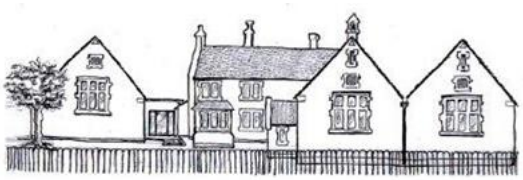

A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School
Curriculum Policy

Agreed by Governors: Autumn 2024
Review Date: Autumn term 2026

Our Ethos Statement:
Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.

Christian Vision:
A Family, A Foundation, A Future
Our vision begins with Jesus' commandment 'to love one another, just as I have loved you'.
We are A FAMILY, loving and caring for each other; our own family, our friends, our neighbours, our school, our local and global communities. We all flourish because of these relationships.
We ensure children have A FIRM FOUNDATION. This is built on Christian values and enables all to develop an inner strength to live courageously, embrace their own and others uniqueness and love as Jesus did.
We aim to ensure that all have A FUTURE where they look outwards and become the very best they can be to live life to the full.

1 Introduction (INTENT)

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage Curriculum (EYFS curriculum) but also the wide range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the `hidden curriculum', or what the children learn from the way they are treated and expected to behave, the ethos of our school. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their potential.

2 Values

2.1 Our school curriculum is underpinned by the Christian values of our school, and our overall school statement. This is reflected in the Ethos Statement:

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an

individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.
Family, A Foundation, A Future

2.2 Our school is in full agreement with the aims of The National Curriculum 2014 for Primary Teachers in England:

- The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

  Our school offers a curriculum which is balanced and broadly based and which:

  •promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

  •prepares pupils at the school for the opportunities, responsibilities and experiences of later life

3 Aims and objectives

The curriculum provides pupils with the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The aims of our school curriculum are (drawn from the staff's very best lessons!)

Engaging,
Challenging,
Risk taking,
Inspiring,
Fun,
Practical,
Focussed,

Purposeful,
Motivating,
Unexpected,
Thought-provoking
Child-led

ART INTENT STATEMENT
We believe that all children should have access to art in order to promote personal expression and foster a lifelong appreciation of this subject. Art is taught thematically in accordance with the National Curriculum and covers the skills of painting, drawing, collage and sculpture using a variety of media and materials. The children are encouraged to produce creative art by taking risks and experimenting and then reflecting on their work. They are taught to build on their skills and to analyse works by artists, craft makers, designers and architects and to understand their historical and cultural impact.

COMPUTING INTENT STATEMENT
We believe that an engaging and motivating Computing curriculum will enable our learners to:
- *Use computational thinking and creativity to understand and change the world.*
- *Make deep links with mathematics, science and design and technology.*
- *Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.*
- *Become digitally literate – able to use, express themselves and develop ideas through information and communication technology.*

DESIGN AND TECHNOLOGY INTENT STATEMENT
At Whitminster Primary School, high quality D.T education will help pupils use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils will learn about the diversity of those who have contributed towards feats of engineering, the responsibility that we have as citizens of the world to use resources carefully, considering the impact on the environment and our responsibility to solve real-world problems in order to improve the world we live in. Pupils will also learn about the opportunities that exist in the world of Design Technology

ENGLISH INTENT STATEMENT
At Whitminster we are committed to providing our children with the highest standards of Literacy. When we have achieved these skills we want to take our children further by developing in them a passion for language; in speech, being able to express themselves confidently on a range of issues with a wide and varied vocabulary. In reading; by providing a range of written texts, from the classics to modern literature, factual works and poetry. In writing; to be able to express themselves using the written word to enhance all aspects of their learning.

GEOGRAPHY INTENT STATEMENT
At Whitminster, we aim for a high quality Geography curriculum which should inspire in pupils a curiosity and fascination about the wider world, both in Britain and in other cultures using a range of sources. Our teaching equips pupils with knowledge about the Geography of Britain and how it links together in the form of culture and trade with other countries; know and understand about significant aspects of the Geography of the wider world like biomes and physical features and famous landmarks; how maps are created to show different scales and show human, physical features, or a mixture of both; then combine with other subjects to analyse and collect data to compare and contrast localities both familiar and unfamiliar. We want children to enjoy and love learning about Geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

HISTORY INTENT STATEMENT
At Whitminster, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this

knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

MATHS INTENT STATEMENT
Maths is a journey and long-term goal, achieved through exploration, clarification, practice, deepening and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time. We believe we meet the needs of individual children through planning from the National curriculum, assessing both formally and informally and providing work that gives each individual the knowledge and skilled needed.

