



Teaching, Learning & Curriculum Policy

Contents

	Page
1. Introduction	2
2. Aims and Objectives	2
3. Effective Learning	2
4. Effective Teaching	3
5. The Role of Governors	5
6. The Role of Parents	5
7. Monitoring and Review	5
8. Individual Subjects	6
English – Policy, Reading Intent & Writing Intent	7
Maths – Policy & Intent	
Science – Policy & Intent	
Art, Design & Technology – Policy & Intent	
Computing – Policy & Intent	
Geography – Policy & Intent	
History – Policy & Intent	
Music – Policy & Intent	
Physical Education – Policy & Intent	
RE – Policy & Intent	
Appendix A – Challenge Groups	

Updated: December 2025
Next Review: December 2027

1. Introduction

At Chestnut Lane School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun! Through our teaching we equip children with the skills, behaviours, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2. Aims and Objectives

At our school we provide a rich and varied curriculum and learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring, and independent learners;
- develop children's communication, including their speaking, listening, attention and social skills;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect ideas, attitudes, values and feelings of others;
- show respect for and celebrate equality and diversity and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

These aims are supported through ensuring children's spiritual, moral, social and cultural (SMSC) development, and the promotion of fundamental British values. Providing equal opportunities for all children is of paramount importance. See [Personal Development policy and Equality, Diversity & Inclusion policy and development plan](#) for further information.

3. Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the ways that best suit them at whichever level.

The learning opportunities offered across our school include:

- investigation and problem solving
- research and finding out
- asking and answering questions
- reasoning, proving and justifying
- creative and open-ended activities
- responding to multi-media material
- designing, making things and evaluating
- collaborative paired, group and whole-class work
- debates, role-play and oral presentations
- independent work
- use of technology and internet
- fieldwork and visits to places of educational interest
- participation in athletic or physical activity.

We aim to promote the Characteristics of Effective Learning in all children across the school. In the areas of engagement, motivation and creativity & critical thinking we encourage, praise and challenge pupils to demonstrate learning behaviours such as curiosity, independence, resilience, risk taking, ownership and reflection.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We record child-friendly learning objectives next to 'Learning

Bricks', which act as a visual tool to draw children's attention to what they are learning in a particular lesson. Our 'Why Wall' supports the overall learning journey, explaining why children need to acquire particular knowledge or learn a certain skill. Success criteria (Must, Should, Could, Might) is used throughout the school to provide opportunities for pupils to reflect on their learning and challenge themselves further.

4. Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the Department for Education's statutory documents, the National Curriculum and the Early Years Foundation Stage Framework to plan our teaching. This sets out the aims and objectives for local authority maintained schools, and details what is to be taught to each key stage/year group. Where required, small-step progression documents, such as Solent NHS Trust's 'Children's Therapy Service Early Years Developmental Checklist', are used to plan for individual's with specific needs. See our [EYFS policy and curriculum document](#) for further information.

Our curriculum intent documents outline our intentions for each curriculum subject throughout the school. These are used alongside the National Curriculum and Early Years Foundation Stage Framework to develop long term planning overviews for each year group. These are shared on our [school website](#). Medium/ short term planning is developed by teachers to plan sequences of lessons for each half term.

Time allocated to subjects will depend on our analysis of children's needs. This is likely to vary between year groups and particular classes in our school. The school takes into account national initiatives to raise standards of attainment. In addition, there may be separate time allocations for individual children or groups of children, in order to help them meet their particular learning needs.

We base our teaching on our knowledge of the children's level of attainment, including identifying any gaps in their learning. Our prime focus is to develop further the skills, behaviours, knowledge and understanding of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for all children, including those with special educational needs and/or disabilities (SEND) or those who are high attaining, we give due regard to the individual's identified next steps. We have high expectations of all children, and we believe that their work here at Chestnut Lane School should be of the highest possible standard. See our [Assessment policy](#) and [SEND policy & school provision document](#) for further information.

Learning activities are differentiated accordingly to meet the needs of all children, including key groups such as pupils with SEND, disadvantaged pupils, pupils with English as an additional language and pupils identified as high attaining. Differentiation can be achieved in different ways and will often include the use of resources (including adult support), questioning and verbal feedback, collaborative learning and flexible pace. Pupil grouping is flexible and there are regular opportunities for children to be taught in small, focus 'Challenge Groups' (see Appendix A). Subjects across the curriculum are differentiated as necessary.

All children in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability. The term 'high attaining' may apply to pupils who achieve exceptionally well academically, but also to those who clearly demonstrate other skills such as strong leadership qualities, high level practical skills or great capacity for creative thought. Good teaching and learning for high attaining pupils has the essential characteristics of good teaching for any pupil, but is characterised by planning more creatively, using more demanding resources, explicitly teaching pupils how to engage fully with the subject in a way that plays to their strengths and creating a classroom climate in which pupils are motivated to challenge themselves.

The majority of provision for high attaining pupils will be organised and provided by the class teacher as part of their normal differentiation of work to respond to their pupils' diverse needs. Our flexible groupings and smaller group intensive teaching sessions known as 'Challenge Groups' ensure further opportunities for high attaining pupils to be stretched and challenged in different ways.

Extension activities, within lessons, will enable children to:

- Focus on higher order skills

- Access additional resources to extend and challenge thinking
- Extend the breadth of study within the subject
- Utilise the full range of available technologies.

