to provide our children with cultural opportunities to learn outside of the classroom. Frequent visits from professional musicians, trips to The Royal Philharmonic in Liverpool and opportunities to perform in school productions provide rich musical experiences for all ages.

### **Subject – Phonics**

#### **Aims & content of the Phonics curriculum at Mount Primary**

- To deliver high-quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

At Mount Primary we follow the government recommended phonics programme Letters and Sounds. This programme aims to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children.

Children begin with Letters and Sounds phase 1 in their early years and begin phase 2 in our foundation stage. Children progress through the phonic phases with the intent of being secure in phase 5 by the end of year 1.

Our phonics curriculum aims to support children and help them to access the phonics screening test in Year 1, or Year 2 if needed. At Mount Primary all pupils are entitled to a high quality phonics curriculum, which is adapted and tailored to meet the needs of all individuals. This includes catering for visual, aural and kinaesthetic learners with engaging resources to make learning fun.

At Mount Primary we provide daily phonics sessions which allow pupils to develop and enhance their segmenting and blending skills in order to become fluent and confident readers. Children have whole class daily phonics sessions which then progress into smaller, differentiated groups. Children participate in a range of activities to help to develop their reading, writing and spelling, each tailored to their personal needs. The phonics groups are assessed and reviewed each half term to ensure children are being challenged and are reaching to their full potential, as well as identifying any children who may need additional phonics support.

### **Ensuring children learn the knowledge taught**

The Letters and Sounds curriculum for phonics aims to ensure that all pupils:

- Can segment and blend sounds in order to read them phonetically.
- Can decode words as a means to be able to read them by sight.
- Children are able to identify and read the 40+ graphemes taught across phases 2-5.
- Children will understand and be able to read words that cannot be sound out phonetically e.g. 'tricky words'.

### **Catering for all in Phonics**

At Mount Primary we aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought and planning is given to the provision of appropriately structured work for children with SEN, often through intervention groups. The teachers at Mount Primary have developed a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

The most able children within our school are identified so that their individual needs are acknowledged. Careful planning ensures that the level of challenge is appropriate to suit their specific needs.

### **Developing Cultural Capital in Phonics**

At Mount Primary School we believe there is no greater skill that we can teach a child than how to read fluently and for enjoyment, thus opening a world of endless learning possibilities and academic success. We believe that if children have a positive start with early reading and phonics it will have endless benefits across all areas of learning. Numerous studies have shown that when children learn to read at an early age, they have a greater general knowledge, an expanded vocabulary, become more fluent readers and flourish with creativity and use imagination.

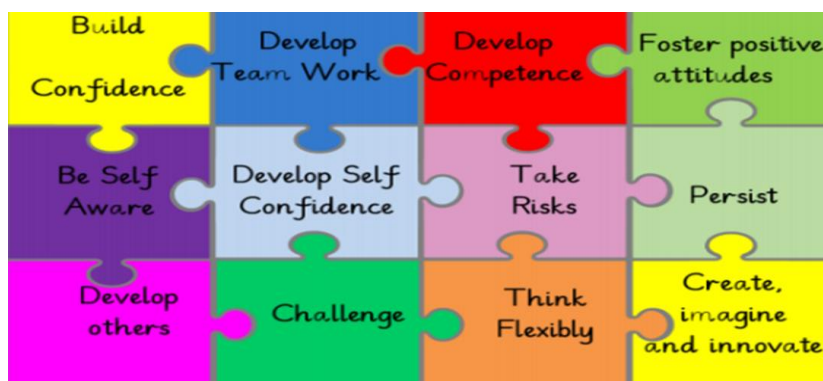
## **Subject – Physical Education**

### **Aims & content of the Physical Education curriculum at Mount Primary**

The aim of the physical education (PE) teaching at Mount Primary School is to develop the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, a range of games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. These have been included in the curriculum

because they contribute significantly to promoting an understanding in children of their bodies in action. They provide opportunities for thinking, selecting and applying skills and promote positive attitudes towards a healthy lifestyle. This helps to enable all of our children to make informed choices about physical activity throughout their lives and ensures they make progress from their starting points in their skills, knowledge & understanding.

Our PE curriculum is designed to allow each pupil to:



Through PE the children are taught to explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.