MUSIC INTENT STATEMENT
We believe that music should be an enjoyable learning experience and we encourage children to participate in the variety of musical opportunities that we offer. Our intention is that children gain a firm understanding of music through listening, singing, playing, evaluating, analysing and composing across a variety of historical periods, styles, traditions and musical genres. Our objective is to develop a curiosity for the subject as well as an understanding of the role that music can play in a person's life. Our aim is to ensure that children understand the value of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts.

PE INTENT STATEMENT
At Whitminster, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

PSHE INTENT STATEMENT
We believe that PSHE should enable our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

RE INTENT STATEMENT
The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so they pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. (Gloucestershire Agreed Syllabus 2017-22)

Using the Gloucestershire Agreed Syllabus 2017- 22, RE is taught through systemetic lessons, "This syllabus has identified some core concepts that are at the heart of religions taught. Religions are complex and so any selection is going to be limited, but we think that these are all concepts that are central, so that pupils get a good grasp of them, it will support their learning about religions." (Gloucestershire Agreed Syllabus – Guidance Page) and thematic lessons which build on learning by comparing the religions, beliefs and practises studied.

The spiral nature of the RE curriculum builds on strong foundations allowing children to encounter and nurture some of the same skills and knowledge as they progress through. This directly support our school vision statement -

It aims to ensure that all pupils:

1. *Make sense of a range of religious and non-religious beliefs*
2. *Understand the impact and significance of religious and non-religious beliefs*
3. *Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.*

Through the teaching of RE, it is intended that children develop skills in investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising and evaluating

SCIENCE INTENT STATEMENT
Science in our school is about developing and growing all children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. Science in taught as a discrete subject (some strands taught thematically) from the National Curriculum to ensure progression. Children are exposed to high quality teaching and learning experiences that challenge each individual. Children are immersed in scientific vocabulary, which grows their knowledge and understanding whilst transferring skills across all subjects.

4 Organisation and planning (IMPLEMENTATION)

4.1 At our school we plan our curriculum in three phases. We agree a long-term plan for the whole school. This is done on a two year rolling programme. This indicates what skills and knowledge are to be taught in each term to ensure progression and help the children to know more, remember more and be able to do more. We then decide on a broad collective topic name to ensure cohesion and fun across all classes. We use Cornerstones maestro to deliver the curriculum.

We review our long-term plan on an annual basis. (see separate documents – long term plan and progression frameworks).

	Autumn 1 and 2	*Spring 1 and 2*	*Summer 1 and 2*
2024/25	Once Upon a Time	What a Wonderful World	Near and Far
2026/27	Movers and Shakers	Water, Water, Everywhere	Power and Glory

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the objectives and skills from the national curriculum and the Gloucestershire RE agreed syllabus (SACRE) for our medium-term planning.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the key learning objectives and assessment for learning objectives for each session, and to identify what resources, key vocabulary and differentiated activities we are going to use in the lesson. The lesson and learning evaluations are recorded on these plans to inform planning of follow up teaching and learning.

4.4 Throughout the school we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas which is closely monitored by the subject leaders and the Head.

4.5 Our curriculum is broad and balanced. The learning in a subject is blocked into a half or whole term. This means that, for example, a child may in one term have a history led topic that is linked with other curriculum areas, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects and/or EYFS curriculum allowing access to the learning objectives at their individual level and building on prior knowledge

5 Children with special needs

5.1 The curriculum in our school is fully inclusive, designed to provide access and opportunity for all children who attend the school.

5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child is not making adequate progress in areas of their learning, his/her teacher makes an assessment of their needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child needs greater provision, we consider the child for an EHC plan and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

5.2 The school provides an Individual Educational Plan (My Plan) for some pupils, in accordance with the school's policy for Special Educational Needs and the Code of Practice for Special Educational Needs.

5.3 The school works closely with pupils and parents ensuring they are fully informed of their children's work and are consulted at reviews on the pupil's future targets.