We set next steps for all children and we share these steps with children and their parents. We continuously review the progress of each child and set revised next steps, formally reporting to parents a minimum of three times a year. Daily marking is used to provide children with continuous and constructive feedback, matched to the learning objectives and success criteria set. See *Feedback and Marking policy for further information*.

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the National Curriculum or the Early Years Foundation Stage Framework. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. They follow a revisit, teach, practise and apply structure. We evaluate all lessons so that we can modify and improve our teaching in the future.

Central to our teaching is cross-curricular learning opportunities, including the use of outdoor learning and Muddy Puddles. These activities allow pupils to apply their skills, behaviours, knowledge and understanding in various contexts, and are further embedded in pupils' long term memory. To find out more about this learning approach, please see our [Muddy puddles policy / handbook](#).

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour management. We set and agree with children the class charter. We expect all children to comply with the school rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we help build positive attitudes towards the school and learning in general. We insist on good behaviour at all times. See our [Principles of Behaviour and Whole School Behaviour policy](#) for further information.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents, obtain their permission, and adhere to the local authority's EVOLVE guidelines. See our [Educational Visits policy](#) for further information.

We deploy learning support assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom resources.

Our classrooms are attractive learning environments. We change displays frequently, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work as many times as possible during the year. 'Working walls' are used throughout the school to capture the current learning journeys of the pupils and provide a reference to support them further with their learning. All classrooms have a range of reference texts, fiction and non-fiction books, as well as displays relating to English and Maths. We believe that a stimulating environment sets the climate for learning, and an engaging, yet calming, classroom promotes independent use of resources and high-quality work by the children.

Strong subject knowledge is essential to our teaching. All our teachers and learning support assistants reflect on their strengths and areas for improvement and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Both internal and external opportunities for training and continuing professional development are available to all staff. Peer support and in-school mentoring are an important part of our practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

5. The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety and equality regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes. These include the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6. The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding subject themed drop-in sessions to demonstrate our school strategies for teaching the curriculum, particularly English and Maths;
- sending welcome information to parents at the start of each term, in which we introduce key staff, highlight weekly routines and direct parents to curriculum overviews on our website, which outline what children will be learning in relation to our whole school topics;
- sending weekly memos with 'bite-sized' information relevant to children's learning and development;
- sending reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with learning at home. We suggest, for example, regular shared reading and providing useful resources on our school website;
- providing extensive guides for parents, in written and video form, to upskill parents to best support their children when learning at home.

We believe that parents have responsibilities to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general.

7. Monitoring and Review

Teaching, learning and the curriculum are monitored and evaluated in a number of ways throughout the school. Activities include:

- The senior leadership team (SLT) monitor through planning and work scrutinies, classroom learning walks and performance management and appraisal observations.
- Subject leaders monitor through planning and work scrutinies, classroom observations, peer observations and pupil voice.
- Teaching, learning and the curriculum are regularly reviewed and evaluated through staff and key stage meetings.
- Governors monitor through school visits and discussions at committee meetings.
- The Quality of Education committee monitor policies and data reports and feedback to the full governing body.

We are aware of the need to review the school's Teaching, Learning and Curriculum policy regularly so we can take account of new initiatives, changes in the curriculum, developments in technology or

changes to the physical environment of the school.

8. Individual Subjects (see below)

What does Muddy Puddles look like in our school? (*Why is Muddy Puddles important? What do we learn in Muddy Puddles?*)

- Qualified Muddy Puddle Teachers, training shared with other staff
- Outside in any weather, as long as it is safe
- Cross-curricular, including Phonics, Maths, Science, Geography, Art.
- Children are taught to take responsibility for their own safety when outside
- Children are taught Our Muddy Promise and The Muddy Safety rules, which are incorporated into lessons
- Provides children with experiences they may not have yet had

What opportunities does our Muddy Puddles teaching offer pupils?

- Real-life, hands-on experiences
- Time to explore their natural environment, appreciate it and learn how to care for it
- Chances to learn about and consider safety, risk assess and identify, avoid and manage possible hazards
- Chances for children to follow and extend their own learning
- Children can learn more about plants, animals and their habitats
- Development in positive attitudes in their own mental and physical health
- Chances to develop social skills, teamwork skills and general life skills

Chestnut Lane School's Curriculum Intent for Muddy Puddles

Muddy Puddles teaching is effective in our school when...

- It fosters children's natural curiosity and gives them time to follow their own learning path
- Staff and students are committed to spending time outside in any weather
- Lessons are practical and engaging, with plenty of moving around to keep children active
- The Three Muddy Ms (More Kids Moving, Mental Health and Mother Nature) are considered during planning and lessons
- Staff have strong subject knowledge and are keen to extend their own learning
- Skills learnt in lessons are applied in everyday activities, at home and school

What do our children like about Muddy Puddles?

- "You can see all the creatures."
- "Getting nice fresh air."
- "Learning about all the habitats."
- "I like learning about nature."
- "I like finding bugs under logs."
- "I like moving about."
- "When collect the sticks because it's so much fun and I really like it."
- "I like planting because it's fun!"
- "Finding stone babies."
- "Jumping in muddy puddles!"