The PE curriculum is supplemented effectively with an outstanding extra-curricular offer which includes inter and intra sports competitions as well as personal best challenges. This helps to ensure breadth, balance and progression while reinforcing that PE and school sport can make a positive difference to their confidence, self-esteem and behaviour.

Throughout the curriculum the children are given regular opportunities to revisit aspects of their learning in order to consolidate and deepen their understanding. For example, in year one the children are taught how to perform a forward roll in gymnastics. This skill is revisited in years two, three and four developing the children's confidence and competence when performing the skill. In year 5 this skill is progressed and the children are in a position to explore performing a forward roll using different gymnastic shapes in more complex sequences and routines.

In key stage one, the curriculum is designed to ensure that the children continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Towards the end of this key stage the children will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In key stage two the curriculum is constructed in a way that ensures progression. Children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Ensuring children learn the knowledge taught**

Assessment is embedded within every PE lesson and includes clear objectives for learning, activities that support pupils' progress to meet the learning objectives, and success criteria that challenge learners.

Through observations and questioning the teachers are able to gain a clear understanding of the knowledge the children have learned and are then able to adapt their teaching where necessary. High quality and regular feedback is a feature of every learning experience in PE at Mount Primary School. It is used to help make pupils aware of the progress they are making and recognise what they need to do to

improve. Children access feedback from the teacher and in key stage two the children learn how to use self and peer assessment to improve their skills, knowledge and understanding.

Progression for learning is planned across the whole PE curriculum and supports the learning in other curriculum subjects such as maths, science, music, geography and PSHE.

### **Catering for all in PE**

- How are SEND pupils supported in your subject?
- How do you ensure high levels of challenge and ambition for all?

It is important that all our children are able access the benefits of our PE curriculum. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by following the STTEP principle. Teachers are able to use their professional judgement to differentiate learning through one of the five areas.



### **Developing Cultural Capital in PE**

Physical education is a subject that provides a wide range of opportunities to develop pupils' cultural capital.

#### **Social**

In PE children work co-operatively in small groups and teams, listening to and respecting the views of others.

#### **Moral**

Children develop a sense of right and wrong through working together.

Children will understand that their actions have consequences and accept the consequences of their actions.

#### **Spiritual**

Children appreciate others and celebrate success within lessons. Children reflect on their learning, their interaction with others and their experiences compared with others.

#### **Cultural**

Children will develop their knowledge and understanding of the history behind the activities that they are participating in and will look at the impact sport has in their local area as well as the wider world.

Mount Primary School is located in Wallasey which is on the Wirral peninsular, therefore swimming and water safety is an aspect of the curriculum we consider to be vital in ensuring that the children are adequately prepared to operate safely in their local area. The school's recent swimming data also shows that a proportion of our children are leaving Mount Primary School without meeting the national curriculum expectations for swimming and water safety. This is something that we are addressing by using the PE and sport premium funding to purchase extra swimming tuition for those children who require more support in meeting the national curriculum expectations.

The school has built a number of strong links with local sports clubs such as Thorndale Tennis Club, New Brighton Gymnastics Club, New Brighton Cricket Club, New Brighton Rugby Club, Wallasey Swimming Club, Tranmere Football in the Community and Wirral School Games. Through working closely with these clubs we are able to provide opportunities for children to participate in a range of extra-curricular activities that can lead to participation outside of school. By signposting children and their families to these clubs we are able to encourage lifelong participation in physical activity.

### **Subject – PSHE**

#### **Aims & content of the PSHE curriculum at Mount Primary**

The curriculum for the programme of study in PSHE education has three core themes :

- Relationships
- Health and wellbeing
- Living in the wider world

At Mount we teach all learners to behave as caring, respectful young people with high aspirations for their future and their world by following a whole-school curriculum for PSHE which has strong links throughout to the three core themes above, British Values and SMSC. We are also responsive to local issues within our PSHE curriculum and ensure topics are addressed as and when is necessary (e.g. referencing local news stories or if cases of bullying should arise in school). Children from EYFS through to Year 6 will begin by learning about rules (in relation to our RESPECT code of conduct, personal relationships, school expectations and the wider world). This will set the expectation for their personal conduct as a learner, member of the school and as a global citizen. Pupils then progress to learning about the meaning of different types of relationships, applying social skills in different contexts and the importance of self-respect / understanding when relationships are unhealthy. In the Summer term, as children mature and are better able to articulate their opinions and feelings, they will focus on their health and wellbeing (for example, making healthy choices, keeping themselves safe, drugs education and SRE).