6 More Able and Gifted and Talented Children

6.1 The planned curriculum will provide challenge for the more-able children in the school through differentiation, group and individual teaching to provide the opportunity for each child to reach their potential

6.2 The curriculum will be enriched where possible with outside provision to provide excellence and enjoyment in an appropriate way that provides challenge, enrichment and wider opportunities.

6.3 Where the school cannot provide the level of teaching necessary for individual children then other resources or teaching and learning opportunities will be sought.

6.4 The school works closely with pupils and parents ensuring they are fully informed of their children's work and are consulted at reviews on the pupils' future targets.

7 Early Years Foundation Stage

7.1 The curriculum that we teach in the reception class meets the requirements set out in the National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

7.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in reception builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area and our pupils' families.

8 IMPACT

8.1 The development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum:

- Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.
- Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics.
- Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.
- Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.
- Pupils should be taught to speak clearly and convey ideas confidently using standard English.
- Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge.

8.2 In our curriculum planning we address these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these areas in order to develop to their true potential.

9. The Curriculum

As a school we use the Cornerstones Maestro curriculum, Gloucestershire Syllabus for R.E, Jigsaw and Real P.E Programme:

Using these we can:

- Plan for progress
- Assess and record progress.
- Include all National Curriculum subjects and exceed the requirements of the National Curriculum.

We…
• include all subjects
• Ensure that all subjects are treated equally - The arts are just as important as the core subjects
• caters for all abilities and include support and challenge

The curriculum is organised in 4 phases – EYFS, Yr 1/2, Yr 3/4 and Yr 5/6:

An outline of the KS1 and KS2 curriculum can be found in appendix 1 and in the information section of the school's website School https://whitminster-endowed-church-of-england-primary-school.secure-primarysite.net/curriculum/

MONITORING

10. The role of the subject leading teams

To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The subject leading teams provide leadership and direction for the subject and ensures that it is managed and organized to meet the aims and objectives of the school and the subject.
While the head teacher and governors carry overall responsibility for school improvement, a subject leading team has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.

Throughout their work, the subject leading team ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school. They play a key role in supporting, guiding and motivating teachers and other adults of the subject. They evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.
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A subject leading team identifies needs in their own subject and recognizes that these must be considered in relation to the overall needs of the school. It is important that they have an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

11. Working with Parents

At our school we are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. There are annual meetings with parents to discuss the new school year, expectations and curriculum to be covered. Three times/year the school hosts a homework showcase afternoon where parents are able to review work covered during that term. The homework tasks cover the full range of foundation subjects being taught that term.

12. Assessment (see assessment policy),

All areas of the curriculum are assessed using the school's online mark book (Insight) to ensure that skills can be built on. This data is then available for staff to monitor and plan new actions to ensure that the curriculum is being taught and delivered effectively.

13. Monitoring and review

Our governing body's curriculum and standards committee, in partnership with the headteacher, is responsible for monitoring the way the school curriculum is implemented.

The headteacher is responsible for the day to day organisation of the curriculum.

Subject leading teams monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.

14.Links to other Policies

Please see individual subject policies, SEND, EYFS, Assessment, Feedback and Marking, Teaching and learning

Appendix 1

Curriculum Map KS1

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries.

Non-fiction

- Write labels.
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.

• Present information.
• Write non-chronological reports.

Poetry

• Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks.

Note:

Only the following are statutory at KS1:

• personal experiences
• real events
• poetry
• different purposes.

Reading

• Listen to traditional tales.
• Listen to a range of texts.
• Learn some poems by heart.
• Become familiar with a wide range of texts of different lengths.
• Discuss books.
• Build up a repertoire of poems to recite.
• Use the class and school libraries.
• Listen to short novels over time.

Communication

• Engage in meaningful discussions in all areas of the curriculum.
• Listen to and learn a wide range of subject specific vocabulary.
• Through reading identify vocabulary that enriches and enlivens stories.
• Speak to small and larger audiences at frequent intervals.
• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
• Listen to and tell stories often so as to internalise the structure.
• Debate issues and formulate well-constructed points.