What does a good Muddy Puddler look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Can start to risk assess the outside space and talk about what is safe on and what is unsafe to go on • Is interested in what's around them and asks questions about what they see • Can pick up nature from the floor safely • Enjoys spending time outside 	<ul style="list-style-type: none"> • Can risk assess the outside space and consider how weather affects surfaces • Can tell you how the outside space improves their wellbeing • Shows respect for nature and wildlife by being careful not to walk on plants or natural spaces 	<ul style="list-style-type: none"> • Shows happiness when they're outside • Appreciates being outside in all weather • Starting to understand that upcycling objects is good for the environment • Starting to understand that plastics are harmful to the environment



English & Literacy

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The National Curriculum 2014

Aims

The aims of Chestnut Lane School's English teaching are delivered using The National Curriculum document and the Early Years Foundation Stage Framework. The Development Matters statements and Early Learning Goals are followed to ensure continuity & progression from the foundation stage through to the National Curriculum. Pupil provision is related to attainment, not age.

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We aim for all children to develop the necessary skills to use English Language confidently, appropriately and accurately to the best of their ability.

Speaking and Listening

English is the basic language of communication in this country and much of the Western World and is a foundation of educational progress. The National Curriculum states:

"Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills."

Pupils at Chestnut Lane School are given opportunities to learn to use language in all contexts, both as a discrete curricular area and as part of other curriculum areas. Pupils gain confidence and self-esteem through developing language competence. English underpins the whole curriculum as a means for articulating, discussing, researching and recording and is closely linked to cognitive development.

Research tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about. Staff are trained to engage children in high quality interactions using the [ShREC approach](#) (further details in our EYFS policy).

Communication boards with 'tier 1' vocabulary and widgit symbols are used across the school and across the curriculum to support the development and application of vocabulary. Weekly '[Show and Tell](#)' sessions develop children's confidence in relation to their speaking, listening, communication and language skills. A set of guidelines for these sessions is shared with parents.

Where children have English as an additional language, their multilingualism is celebrated and recognised as an asset and high expectations are maintained while offering them the language support required to access learning. EAL learners have their language proficiency assessed and receive personalised support as a result (further details in our EYFS policy).

At Chestnut Lane School pupils talk and listen for a variety of purposes and audiences, including work in groups of different sizes. Through the range of experiences offered pupils should be given the opportunity:

- to tell stories, both real and imagined
- to participate in imaginative play, drama work
- to listen to stories, poetry and drama
- to learn some poems and rhymes by heart
- to read aloud
- to discuss possibilities and explore ideas, taking turns in speaking
- to predict outcomes
- to describe events, observations and experiences
- to make simple, clear explanations of choices
- to give reasons for opinions and actions
- to listen carefully and with growing concentration to specific points
- to speak confidently, fluently and with interest
- to distinguish between the essential and less important, thereby incorporating relevant details
- to ask and answer questions that clarify their understanding
- to take different views into account
- to adapt what they say to their listeners
- to understand the meanings of words and their uses in different contexts.

Reading

"Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading." [[DfE's Reading Framework](#)]

Reading is at the heart of our curriculum. We know that engagement with reading from the beginning is one of the most important ways to make a difference to children's life chances. At Chestnut Lane School, we aim for all children to become confident, keen and capable readers. We recognise that reading is multifaceted and carefully plan reading opportunities to support children in developing the many strands woven into skilled reading. We hope to instil a life-long love of reading in children who read for both pleasure and for a purpose. We believe that a positive reading partnership with parents is a key component of achieving our aim and recognise the vital roles played by quality 'book talk' and the need for reading to be done by, with and to children.

We are committed to a balanced and engaging approach to developing children's reading, teaching both decoding and comprehension skills. [[EEF Recommendation 2](#)] Further details about our approach to reading are summarised in our Reading Flyers:

- [Reading in Reception](#)
- [Reading in Year 1](#)
- [Reading in Year 2](#)

"Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school." (National Curriculum, 2014)

Phonics is a way of teaching children to link letters and sounds. It is currently thought to be the most effective way of teaching children to read fluently. [[DfE's Reading Framework](#)] We are proud to have developed our own bespoke Systematic Synthetic Phonics Programme which meets the [DfE's Essential Core Criteria](#) and has carefully sequenced and well-resourced progression document which informs planning, teaching and learning. A

full [Parent Guide](#) outlining the Phases in our programme is available on our website, along with Phase specific videos on [Tapestry](#) .

Writing

The [Curriculum and Assessment Review](#) has emphasised the importance of mastering foundational concepts in English. For writing, it is essential to teach pupils transcription skills (handwriting and spelling) from an early age, beginning in reception. This early instruction helps pupils to acquire these skills gradually, allowing them to free up working memory for composing. Phonics is the primary way to teach spelling and systematically and explicitly teaches pupils a comprehensive set of sound-letter relationships for spelling. Spelling is taught discretely through our Chestnut Lane School Phonics programme (as mentioned above) and children are encouraged to apply their spelling knowledge consistently to writing tasks across the curriculum.

We aim to create caring, positive, passionate environments in which children identify as writers and view writing as a pleasurable activity. As an infant school, we understand the need to balance the teaching of transcription and compositional skills. We recognise the importance of securing foundational knowledge for writing and understand that the process of writing is both a cognitive and physical 'whole body' skill. See our [Handwriting Policy](#) for further details for how we support pre-writing and letter formation.