An over-arching focus on mental health and wellbeing is highlighted in the new statutory requirements and is prominent across all key stages at Mount, where we believe that all pupils should be free to articulate their feelings and understand that mental health is a normal part of daily life. Therefore, we have chosen to inter-link our PSHE curriculum with the whole-school curriculum for positive mental health and wellbeing and make daily use of the ZUMA programme for mediation and mindfulness.

Mount's 'RESPECT' code of conduct is the initial focus in the Autumn term for every year group, with the theme of 'respectful behaviour' being referred to throughout our PSHE curriculum. This ensures that pupils understand the meaning of respecting others, themselves and the world around them. Each academic year children's understanding of the meaning of the word 'respect' and how to be 'respectful' is built on so that they know how and why they can show respect in a variety of ways and means. The core themes of friendship, rules, community, health and well-being, SRE and drugs education are also included on the PSHE map for every year group – with the knowledge taught being carefully selected so that it is age-appropriate and progressive.



Progression across the curriculum is carefully mapped-out so that links to prior and post learning are clear and pupils are given opportunities to develop their existing knowledge and understanding further. The teaching of relationships, for example, will look very different in Year 1 (where children are understanding the meaning of the word 'relationship' and discussing this in simple terms) to Year 6 (where they will study the complexities of relationships, discuss loss and develop the means to manage changing or negative relationships). This will give pupils opportunities to revisit aspects of learning in a deeper level over the key stages.

### **Ensuring children learn the knowledge taught**

PSHE learning at Mount allows opportunities to revisit and reapply knowledge taught through the repeated themes of friendship, rules, community, health and well-being SRE and drugs education evident in each year group's PSHE curriculum. Teachers are aware of prior knowledge taught the previous year and can use this to assess pupils at the start of a new unit the following year.

PSHE floor books are used across all year groups and are regularly updated each week with a piece of work, photographs or quotes from pupils. Trackers attached to the back of these books enable teachers to keep notes of individual children's verbal contributions to PSHE discussions.

PSHE knowledge mats are available for pupils in each year group and these can be used as a self-assessment tool by children.

### **Catering for all in PSHE**

All pupils (including those with SEND) will be exposed to the same curriculum in PSHE and differentiation will be predominantly via peer and / or teacher support during verbal discussions. When undertaking written or reading activities, teachers will target children needing support for literacy and use this as a further intervention opportunity to promote progress in this area.

Ongoing verbal feedback from pupils will allow teachers to assess whether disadvantaged children are performing as well as their classmates. Children will also be encouraged to self-assess using their knowledge organisers to identify and fill gaps in their own learning.

The detailed knowledge and rich vocabulary taught in the PSHE curriculum at Mount will ensure that high levels of challenge and ambition are provided for all pupils.

### **Developing Cultural Capital in PSHE**

The whole-school curriculum for PSHE at Mount has strong links throughout to British Values, global learning and SMSC. These have been made evident in the long-term plans through the use of a colour-coded system in the curriculum objectives section.

Topics chosen for discussion (e.g. 'What is a community?') will make links to building and maintaining positive relationships with people in our local area as well as those in different countries. Such topics also allow our pupils to better understand their place in a local, regional or global community.

International links are made whenever possible through the use of global topical issues to promote discussion or debate in PSHE lessons. In each core theme across every year group, images or resources are carefully selected to broaden children's cultural experience and celebrate diversity.

Opportunities to develop learning outside of the classroom in PSHE are given during museum visits or multi-cultural theme weeks.

## **Subject – Reading**

### **Aims & content of the Reading curriculum at Mount Primary**

At Mount Primary School, we follow the National Curriculum for English. We recognise that reading can have a dramatic impact on all aspects of a child's life and so place it at the heart of our curriculum. We teach reading through texts planned out through our Literature Spines to ensure progression as well as reading books matched to phonic phases. We are passionate about putting the right books in front of our children and promote a love of reading. When planning the texts children will encounter each year, we endeavour to introduce our children to a wide range of classic, modern and diverse authors. We also plan for diversity in the characters and stories the children are introduced to (see CLPE Reflecting Realities report 2018). We want all of our children to see themselves in texts as well as seeing people who are different. As we are in an area which is not particularly diverse, it is important that we expose children to characters that they may not meet in their daily lives to promote tolerance and acceptance of differences.