Mathematics

• Count and calculate in a range of practical contexts.
• Use and apply mathematics in everyday activities and across the curriculum.
• Repeat key concepts in many different practical ways to secure retention.
• Explore numbers and place value up to at least 100. • Add and subtract using mental and formal written methods in practical contexts.
• Multiply and divide using mental and formal written methods in practical contexts.
• Explore the properties of shapes.
• Use language to describe position, direction and movement.
• Use and apply in practical contexts a range of measures, including time.
• Handle data in practical contexts.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

Biology

Plants

• Identify, classify and describe their basic structure.
• Observe and describe growth and conditions for growth.

Habitats

• Look at the suitability of environments and at food chains.

Animals and humans

• Identify, classify and observe.
• Look at growth, basic needs, exercise, food and hygiene.

All living things*

• Investigate differences.

Chemistry

Materials

• Identify, name, describe, classify, compare properties and changes.
• Look at the practical uses of everyday materials.

Physics
Light*
• Look at sources and reflections.
Sound* • Look at sources.
Electricity*
• Look at appliances and circuits.
Forces
• Describe basic movements.
Earth and space
• Observe seasonal changes.

* Items marked * are not statutory.

Art and design

• Use experiences and ideas as the inspiration for artwork.
• Share ideas using drawing, painting and sculpture.
• Explore a variety of techniques.
• Learn about the work of a range of artists, artisans and designers.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design
• design purposeful, functional, appealing products for themselves and other users based on design criteria.
• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Make
• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Evaluate
• explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria.
Technical knowledge
• build structures, exploring how they can be made stronger, stiffer and more stable.
• explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.
Cooking and nutrition
• use the basic principles of a healthy and varied diet to prepare dishes.
• understand where food comes from.

Computing

• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
• Write and test simple programs.
• Use logical reasoning to predict the behaviour of simple programs.
• Organise, store, manipulate and retrieve data in a range of digital formats.
• Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Geography

• Investigate the world's continents and oceans.
• Investigate the countries and capitals of the United Kingdom.
• Compare and contrast a small area of the United Kingdom with that of a non-European country.
• Explore weather and climate in the United Kingdom and around the world.
• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
• Use world maps, atlases and globes.
• Use simple compass directions.

• Use aerial photographs.
• Use fieldwork and observational skills.

History

Look at:
• The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
• Significant historical events, people and places in their own locality.

Music

• Use their voices expressively by singing songs and speaking chants and rhymes.
• Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music.
• Make and combine sounds using the inter-related dimensions of music.

Physical education

• Participate in team games, developing simple tactics for attacking and defending.
• Perform dances using simple movement patterns.
• Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

• Study the main stories of Christianity. • Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
• Study other religions of interest to pupils.

Curriculum Map KS2

Writing

Narrative
• Write stories set in places pupils have been.
• Write stories that contain mythical legendary or historical characters or events.
• Write stories of adventure.
• Write stories of mystery and suspense.
• Write letters.
• Write plays.
• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-fiction
• Write instructions.
• Write recounts.
• Write persuasively.
• Write explanations.
• Write non-chronological reports.
• Write biographies.

• Write in a journalistic style.
• Write arguments.
• Write formally.

Poetry

• Learn by heart and perform a significant poem.
• Write haiku.
• Write cinquain.
• Write poems that convey an image (simile, word play, rhyme and metaphor).

Note: Only the following are statutory at KS2: • narratives • non-fiction • poetry.

Reading

• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
• Listen to and discuss a wide range of texts.
• Learn poetry by heart.
• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
• Take part in conversations about books.
• Learn a wide range of poetry by heart.
• Use the school and community libraries.
• Look at classification systems.
• Look at books with a different alphabet to English.
• Read and listen to whole books.

Communication

• Engage in meaningful discussions in all areas of the curriculum.
• Listen to and learn a wide range of subject specific vocabulary.
• Through reading identify vocabulary that enriches and enlivens stories.
• Speak to small and larger audiences at frequent intervals.
• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
• Listen to and tell stories often so as to internalise the structure.
• Debate issues and formulate well-constructed points.