We recognise the importance of teaching grammar, punctuation and vocabulary in the context of a sound understanding of reading and writing rather than in isolation [[The Writing Framework](#)]. Our [Core Books](#) contain exciting vocabulary, a range of punctuation and different grammatical features which are explicitly highlighted by the teacher, so that children are aware of the importance their role in conveying meaning. Having explored textual features in context, children are then taught to use and apply these meaningfully and successfully in their own writing [[Curriculum and Assessment Review](#)]

We create opportunities for children to experience and enjoy the craft of writing and carefully plan 'writing workshops' so that children experience the pleasure and satisfaction of 'publishing' their written work for an audience [[Writing 4Pleasure](#)].

Pupils write in a response to a variety of stimuli including stories, poems, classroom activities and personal experiences. Our [Core Books](#) act as model texts, exemplifying text, sentence and word level features and inspiring writing. Pupils should be given the opportunity:

- to understand the value of writing as a means of remembering, communicating organising and developing ideas and as a source of enjoyment
- to write for a range of readers
- to write in a range of forms including stories, poems, lists, captions, notices, instructions and invitations
- to plan and review their writing
- to work collaboratively
- to use the computer to generate written work
- to use punctuation in their writing to create sentences and paragraphs
- to spell a range of common words accurately
- through weekly 'Phonics Challenges' set by teachers and shared with parents, practise reading and (when appropriate) spelling words linked to their phonics focus, at times including irregular words.
- to learn spelling patterns and apply to other words
- to check the accuracy of spelling using dictionaries
- to hold the pencil comfortably in order to develop a cursive form following the conventions of written English
- to form letters correctly (use of exit stroke) and position them correctly
- to join letters (as per Handwriting Policy)
- to understand the need to write clearly and neatly in order to communicate meaning effectively
- to develop the use of correct grammar and structures of written English
- to extend vocabulary through consideration and discussion of words
- to have written work displayed around the classroom and school

Further details about the teaching of Writing at Chestnut Lane are summarised in our [Writing Flyers](#).



What does Reading look like in our school?

(*Why is Reading important? What do we learn in Reading?*)

- Reading is done **by, with** and **to** children, who develop a love of and natural flare for reading.
- Positive partnership with parents: Read-ins, workshops, resources
- Reading for enjoyment: daily dedicated story times & weekly library visits
- Researching: reading to explore, discover & engage with a topic
- Texts linked to topics and Core books for each year group
- Interactive, multi-sensory phonics to develop word reading skills
- Wordless books to build key literacy skills
- Phase Books: fully decodable, matched to child's phonic knowledge
- Shared Reading: to build comprehension skills (Toolbox approach)
- Text rich environment with wide range of opportunities through the school
- Constant assessment of reading (word reading and comprehension skills)

What opportunities does our reading teaching offer pupils?

- Reading for pleasure and purpose
- Reading at home – by, with and to rule
- Helicopter Stories and Poetry Basket
- National celebrations
- Author and illustrator visits
- Inspirational workshops
- Library
- Book sale
- Reading to other year groups
- Shared reading – group discussions, sharing and responding to thoughts/opinions
- Small clear next steps

Chestnut Lane School's Curriculum Intent for English - Reading

Reading is effective in our school when.....

- Relevant and purposeful opportunities
- Non-fiction and 'real books' as well as fiction
- Topic related and cross curricular
- Linked through all we do and all around us
- Children ask questions and extend their understanding
- Reading for different purposes and for enjoyment
- High expectations from everyone
- LSA training and parent workshops, for high level of support
- Range of reading skills developed (Reading Toolbox approach)
- Developing comprehension from the earliest stage (wordless books)
- It influences writing, role play, art, imagination

What do our children like about Reading?

- "Books send my mind on an adventure."
- "Reading makes you feel strong and gives you power."
- "Reading makes me feel happy because you get lost in the world of books."
- "I like reading because we learn a whole lot of special stories."
- "You get to be in stories and you actually learn quite a lot."
- "Learn about new things."
- "I like the facts you can find out."
- "Reading can help calm you down."
- "Makes everything really interesting."
- "You can learn even more sounds."
- "I love the imagination it gives us."
- "It exercises our brains."
- "It is fun."
- "Reading is fascinating."

What does a good reader look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Develop phonics knowledge • 'Skill of reading' (following pages etc) • Interested in reading • Identifying print in the environment • Listening to stories and developing enjoyment • Demonstrate imaginative thinking through storytelling and role play 	<ul style="list-style-type: none"> • Making independent reading choices • Blending real and nonsense words • Reading familiar words 'at a glance' • Checking reading makes sense • Making simple predictions and inferences • Sequencing events and retelling stories • Joining in with repeated/predictable phrases • Identifying fiction and non-fiction 	<ul style="list-style-type: none"> • Building fluency • Detailed predictions • Making links between books and own experiences • Making well-reasoned inferences • Finding 'evidence' to support opinions and ideas • Asking own questions about a text • Recalling, retelling, sequencing and summarising • Clarifying vocabulary and discussing word choices

What does writing look like in our school?