Children read and engage with texts of different lengths to ensure that they have the stamina and the fluency to read at length. Books, including those which are read to children during story time, are chosen to foster a curiosity about the use of language and the love of words. Our aim is to support children in becoming lifelong readers. English planning is focused around language rich texts. These texts are read as a class and used as a prompt for writing. Reading skills are also taught through these sessions as children are taught to interrogate and answer questions in order to further their understanding. Vocabulary and grammar/ sentence structures from these texts are also used as a model for children's writing.

All classes are read to daily by their teacher. This enables the teacher to model expressive and fluent reading, and to focus on engagement. These texts have also been chosen to include a diverse range of themes and characters. In EYFS, a selection of 5 books (chosen for engagement and repetitive language) are read frequently during a 2 week period. These books are available in the provision also during this time and after the two weeks, they go into the book corner so that once they are familiar, children can "read" them independently and recognise language and words. Book talk (recommendations, readings and discussion) takes place in each classroom at least once a week. Assemblies also focus on reading and books are shared in them, along with the rationale for their selection.

All children take home a reading book. In Key Stage 1, children take home reading books matched to their phonic phase, these are changed regularly. When children move to Key Stage 2, they continue to take home levelled reading books. Teachers assess when children are ready to move to library books. In upper Key Stage 2, all children have the opportunity to select a book of their choice each week. Class teachers ensure that suitable books are available in the classroom and these are changed half termly. All children are also given the opportunity to select a book of their choice from the class library to take home weekly. Bedtime story packs and Story Sacks are also available for children to take home.

In EYFS, the following skills are taught:

- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate an understanding when talking with others about what they have read

In KS1:

- Draw on knowledge of vocabulary to understand texts
- Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- Identify and explain the sequence of events in texts
- Make inferences from the text
- Predict what might happen on the basis of what has been read so far

and in KS2:

- Give / explain the meaning of words in context
- Retrieve and record information / identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text / explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify / explain how information / narrative content is related and contributes to meaning as a whole
- Identify / explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text

Early reading is taught through explicit, daily phonics lessons targeted to the appropriate phase. See phonics curriculum statement for further information.

### **Ensuring children learn the knowledge taught:**

The skills and knowledge required to be a reader are taught through whole class reading. Texts are read as a class with opportunities for individual, paired and group reading. Through written and verbal responses to questions and in their subsequent writing, children are able to demonstrate their knowledge and skills. Staff have a clear understanding of the expectations for reading in their year group and target their questions accordingly.

In Foundation Stage and Key Stage 1, guided reading is used in addition to whole class reading to ensure fluency. Adults listen to children read daily to ensure fluency and understanding. Questions are used to test comprehension.

### **Catering for all in Reading:**

- Books are carefully chosen to reflect a wide range of realities in order that children can see themselves and others in the texts they read.
- Children read levelled books in Key Stage 1 which are matched to their phonic phase (this continues in KS2 where necessary)
- Texts read as a whole class are at the higher end of the children's reading ability to give equal access to aspirational reading materials
- The majority of children will be expected to read at age related level. Where pupils are unable to do this due to SEND or other issues, extra support will be given which will involve an adult reading to or with them within the classroom. Texts may be simplified as necessary

- Staff plan for possible misconceptions. We also recognise that some pupils may lack the life experience to engage with certain aspects of texts (e.g. they have never been to a forest) and staff are skilled at planning in opportunities to address this.
- 1-1 reading is used to support children who are struggling to gain fluency and understanding in reading

#### **How reading develops cultural capital:**

Texts have been carefully chosen to showcase a broad range of genres, authors and contexts. Each year group in Key Stage 2 will study biographical/ autobiographical writing about an influential person. This include people from the past and their contemporaries. Each year group will access classic literature and all pupils will come into contact with a Shakespeare story in some form during the year. The Literature Spine includes a diverse range of authors. In addition to building cultural capital, this also promotes British Values in the form of tolerance for each other's differences.