Mathematics

• Count and calculate in increasingly complex contexts, including those that cannot be experienced first-hand.
• Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
• Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
• Explore numbers and place value so as to read and understand the value of all numbers.
• Add and subtract using efficient mental and formal written methods.
• Multiply and divide using efficient mental and formal written methods.
• Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.
• Describe position, direction and movement in increasingly precise ways.
• Use and apply measures to increasingly complex contexts.
• Gather, organise and interrogate data.
• Understand the practical value of using algebra.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

Biology

Plants

• Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

• Look at resemblance in offspring.
• Look at changes in animals over time.
• Look at adaptation to environments.
• Look at differences in offspring.
• Look at adaptation and evolution.
• Look at changes to the human skeleton over time.

Animals and humans

• Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
• Look at the digestive system in humans.
• Look at teeth.

• Look at the human circulatory system.

All living things

• Identify and name plants and animals
• Look at classification keys.
• Look at the life cycle of animals and plants.
• Look at classification of plants, animals and micro-organisms.
• Look at reproduction in plants and animals, and human growth and changes.
• Look at the effect of diet and exercise and drugs.

Chemistry

Rocks and fossils

• Compare and group rocks and describe the formation of fossils.

States of matter

• Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

• Examine the properties of materials using various tests.
• Look at solubility and recovering dissolved substances.
• Separate mixtures.
• Examine changes to materials that create new materials that are usually not reversible.

Physics

Light

• Look at sources, seeing, reflections and shadows.
• Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

• Look at sources, vibration, volume and pitch.

Electricity

• Look at appliances, circuits, lamps, switches, insulators and conductors.
• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. Forces and magnets
• Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
• Look at poles, attraction and repulsion.
• Look at the effect of gravity and drag forces.
• Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

• Look at the movement of the Earth and the moon.
• Explain day and night.

Computing

• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
• Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
• Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
• Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Art and design

• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
• Develop and share ideas in a sketchbook and in finished products.
• Improve mastery of techniques.
• Learn about the great artists, architects and designers in history.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

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

Make

• select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

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

Technical knowledge

• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
• understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
• understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
• apply their understanding of computing to programme, monitor and control their products.

Cooking and nutrition

• understand and apply the principles of a healthy and varied diet.
• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
• understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

History

• Changes in Britain from the Stone Age to the Iron Age.
• The Roman Empire and its Impact on Britain.
• Britain's settlement by Anglo Saxons and Scots.
• The Viking and Anglo Saxon struggle for the Kingdom of England.
• A local history study. • A study of a theme in British history.
• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
• Ancient Greece.
• A non- European society that contrasts with British history chosen from:
• Early Islamic Civilization
• Mayan Civilization
• Benin.
History of interest to pupils

Geography

• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
• Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.
• Locate the geographic zones of the world.
• Understand the significance of the geographic zones of the world.
• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
• Describe and understand key aspects of:
• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns.
• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Religious education

• Study the beliefs, festivals and celebrations of Christianity.
• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
• Study three of the major six religions not studied in depth in order to gain a brief outline.
• Study other religions of interest to pupils

Physical education

• Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
• Take part in gymnastics activities.
• Take part in athletics activities.
• Perform dances.
• Take part in outdoor and adventurous activity challenges both individually and within a team.
• Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Music

• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
• Improvise and compose music using the inter-related dimensions of music separately and in combination.
• Listen with attention to detail and recall sounds with increasing aural memory.
• Use and understand the basics of the staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
• Develop an understanding of the history of music.

Languages

• In the chosen modern language:
• Speak
• Read
• Write
• Look at the culture of the countries where the language is spoken.
• If an ancient language is chosen, read, translate and explore the culture of the time.

Appendix 2 Cornerstones Rolling Programme

Cornerstones		Term 1		Term 2		Term 3	
N/R Cycle A	Driver project	 Me and My Community (88 activities)	 Once Upon a Time (66 activities)	 Starry Night (72 activities)	 Dangerous Dinosaurs (75 activities)	 Sunshine and Sunflowers (76 activities)	 Big Wide World (75 activities)
	Mini project	Exploring Autumn (28 activities)	Sparkle and Shine (26 activities)	Winter Wonderland (27 activities)	Puddles and Rainbows (26 activities)	Shadows and Reflections (23 activities)	Splash! (23 activities)
N/R Cycle B	Driver project	 Let's Explore (63 activities)	 Marvellous Machines (65 activities)	 Long Ago (66 activities)	 Ready Steady Grow (65 activities)	 Animal Safari (66 activities)	 On the Beach (65 activities)
	Mini project	Build It Up (18 activities)	Puppets and Pop Ups (18 activities)	Stories and Rhymes (18 activities)	Signs of Spring (18 activities)	Creep, Crawl and Wriggle (18 activities)	Move It (18 activities) / Moving On (15 activities)