(*Why is writing important? What do we learn about writing?*)

- Unique, progressive planning per year group (using children's next steps and interests)
- Balance of transcription and composition, securing foundational skills
- Writing workshops to ensure a range of writing for both pleasure and purpose
- Oral composition: pupil voice captured by sticky labels, Tapestry, talk pegs etc.
- Writing for different purposes and in a range of styles; inspiration from Core Books
- Challenge Groups – personalised learning for all
- Reading and talking as writers
- Cross-curricular opportunities
- Pre-writing skills: 'whole body' activity
- Independent & child-led opportunities
- Modelling and responding to new skills
- Word banks and communication boards
- Creative and practical
- Multimedia mark making
- Interventions to develop core skills
- Application of phonics (sound mats)
- Outdoor opportunities
- Handwriting consistently modelled

What opportunities does our writing teaching offer pupils?

- Secure letter formation
- Phonics for spelling
- Writing for Pleasure (Workshops)
- Vocabulary development
- Purposeful writing
- Practical stimulus
- Creative writing
- Clear next steps (live feedback)
- Meaningful application of spelling, grammar and punctuation in context
- Flexible groups
- Exploring interests and making connections
- Reflecting, editing and improving

Chestnut Lane School's Curriculum Intent for English – Writing

Writing teaching is effective in our school when.....

- Creative and uses a practical stimulus
- Open ended – no ceiling for anyone
- Writing for a purpose
- Applying a range of skills naturally
- Children have ownership over their writing
- Opportunities to build vocabulary and word banks
- High expectations for all
- Wide range of opportunities in different areas for all
- Good subject knowledge from all staff (LSA training)
- Children have opportunities to edit and self-improve
- Success criteria to support and scaffold independent learning

What do our children like about writing?

- "I like writing so you can keep your memories so you never forget them."
- "English has inspired me to be a famous writer for children's books when I grow up."
- "When you write, it makes you learn even more all the time."
- "It gives me the power to write anything I would like. I could write a book!"
- "I like writing poems and using all the new things we have learned, like similes."
- "Being able to write makes me smile."
- "I love being able to join independently."
- "Sending cards and letters to other people."
- "I like writing sentences and using describing words."
- "It is really fun and always really interesting."
- "Reading different books and then writing about them."
- "Writing makes me feel good."
- "Making stories!"
- "I like spelling my name."

What does a good writer look like at the end of each year group?

EYFS

- Giving meaning to marks
- Keen to mark make
- Apply phonics knowledge to record ideas
- Developing language
- Orally provide a narrative

Year 1

- Understand sentence structure
- Composition: think it, say it, write it
- Read own writing aloud and identify changes to make
- Link and extend sentences
- Develop resilience and stamina
- HFW correctly spelt

Year 2

- Secure sentence structure
- Composition: think it, say it, write it, check it
- Editing and improving independently
- Extended writing
- Application of spelling, punctuation and grammar
- Evidence of reading influencing writing
- Application of extended vocabulary (synonyms)

Mathematics

Rationale

“Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

National Curriculum 2014

Aims and Objectives

Mathematics teaches us how to make sense of the world around us through developing a child’s ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Mathematics is one of four specific areas for learning and development in the EYFS, which recognises ‘a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically’. Through a Mastery approach and engaging curriculum, children work towards Early Learning Goals (ELGs) that they are expected to achieve at the end of their Reception year. In EYFS, children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’ and talk to adults and peers about what they notice while not being afraid to make mistakes.

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

In line with our school vision, values and characteristics of learning, our mathematics curriculum teaches children to be curious, resourceful, collaborative and resilient. Teachers make use of the NCETM Mastery Materials to develop their subject and pedagogical knowledge, in combination with other high-quality resources. The mastery approach empowers every child to succeed through interactive lessons and practical activities, providing small, cumulative steps to build a solid foundation of deep mathematical understanding.

What is Maths Mastery?

- Mastery is the process of ensuring students understand a particular foundational concept before moving to the next one.
- Mastering mathematics means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject.
- The phrase ‘teaching for mastery’ describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering a subject.

Our mathematics teaching is designed to enable a coherent learning progression, providing access for all children to develop a deep and connected understanding of mathematics that they can apply in

a range of contexts. Practical (concrete) resources are used to help develop fluency, so children have the flexibility to move between different contexts and representations of mathematics.

For further details, please see our [Maths Mastery Number and Calculation Guide](#).

Mastering Number Programme

In addition to regularly timetabled maths lessons that are part of our curriculum, children in Reception, Year 1 and Year 2 participate in the Mastering Number Programme. This national programme aims to secure firm foundations in the development of good number sense, alongside developing children's oracy skills through the use of 'stem sentences'. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Mastering Number content is taught in four short sessions a week, which develop children's fluency and flexibility with number and automatic recall of key number facts. Comprehensive teaching materials for this programme include manipulatives such as rekenreks and tailored use of the popular 'Numberblocks' series. Engaging animated characters introduce concepts of number to support early mathematical understanding and help children bring the numbers and ideas to life in the world around them.

Representations: Concrete, Pictorial and Abstract

We recognise that using concrete, pictorial and abstract representations is highly effective in the teaching of mathematics to develop conceptual understanding. Manipulatives and the images are a means for children to understand the symbolic, so it's important to move between all modes to allow children to make connections. The intention is to support children in 'seeing' the mathematics, rather than using the representation as a tool to 'do' the mathematics. These representations become mental images that students can use to think about mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.