### **Subject – Religious Education**

#### **Aims & content of the Religious Education curriculum at Mount Primary**

At Mount Primary school we select ideas from the programmes of study from the Wirral Agreed syllabus. We aim to prepare pupils for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief. This starts at foundation stage, where children are taught about the concept of God through the Christian belief in one God and the concept of salvation before exploring the relationship between humans and God. Links are made to other religious beliefs by learning about other religions' stories and festivals. This is built upon throughout KS1, where children learn about Christianity in more depth by learning more about the life of Jesus Christ, as recorded in the Bible, as well as the traditions and practices of the Christian community. Links are made to the Jewish and Islamic religions through learning about the Jewish concept of Mitzvah and by exploring the concept of mercy and compassion in the stories of Muhammad. Pupils develop their understanding of key Christian concepts throughout KS2 by studying reconciliation, the cross as a symbol of sacrifice, the importance of the Gospels, the incarnation and the resurrection. Other religions are studied in more depth by: learning about the signs and symbols of the Jewish faith and their concept of holiness; the Islamic concept of submission to Allah and the importance of Tawhid to the Islamic community; the Hindu story of Rama and Sita and the belief in the concept of Brahman and Atman; the importance of the teaching of the Gurus to the Sikh faith; the Buddhist belief in the concept of god and their belief in the Triple Refuge and the humanist belief in how to achieve a happy life without religion.

The RE curriculum aims to build up the progression of knowledge beginning with Christianity as the main religion studied as children are more likely to have experience of some Christian concepts through the traditional Christian festivals that are celebrated. However, we want the children at Mount Primary to be aware of different viewpoints from the beginning so links are made to other religions during these topics. Christianity continues to be the main religion taught in KS1 to further build upon the children's experiences and previous knowledge. Judaism and Islam are taught in more depth. These are also monotheistic religions which allow comparisons to Christianity. Learning about these faiths raises the children's awareness of religious and cultural differences to prepare them for life in a diverse society. The children's experiences and knowledge are further built upon in KS2 with more in depth learning about aspects of the Christian faith together with the opportunity to build upon previous learning about Judaism and Islam. In addition, they learn about other faiths that are not based on monotheism as well as learning about the concept of no faith in deities in Humanism. In this way, children at Mount Primary are given a rich range of RE education about different beliefs that develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own, which helps to combat

prejudice. In considering the values and beliefs of others it also enables the children to explore their own beliefs relevant to their lives.

#### **Ensuring children learn the knowledge taught:**

At Mount Primary School, opportunities are built in to revisit key concepts across religions such as the belief in god, as well as building upon their knowledge of different aspects of a particular religion. Prior knowledge is assessed at the beginning of each unit to enable gaps to be addressed and ensure progression of knowledge. Knowledge is assessed formatively throughout the unit and knowledge mats are used to assess knowledge at the end of a unit of work. Opportunities to link to other areas of the curriculum are made where appropriate such as looking at the religious beliefs of the people in the past in history and looking at the different religious traditions in MFL .

#### **Catering for all in RE:**

At Mount Primary school teachers plan differentiation into the units of work to enable all learners to access the curriculum. Children are supported by the use of extra resources or by different outcomes, where necessary, as well as extra input and feedback during lessons. Pupils are challenged by open ended activities allowing them to show and develop their own understanding.

#### **Developing Cultural Capital in RE:**

At Mount Primary school, all year groups are taught about the Christian religion as the main religion of the country in which they live. However, throughout all year groups we learn about the beliefs and traditions of other religions and make links with the pupils' own lives and beliefs. This helps them to develop their own understanding of the British value of tolerance for each other's differences. When teaching the different religions we look at where the religions originated and look at the wider world view, improving the pupils' understanding of the world and different cultures. Opportunities to visit local places of worship and to meet with people of different beliefs are used to further their understanding.