Cornerstones		Term 1			Term 2			Term 3		
Y1/2 Cycle A	Driver project	 Childhood History (26 lessons)			 Bright Lights, Big City Geography (28 lessons)			 School Days History (32 lessons)		
	Linked English packs	Autobiographies	Non-chronological reports	Riddles	Information posters	Directions	Narratives	List poems	Diaries	Letters
	Linked book study	*Wilfrid Gordon McDonald Partridge* by Mem Fox			*Topsy and Tim Visit London* by Jean and Gareth Adamson			*Whiffy Wilson: The Wolf who wouldn't go to school* by Caryl Hart		
	Science	Everyday Materials (approx. 12 lessons)	Human Senses (approx. 12 lessons)		Seasonal Changes (approx. 20 lessons)			Plant Parts (approx. 12 lessons)	Animal Parts (approx. 12 lessons)	
	A&D	Mix It (6 lessons)	Funny Faces and Fabulous Features (7 lessons)		Rain and Sunrays (6 lessons)			Street View (7 lessons)		
	D&T	Shade and Shelter (7 lessons)			Taxi! (6 lessons)			Chop, Slice and Mash (6 lessons)		
	Geography	Our Wonderful World (11 lessons)			Geography covered in the main project			Geography revision and retrieval practice		
	RE	Harvest (8 lessons) Christianity	Milad un Nabi (8 lessons) Islam	Diwali (8 lessons) Hinduism	Purim (8 lessons) Judaism			Naam Karan (8 lessons) Sikhism	Esala Perahera (8 lessons) Buddhism	

Affiliated products on Curriculum Maestro

Y1/2 Cycle A	Maths	White Rose Maths	Autumn White Rose Maths (57 lessons)	Spring White Rose Maths (46 lessons)	Summer White Rose Maths (49 lessons)
	Computing	Barefoot Computing at School	Barefoot Computing Year 1 (11 lessons)		

updated 11/04/22 subject to further change

Cornerstones		Term 1				Term 2				Term 3		
Y1/2 Cycle B	Driver project	 Movers and Shakers History (31 lessons)				 Coastline Geography (37 lessons)				 Magnificent Monarchs History (29 lessons)		
	Linked English packs	Biographies	Newspaper reports	Posters	Speeches	Descriptions	Adventure narratives	Non-chronological reports	Persuasive writing	Information leaflets	Kenning's poems	Comic strips
	Linked book study	*Rosa Parks (Little People, Big Dreams)* by Lisbeth Kaiser				*Katie Morag and the New Pier* by Mairi Hedderwick				*Queen Victoria's Bathing Machine* by Gloria Whelan		
	Science	Human Survival (approx. 12 lessons)		Habitats (approx. 12 lessons)		Uses of Materials (approx. 12 lessons)		Plant Survival (approx. 12 lessons)		Animal Survival (approx. 20 lessons)		
	A&D	Mix It (6 lessons)		Still Life (8 lessons)		Flower Head (7 lessons)				Portraits and Poses (6 lessons)		
	D&T	Remarkable Recipes (9 lessons)				Beach Hut (6 lessons)				Cut, Stitch and Join (8 lessons)		Push and Pull (7 lessons)
	Geography	Let's Explore the World (11 lessons)				Geography covered in the main project				Geography revision and retrieval practice		
	RE	Navratri (8 lessons) Hinduism	Hanukkah (8 lessons) Judaism	Christmas (8 lessons) Christianity		Losar (8 lessons) Buddhism		Anand Karaj (8 lessons) Sikhism		Jumu'ah (8 lessons) Islam		

Affiliated products on Curriculum Maestro

Y1/2 Cycle B	Maths	White Rose Maths: Autumn White Rose Maths (59 lessons)	Spring White Rose Maths (56 lessons)	Summer White Rose Maths (41 lessons)
	Computing	Barefoot: Barefoot Computing Year 2 (10 lessons)		