For further details, please see our [Glossary of Mathematical Representations](#).

Mathematical Vocabulary

Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively. Communication boards with key vocabulary and widgit symbols, as well as stem sentences are used to support the development and application of vocabulary. We encourage children to vocalise their mathematical understanding, helping to build on previous learning and communicate their ideas and reasoning using the vocabulary that has been explicitly taught and modelled.

For further details, please see our [Glossary of Mathematical Vocabulary](#) and our [Calculation Vocabulary overview](#).



What does Maths look like in our school?

(*Why is Maths important? What do we learn in Maths?*)

- Everyone is a mathematician!
- Practical, fun and engaging activities and open-ended investigations
- Flexible use of a range of representations: concrete, pictorial and abstract
- Use of stem sentences and key vocabulary
- Talking and reasoning, applying our knowledge and understanding
- Solving puzzles and problems: “how do you know?” “why did that work?”
- Spotting patterns and making connections: “make sense”
- Cross-curricular: “maths is everywhere”
- Collaborative ideas, working together and independently
- Learning from mistakes: curious and resilient learners
- Challenge Groups – personalised learning for all
- Individual scaffolding and interventions to stretch and support

What opportunities does our Maths teaching offer pupils?

- High quality interactions during play and provision
- Exploring interests and making connections
- Building fluency – recall and application of facts
- Flexibility to move between contexts and representations
- Progressive sequence, increasing in complexity over time
- Varied and frequent practice
- Breaking down problems into steps
- Reasoning, justifying and proving mathematical thinking
- Outdoor learning opportunities
- Home-learning to consolidate skills
- Lunch time/after school clubs (chess)
- Thinking about the world mathematically

Chestnut Lane School’s Curriculum Intent for Maths

Maths teaching is effective in our school when.....

- Accessible for all and empowers every child to succeed
- Fluency and flexibility reduce cognitive overload
- Provides hands-on experiences for the children to explore and play
- Children use resources to “see the mathematics”
- Small, cumulative steps building a solid foundation of deep understanding
- Relevant to the children’s lives and experiences
- Children recall and apply knowledge and skills in a range of contexts
- Part of everyday life at school and used across the curriculum

What do our children like about learning Maths?

- “I am always learning new things.”
- “I can put the dinosaurs in a straight line. Windows are square.”
- “I like it when the part is hiding and you have to guess the parts and find the whole.”
- “I like playing with money because I can use it at home or at the shops.”
- “When you solve it, you’re really proud of what you’ve done because it’s hard work thinking.”
- “I like using the resources because it helps me move the numbers in my head.”
- “I enjoy learning maths words and what the different symbols mean.”
- “I like singing ‘1,2, 3, 4, 5, Once I caught a fish alive!”

What does a good mathematician look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none">• Have a deep understanding of numbers to 10, including the composition of each number.• Subitise up to 5• Explore and represent patterns within numbers to 10 (even/odds, doubling facts)• Talk about real life problems• To use the language of measure and measure using non-standard units	<ul style="list-style-type: none">• Counting to 100• Develop an understanding of place value• Addition and Subtraction (within 20)• Name 2d and 3d shapes• Record measurements• Recognise and know the value of different coins and notes• Solve real life problems and reason about their findings	<ul style="list-style-type: none">• Compare and explore numbers to and above 100• Understand value of each digit in a 2-digit number• Addition and Subtraction (1 and 2-digit numbers)• Multiplication and Division (2s, 3s, 5s, 10s)• Describe and compare 2d and 3d shapes• Compare measurements using appropriate terminology• Find suitable ways to solve problems, showing methods and results and reason about their findings

Science

Introduction

Science fuels a child's instinctive desire to investigate the world, from the tiniest minibeast in the school garden to the vastness of the changing seasons. In our school, science is a journey of discovery that begins with a simple "why?" and leads to hands-on exploration of the natural and physical world. Through scientific enquiry, our children learn to be observers, testers, and problem-solvers as they develop the skills to perform simple tests and find answers to their own questions. From planting seeds to see how living things grow, to exploring the properties of materials or the wonders of their own bodies, pupils build a deep understanding of how the world works. By observing the environment closely, children see how science helps us solve real-life problems and understand the needs of all living things. Science helps our youngest learners develop a sense of awe and wonder, empowering them to care for their environment and understand their place within the living world.

Aims

The curriculum for science aims to harness a child's natural curiosity about the world whilst equipping them with the tools to work like scientists. They will develop a foundational understanding of the natural and physical world, allowing them to explore how living things, materials, and the environment function and interact. It also teaches children to make connections to their own daily experiences and use practical evidence, such as close observations and simple tests, to ask perceptive questions, make predictions, and understand that science is a process of discovery based on what we can see and measure. By the end of Year 2, children should have built a bank of scientific vocabulary and the confidence to investigate the "why" and "how" behind the phenomena they encounter every day.

Spoken Language

The science curriculum reflects the importance of spoken language in pupils' development across the whole curriculum. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. Communication boards with 'tier 1' words and widgit symbols are used across the school to support the development and application of vocabulary. Children are supported in making their thinking clear, both to themselves and others, and teachers support pupils to build secure foundations by using discussion to deepen thinking and address misconceptions.

Science in Early Years

In the Early Years, science is explored through the Understanding the World area of learning. It focuses on nurturing a child's natural curiosity and their desire to investigate the physical and natural environment around them.