### **Subject – Science**

#### **Aims & content of the Science curriculum at Mount Primary**

- At Mount Primary School, we follow the National Curriculum for Science. We teach science through stories and projects, so that learning is given purpose and relevance to the real world.
- The Early Years Foundation Stage (EYFS) and Key Stage One (KS1) are taught in discrete year groups. However, Lower Key Stage Two (LKS2) and Upper Key Stage Two (UKS2) are taught in mixed Year groups. Therefore, a two-year rolling programme has been designed to ensure full coverage of the curriculum.
- Within all Key Stages, we ensure that units, such as 'plants' are covered in the Summer Term in order to allow children to experience growth and change practically.
- In Key Stage 1, seasonal changes are plotted out across the year so that children can observe changes as they occur.
- In Year 2 Living Things and their Habitats is split over two half terms; this allows children to revisit knowledge and explore living things outside at different points in the year. It also allows extra time to focus on microhabitats.
- As Key Stage One are taught in discrete year groups, progression in knowledge and skills is followed appropriately. Ensuring this progression through our rolling programme has been a priority. Therefore, in UKS2, both the Year 5 and 6 'Animals including Humans' units are covered to ensure children experience the Year 5 unit first and are able to build upon knowledge and skills in the Year 6 unit. This is also true of the unit 'Living Things and their Habitats' so that both the Year 5 and 6 objectives are covered within the same cycle and progress of knowledge and skills is developed.

- Though the unit of 'sound' only occurs once across the primary phase, we decided that we would cover this unit within a half term, due to the fact that we place great emphasis on the language of sound through our music teaching. Year 3/4 teachers are aware of the knowledge expectations in the sound unit and ensure that this knowledge is reinforced through music teaching.
- In LKS2, year 3 and year 4 objectives for 'Animals including Humans' is covered within the same cycle. Again, this ensures that children are able to build upon knowledge and skills.
- Curriculum mapping shows clear progression of knowledge and working scientifically.
- Through working scientifically, children are also given ample opportunity to apply and deepen knowledge and skills.
- Planning formats also include the appropriate 'working scientifically' statements in order to ensure that children cover all aspects of working scientifically within the three bands: KS1, LKS2 and UKS2.
- Vocabulary expectations are set out on the curriculum map and these are also highlighted lesson-by-lesson within a unit plan.
- The links to prior learning are set out on the curriculum map as well as on the unit plan. This ensures children are confident with previously learned knowledge before building on this.
- Post learning is also highlighted on the curriculum map. Though, children are not expected to know this, it gives the teacher an idea of where the children will move their learning onto next.
- Most units are revisited throughout the primary phase, or have close links with units previously learned. The exceptions to this are of year 4 sound, year 5 earth and space and year 6 evolution and inheritance. However, with strong links to music teaching, the sound unit is not only explored through science. The Year 5 and 6 units are taught during the Autumn term as this allows for these units to be taught across the longest half terms, thus assigning more time to teaching and learning. Though Evolution and Inheritance is only taught once in the primary phase, it builds upon teaching and learning in Years 2, 3, 4 and 5. Earth and Space builds upon knowledge taught in Year 1 through 'seasonal change'.

### **Ensuring children learn the knowledge taught**

- Unit plans begin with a short activity to ensure key prior knowledge is embedded before teaching new knowledge.
- Each lesson also begins with a short activity to recaps on prior learning and ensure that links are made explicit to children and encourage 'sticky learning.'
- Children have opportunities to work scientifically within each unit; this allows children to apply and develop their understanding of a unit in a practical way.
- Each unit has a 'knowledge mat' containing key concepts and vocabulary; these are used to assess children's knowledge and understanding of current and past learning.
- Where appropriate, links are made to other subjects. An example of this is nutrition, which is covered in science and in design and technology. Therefore, vocabulary is revisited in different subjects and knowledge is re-applied. Another example of this is sound, which is covering within science as well as within music teaching. Making these links explicit to children allows them to reinforce their understanding and reapply their knowledge.

### **Catering for all in Science**

- Science is a very practical subject and so it gives learners the opportunity to work in a variety of ways, from designing and completing experiments to recording and analysing results. Children get ample opportunity to work scientifically, and record data using a variety of equipment as well as presenting their findings in a way chosen by themselves. Children are encouraged to work in pairs, peer support groups as well as individually and adults offer support to facilitate learning or scaffold individual children as appropriate.
- Class teachers ensure that they are fully aware of the needs of the children in their class. Planning ensures that prior learning is revisited and possible misconceptions and gaps from limited life experiences are anticipated. Teachers also consider barriers to learning when planning and planning indicates how children with SEND or DAP will be supported to overcome any possible barriers. At our school, teachers are highly skilled at differentiating resources, scaffolding tasks, using talk and collaboration to support and challenge pupils in their science lessons.
- As science is a very hands on subject, it allow children to engage in learning in a very practical way. This can be beneficial to all learners and especially those children with SEND, who may need to apply their