Curriculum 22 (mixed age) – Year 3/4 Cycle A

maestro Cornerstones

Cornerstones		Term 1				Term 2				Term 3			
Y3/4 Cycle A	Driver project	 Through the Ages History (39 lessons)				 Rocks, Relics and Rumbles Geography (33 lessons)				 Emperors and Empires History (38 lessons)			
	Linked English packs	Narratives	Instructions	Cinquains	Chronological reports	Non-chronological reports	Poetry	Newspaper reports	Diaries	Biographies	Letters	Myths	Poetry
	Linked book study	*Stig of the Dump* by Clive King				*The Firework-Maker's Daughter* by Philip Pullman				*Roman Tales: The Goose Guards* by Terry Deary			
	Science	Skeletal and Muscular Systems (approx. 20 lessons)				Forces and Magnets (approx. 20 lessons)				Plant Nutrition and Reproduction (approx. 12 lessons)		Light and Shadows (approx. 12 lessons)	
	A&D	Contrast and Complement (6 lessons)		Prehistoric Pots (5 lessons)		Ammonite (5 lessons)		People and Places (6 lessons)		Beautiful Botanicals (7 lessons)		Mosaic Masters (6 lessons)	
	D&T	Cook Well, Eatwell (7 lessons)				Making It Move (7 lessons)				Greenhouse (8 lessons)			
	Geography	One Planet, Our World (17 lessons)				Geography covered in the main project				Geography revision and retrieval practice			
	RE	Ganesh Chaturthi (8 lessons) Hinduism		Guru Nanak Gurpurab (8 lessons) Sikhism		Lent (8 lessons) Christianity				Vesak (8 lessons) Buddhism	Shavuot (8 lessons) Judaism		Hajj (8 lessons) Islam

Affiliated products on Curriculum Maestro

Y3/4 Cycle A	Maths	White Rose Maths: Autumn White Rose Maths (57 lessons)	Spring White Rose Maths (49 lessons)	Summer White Rose Maths (59 lessons)
	Computing	Barefoot: Barefoot Computing Year 3 (10 lessons)		

Curriculum 22 (mixed age) – Year 3/4 Cycle B

maestro Cornerstones

Cornerstones		Term 1				Term 2				Term 3			
Y3/4 Cycle B	Driver project	 Invasion History (39 lessons)				 Misty Mountain, Winding River Geography (33 lessons)				 Ancient Civilisations History (26 lessons)			
	Linked English packs	Anglo-Saxon poetry	Playscripts	Norse myths	Non-chronological reports	Diaries	Leaflets	Explanations	Narrative poetry	Free verse poetry	Instructions	Stories from other cultures	
	Linked book study	*The Saga of Erik the Viking* by Terry Jones				*King of the Cloud Forests* by Michael Morpurgo				*Secrets of a Sun King* by Emma Carroll			
	Science	Digestive System (approx. 12 lessons)		Sound (approx. 12 lessons)		States of Matter (approx. 12 lessons)		Grouping and Classifying (approx. 12 lessons)		Electrical Circuits and Conductors (approx. 20 lessons)			
	A&D	Contrast and Complement (6 lessons)		Warp and Weft (6 lessons)		Vista (6 lessons)		Animal (6 lessons)		Statues, Statuettes and Figurines (6 lessons)		Islamic Art (7 lessons)	
	D&T	Fresh Food, Good Food (8 lessons)				Functional and Fancy Fabrics (10 lessons)				Tomb Builders (5 lessons)			
	Geography	Interconnected World (13 lessons)				Geography covered in the main project				Geography revision and retrieval practice			
	RE	Janmashtami (8 lessons) Hinduism		Kathina (8 lessons) Buddhism		Vaisakhi (8 lessons) Sikhism		Holy Week and Easter (8 lessons) Christianity		Shabbat (8 lessons) Judaism		Eid ul-Adha (8 lessons) Islam	

Affiliated products on Curriculum Maestro

Y3/4 Cycle B	Maths	White Rose Maths: Autumn White Rose Maths (56 lessons)	Spring White Rose Maths (48 lessons)	Summer White Rose Maths (49 lessons)
	Computing	Barefoot: Barefoot Computing Year 4 (8 lessons)		