- Children use their senses to explore the world, describing how different materials feel, smell, and look as they play.
- They observe the natural world closely, noticing patterns and changes in the weather, the seasons, and the growth of plants in the school garden.
- Through hands-on discovery, they explore the properties of materials by playing with water, sand, and mud to see how they change and behave.
- They talk about living things, identifying the features of animals and plants and learning how to care for them with respect.
- They ask "why" and "how", making simple predictions and comments about why things happen, such as why snow melts or why a ball rolls down a slope.

Key Stage 1

In Key Stage 1, the principal focus of science teaching is to enable pupils to experience and observe phenomena, looking closely at the natural and humanly-constructed world around them. Children are encouraged to be naturally curious, using scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out. First-hand, practical experiences are prioritised and children also begin to use appropriate secondary sources, such as books, photographs and videos to support their learning.

Working Scientifically

Working scientifically specifies understanding of the nature, processes and methods of science for each year group. In both Year 1 and Year 2, children are taught how to work scientifically by developing the following skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Year 1

In Year 1, pupils move from general exploration to specific identification and naming of the world around them, through different areas of study.

- **Plants:** Identifying and naming common wild and garden plants, including deciduous and evergreen trees.
- **Animals, including humans:** Naming a variety of common animals (birds, fish, mammals, reptiles, and amphibians) and identifying parts of the human body.
- **Everyday Materials:** Distinguishing between an object and what it is made of, and describing the properties of wood, plastic, glass, metal, and water.
- **Seasonal Changes:** Observing the weather and how day length varies across the four seasons.

Year 2

In Year 2, the curriculum shifts toward understanding living things and life processes and how materials can be manipulated for different purposes.

- **Living Things and their Habitats:** Exploring the differences between things that are living, dead, and have never been alive, and how habitats provide for the basic needs of different animals and plants.
- **Plants:** Observing how seeds and bulbs grow into mature plants and researching what plants need to stay healthy, such as light and water.
- **Animals, including humans:** Focusing on the life cycles of animals and the basic needs of animals for survival, as well as the importance of exercise and hygiene.
- **Uses of Everyday Materials:** Identifying and comparing the suitability of various materials for particular uses and finding out how the shapes of solid objects can be changed.

Nature of Science

Science should allow children to gain knowledge and understanding of the natural world around them. Science plays an essential part in today's society and it is important we provide access to basic scientific concept to promote children's understanding of the world around them. In addition, it provides a vehicle for developing certain essential skills, knowledge and a regard for the environment. Through science and other subjects children learn about sustainability and their role in influencing the future.

Science in the Foundation Stage

Much of the science work is carried out through topics which are planned for mainly using the Understanding the World strand of the Early Years Foundation Stage Framework. Sand and water play, cooking, gardening, environmental walks, 'Muddy Puddles' nature sessions and interest tables are an important part of science in the Early Years. This forms the necessary prior learning which prepares pupils for science in Key Stage 1.

Science in Key Stage 1

Science is a significant subject in the National Curriculum. All children are given access at practical science and work on objectives detailed in the new National Curriculum.

The objectives are used to formally assess children's scientific understanding. At the end of Year 2 children are given an overall Key Stage One grading based on the Performance Descriptors.

Programmes of Study in Year 1

- plants
- animals, including humans
- everyday materials
- seasonal changes.

Programmes of Study in Year 2

- plants
- animals, including humans
- materials
- living things.

Safety in Science

Children's safety is paramount in science. To create a safe scientific learning environment, Be Safe! By The Association for Scientific Understanding and CLEAPSS.org are both used for clarity and guidance.



What does Science look like in our school? (*Why is science important? What do we learn in science?*)

- Science is cross-curricular and links to our daily lives
- Using investigative skills to observe and perform tests
- Exploring our ever-changing environment through the seasons
- Using creative and outdoor learning to bring ideas to life
- Hands-on discovery with plants, animals and materials
- Asking curious questions like “What happens if?”
- Practical lessons and investigations to explore materials and physical changes in living things
- Working in pairs and groups to share scientific findings

What opportunities does our Science teaching offer pupils?

- Using our outdoor environments and on-site cabin for immersive scientific discovery
- Cross-curricular Muddy Puddles sessions to explore nature
- Learning walks in the local area to observe seasonal changes
- Planting and maintaining a variety of plants and flowers
- Growing produce in our Year 2 fruit and vegetable patch
- Taking part in exciting trips and hosting expert visitors
- Hands-on opportunities to use a range of scientific tools and equipment
- Collaborative group work to solve problems and share results
- Using physical and digital resources to safely research the natural world
- Developing listening, vocabulary and observation skills

Chestnut Lane School's Curriculum Intent for Science

Science teaching is effective in our school when.....

- It is creative, engaging and sparks natural curiosity
- Staff share resources and ideas to use the best scientific methods
- Science is woven into other lessons and learning experiences
- It is taught through a hands-on and practical approach
- Children are enthusiastic and eager to investigate the world
- Children have opportunities to explore a range of scientific equipment
- It is taught using cross-curricular links and outdoor learning
- Collaborative lessons inspire children to ask their own questions
- Whole-school promotion of environmental awareness and nature

What do our children like about learning Science?