knowledge and skills in order to rehearse and deepen their learning. As well as this, concrete equipment is often used in science and this helps to scaffold those with SEND. An extra adult has been assigned to the teaching of core subjects, where possible, to ensure that children with SEND have support to engage fully with the learning. This can take the form of pre-learning so that vocabulary and equipment is looked at in advance to ensure the children are confident with the use of both. This also includes the adult supporting children with SEND to engage in learning through facilitating discussion and asking open questions to prompt the children to think scientifically. Peer support is also used to ensure all children are able to access the learning. For children with SEND this allows them the opportunity to discuss concepts with a peer and rehearse their learning through discussion. All children are exposed to age appropriate teaching. However, some of the outcomes may vary to ensure that the ability of each child is accounted for and progress for individuals is celebrated. Other forms of scaffolding in science may take the form of question stems, sentence openers, pre-drawn tables for children to complete, or taking photographic evidence of children engaging in learning as opposed to expecting each lesson to be evidenced with a written outcome.

- High levels of challenge and ambition are set for all learners and teaching is in line with age related expectations. This ensures that all children are exposed to National Curriculum expectations. However, some children may be encouraged to think more independently, whereas other children may still require support, either through resourcing, scaffolding or through adult facilitating learning, in order to achieve their full potential.

### **Developing Cultural Capital in Science**

- Working scientifically allows children practical experience of scientific concept.
- Science is taught through stories and projects so that science is given purpose and also a real life context through which questions are asked and problems are solved. An example of the possible projects include 'How the Elephants Lost their Tusks,' which allows children to explore evolution and inheritance through an understanding of how hunting has had an impact on the evolutions of some elephants.
- Science at Mount Primary School offers ample opportunity to work outside of the classroom. Different units actively encourage outdoor learning (such as plants, rocks, living things and their habitats). However, teachers are skilled in using the outdoor space for a variety of purposes, such as watching how shadows change through the day, creating the water cycle on the playground, drawing round our bodies when looking at muscles and bones.
- Each unit of science across the school, highlights a prominent figure within this field for children to become familiar with. These figures represent both the contemporary and historical, and they represent diversity so that all children can see a role model in the field of science that they can identify with and aspire to. These figures have an international representation. These figures also aim to break stereotypes so that children feel confident that they can achieve within the area of science, whatever their background.
- Promotion of STEM (science, technology, engineering and mathematics) activities through science teaching as well as after school clubs also highlights the opportunities in the wider world that are available for children with an interest in one of these subjects.
- Science through projects also helps children to develop the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faith and beliefs. These projects are either based on a real life situation or set within a real world context. Therefore, through science children get to explore other cultures and engage with respectful discussions in order to build mutual respect and tolerance. These projects also highlight contemporary issues, such as global warming and plastic pollution. Therefore, through science, children engage in discussions that have democracy, the rule of law and individual liberty at their heart and children are able to understand as well as challenge current ways of thinking.
- Science is a practical subject, which has at its core, the acceptance of how important both success and failure are in moving thinking on. Therefore, children are encouraged to predict, test their prediction and discuss whether their result confirmed or refute their original thinking. This helps children to build resilience as they are encouraged to do this in a safe environment. We also look at scientific figures who are prominent because of their scientific resilience.
- Children often work collaboratively in science, developing respect and tolerance for peers. They are often asked to present work to peers and offer constructive feedback, again developing self-esteem, self-confidence and mutual respect.

## Subject – Writing

### **Aims & content of the Writing curriculum at Mount Primary**

At Mount Primary School, we follow the National Curriculum for English. We want our children to be able to communicate accurately and effectively both verbally and in writing, to express themselves and to enjoy writing for a range of purposes and audiences. As they move to the next stage of their education, they will be able to operate effectively in any situation. We want children to leave Mount Primary School with a love of language, the ability to write confidently and to understand the impact that their writing can have on others.