Curriculum 22 (mixed age) – Year 5/6 Cycle A

maestro Cornerstones

Y5/6 Cycle A	Term 1				Term 2				Term 3			
Driver project	 **Dynamic Dynasties** History (25 lessons)				 **Sow, Grow and Farm** Geography (36 lessons)				 **Groundbreaking Greeks** History (33 lessons)			
Linked English packs	Narrative poems	Biographies	Stories from other cultures		Non-chronologic reports	Diaries	Leaflets	Balanced agruments	Greek myths	Balanced arguments	Playscripts	Odes
Linked book study	*Bronze and Sunflower* by Cao Wenxuan				*The Secret Garden* by Frances Hodgson Burnett				*Who Let the Gods Out?* by Maz Evans			
Science	Forces and Mechanisms (approx. 12 lessons)		Earth and Space (approx. 12 lessons)		Human Reproduction and Ageing (approx. 20 lessons)				Properties and Changes of Materials (approx. 20 lessons)			
A&D	Tints, Tones and Shades (5 lessons)		Taotie (4 lessons)		Line, Light and Shadows (9 lessons)		Nature's Art (6 lessons)		Mixed Media (8 lessons)		Expression (7 lessons)	
D&T	Moving Mechanisms (6 lessons)				Eat the Seasons (6 lessons)				Architecture (8 lessons)			
Geography	Investigating our World (15 lessons)				Geography covered in the main project				Geography revision and retrieval practice			
RE	Dharma Day (8 lessons) Buddhism				Holi (8 lessons) Hinduism	Ramadan and Eid al-Fitr (8 lessons) Islam		Passover (8 lessons) Judaism	Pentecost (8 lessons) Christianity		Guru Arjan Gurpurab (8 lessons) Sikhism	

Affiliated products on Curriculum Maestro

Y5/6 Cycle A				
Maths	White Rose Maths	Autumn White Rose Maths (55 lessons)	Spring White Rose Maths (53 lessons)	Summer White Rose Maths (50 lessons)
Computing	Barefoot Computing at School	Barefoot Computing Year 5 (12 lessons)		

Curriculum 22 (mixed age) – Year 5/6 Cycle B

maestro Cornerstones

Y5/6 Cycle B	Term 1				Term 2				Term 3		
Driver project	 **Maafa** History (30 lessons)				 **Frozen Kingdoms** Geography (35 lessons)				 **Britain at War** History (34 lessons)		
Linked English packs	Newspaper reports	Persuasive letters	Non-chronological reports	Acrostic poems	Non-chronologic reports	Haikus	Newspaper reports	Adventure narratives	Persuasive posters	Historical narratives	Nonets
Linked book study	*Freedom* by Catherine Johnson				*The Wolf Wilder* by Katherine Rundell				Goodnight Mister Tom by Michelle Magorian		
Science	Circulatory System (approx. 20 lessons)				Electrical Circuits and Components (approx. 20 lessons)				Light Theory (approx. 12 lessons)	Evolution and Inheritance (approx. 12 lessons)	
A&D	Tints, Tones and Shades (5 lessons)		Trailblazers, Barrier Breakers (6 lessons)		Inuit (6 lessons)		Environmental Artists (6 lessons)		Distortion and Abstraction (8 lessons)	Bees, Beetles and Butterflies (7 lessons)	
D&T	Food for Life (6 lessons)				Engineer (7 lessons)				Make Do and Mend (8 lessons)		
Geography	Our Changing World (15 lessons)				Geography covered in the main project				Geography revision and retrieval practice		
RE	Rosh Hashanah and Yom Kippur (8 lessons) Judaism		Bandi Chhor Divas (8 lessons) Sikhism		Parinirvana (8 lessons) Buddhism		Lailat al Miraj (8 lessons) Islam		Kumbh Mela (8 lessons) Hinduism	Sunday (8 lessons) Christianity	

Affiliated products on Curriculum Maestro

Y5/6 Cycle B				
Maths	White Rose Maths	Autumn White Rose Maths (61 lessons)	Spring White Rose Maths (59 lessons)	Summer White Rose Maths (36 lessons)
Computing	Barefoot Computing at School	Barefoot Computing Year 6 (15 lessons)		