We believe that high levels of spoken language lead to high standards in writing, and we want our children's communication skills to open doors for them. Being able to express their feelings, ideas and opinions effectively in writing and speech will have a positive effect on their well-being and will enable them to be successful in any walk of life. As part of the writing process, children are taught to verbalise ideas before writing them down. An emphasis is placed upon the oral rehearsal of sentences and teachers model this and metacognitive skills through their own writing at the front of the class. Children are encouraged to share their work and to read it aloud. Drama, roleplay and debates are all used to develop children's spoken language.

In EYFS, opportunities are taken to develop fine and gross motor skills throughout all areas of the environment. There is an emphasis on correct letter formation which is modelled to children on a daily basis during phonics sessions. Children are shown how to write CVC words, captions and simple sentences and rapidly move to doing this independently. Writing opportunities are planned for throughout the provision and staff intervene to ensure that children write accurately whenever possible.

Writing is planned in response to high quality texts and children are taught to write in a range of genres and for different audiences and purposes. Genres are introduced through high quality models and children apply their reading skills to analysing this making clear the link to reading. Through a carefully planned sequence of lessons, children are taught how to plan, write and edit through clear teacher modelling. Overwriting is sometimes used to model structures for children to emulate.

We recognise that feedback has the greatest impact when given at the point of writing and where children are given the opportunity to act on it straight away. Staff give precise feedback to children during the lesson and children respond to this and make changes in purple pen. This allows the staff to see progress and helps pupils to look back on their learning. This may address errors in grammar, punctuation and spelling and as children progress, will also encompass ways of improving writing in terms of its impact upon the reader. Grammar and spelling are taught explicitly, through texts and teacher modelling. Daily spelling lessons focus on age related spelling as well as closing gaps. (Please see phonics statement for more details). Grammar and spelling plans focus on knowledge rather than skills, for example, rather than saying 'to use synonyms' we want children to know that 'Synonyms are words which have the same or similar meaning e.g. hot/ roasting'

Writing will take place in other areas of the curriculum and consideration will be given to the audience and purpose; children are encouraged to write as geographers or historians and to apply the skills they have learnt in their English lessons, using the content they have learned in the wider curriculum subjects. Standards are expected to be maintained across the curriculum.

### **Ensuring children learn the knowledge taught**

Children are regularly given the opportunity to write in response to prompts linked to carefully chosen texts. Through this writing, they are able to demonstrate the knowledge taught. Planning ensures that children are given multiple opportunities to write in a genre in order to apply new knowledge and skills gained from



feedback to subsequent writing. This allows the teacher to look at progress and plan for next steps. Children also demonstrate their knowledge through discussions and when writing in the wider curriculum.

#### **Catering for all in Writing:**

- Spelling and phonics resources are available to support children in their writing
- Working walls are used to share models and support all learners
- Where children may be lacking experience or knowledge to engage with aspects of writing, teachers plan to address this
- Planning includes possible misconceptions and how these will be addressed
- Models of planning and writing (including overwriting) can be differentiated to meet the needs of different groups
- Where motor skills are a barrier to children writing, solutions such as typing on a laptop are used

#### **Developing Cultural Capital in Writing:**

Writing is linked closely to texts which have been selected to text which have been carefully chosen to showcase a broad range of genres, authors and contexts. In addition to building cultural capital, this also promotes British Values in the form of tolerance for each other's differences. Children will come in to contact with classic and contemporary literature and have the opportunity to interrogate it and emulate it in their own writing. Opportunities are planned for children to write for real audiences and purposes

## ● **8. Reporting and assessment**

- 8.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 8.2. Homework will be set on a weekly basis in accordance with the school's Homework Policy.
- 8.3. Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- 8.4. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents. Pupil progress meetings will be held half termly to discuss all pupils and raise any concerns.
- 8.5. Pupils will also complete national assessments. The results of these assessments will be reported to parents.
- 8.6. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 8.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 8.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

## **9. Equal opportunities**

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **10. Supporting pupils with SEND**

10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

10.2. Pupils with SEND will receive appropriate support, often from TAs but this should not impact on their entitlement to a broad and balanced curriculum.

10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

10.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

10.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **11. Extra-curricular activities**

We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

11.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development, including using visitors to enrich learning experiences.

- 11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays
- 11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

## **12. Monitoring and review**

- 12.1. This policy is reviewed annually by the headteacher and the governing board.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 12.3. The scheduled review date for this policy is July 2021.