- “I like going outside.”
- “Hunting for bugs is fun.”
- “I like to do experiments and think about what is going to happen and why.”
- “I enjoy looking at nature.”
- “Learning about wildlife is fun. We have to take care of our world.”
- “I like finding out how the world works.”
- “I like learning about different materials and why they are used to make different things.”
- “I like growing things.”
- “I can’t wait to grow and eat fruit in the garden when it is warmer.”

What does a good scientist look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Uses senses to explore and is beginning to describe the properties of materials in the environment • Explores the outdoor areas and garden and notices changes in the natural world • Starting to develop vocabulary, including descriptive words to talk about plants and animals • Names some commonly found plants and animals • Understands how things work by investigating simple physical changes and textures • Explores different habitats and shows care for the living things found within them 	<ul style="list-style-type: none"> • Explores the natural world by naming common plants, trees and animal groups • Selects simple equipment like magnifying glasses to observe closely • Uses their senses with accuracy to identify parts of the human body and materials • Deeper understanding of seasonal changes and how they affect the world around us • Performs simple tests with a partner or as part of a group to find answers • Explores and identifying the physical properties of a range of common materials such as wood, plastic, glass and metal 	<ul style="list-style-type: none"> • Makes simple predictions before carrying out tests • Draws simple conclusions based on observations • Explores conditions for healthy plant growth • Uses different scientific tools to measure and record data with increasing independence • Beginning to infer during partner talk to suggest how an investigation could be changed/improved • Collaborative work to research habitats and how they provide for the needs of living things • Performs comparative tests with greater confidence • Investigates how materials can be changed • Makes connections and uses knowledge of food chains to show how animals and plants depend on each other • Confidently identifies differences between things that are living, dead and have never been alive



Art, Design & Technology

Introduction

Art, Design & Technology is a foundation National Curriculum subject and encompasses art, craft, design, food preparation, model making and contextual studies. Visual communication is an essential part of everyday life and crosses all aspects of the curriculum. “Making Art” encourages an understanding of what is seen by stimulating response and interpretation. Above all, the **process of creating** is the most valuable part of Art and Design Technology.

Aims and Objectives

Our aims and objectives for Art, Design & Technology:

- to develop understanding and appreciation of the visual world recognising the themes of colour, pattern, texture, line, shape, form and space
- to provide a means of expressing ideas and feelings through a wide variety of medium and materials
- to develop confidence, satisfaction and above all, enjoyment in creativity
- to promote an awareness of our artistic and design heritage and culture in its many forms. Studying painters, sculptors, craft makers, designers photographers, etc.
- to encourage children to develop and share ideas, experiences, imagination and information.

Art, Design & Technology development and Development Matters in the Early Years

In the early years Art, Design & Technology is fundamental to reading and writing. Children express their feelings and ideas in pictorial or model form before they become familiar with and confident in the use of the written word. Early reading books are pictorial and children use interpretation of pictures to imagine stories and words beyond their reading knowledge. They are encouraged to independently experiment using a variety of tools and media. Pupils are taught through the areas of:

- exploring and using media and materials
- being Imaginative.

The National Curriculum

Pupils are taught to:

- produce creative work by taking risks, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture, printmaking, textiles, woodwork, sewing, cooking modelling and other Art and Design techniques and use a range of tools, equipment and medium
- 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 and link to own products.

Skills

Across age phases pupils are taught Art, Design & Technology as a practical subject and are taught the skills of:

1. Generating Ideas: The skills of designing and developing ideas.
2. Making: The skills of making art, craft and design.
3. Evaluating: The skills of judgement and evaluation.

Resources and Information Technology

Every classroom has a specific painting area with running water. The main block has a large art space that can be used to accommodate one class and is timetabled to be used. Each class has access to a wide variety of card, papers, paints, crayons, brushes and other media necessary for creativity. There is a large collection of pictures, prints, postcards and artefacts. Vocabulary is displayed in the main block Art Room and within classrooms. There are many opportunities for the use of information technology including, drawing and modelling software, photographic equipment, chromebooks.

Health and Safety

Children are taught the correct way to use and carry tools, such as pencils and scissors. Woodworking and sharp tools are closely monitored by staff when in use and kept locked away when not in use. At the start of a session, children are reminded of any safety rules applicable for the activity. Basic food hygiene standards and measures are followed and highlighted to pupils.

Courses, Museums and Teacher’s Private Views are attended and outside specialists keep staff informed of new ideas and inspired by resources.



What does Art, Design & Technology look like in our school?

(Why is it important? What do we learn?)

- Uses a range of materials and processes in both 2D and 3D
- Art work produced includes drawing, textiles, painting, sculpture, printmaking across all year groups
- Design Technology products include woodwork, sewing, cooking and modelling across all year groups
- Learning to take risks and add freedom to the creation process
- Make products linked to an objective
- Often inspired by artists or designers locally, nationally and internationally both modern and historical
- Inspiring resources and outdoor projects
- A range of tools and equipment are used to perform practical tasks
- Explorative use of different mediums/medias
- Technical knowledge is built through year groups exploring mechanisms or construction skills

What opportunities does our Art, Design & Technology teaching offer pupils?

- Teaching is often cross curricular
- Art Days/workshops using specialist teachers
- Links to ICT and computing in both KS1 and Early Years
- Outdoor space and resources to use to create or inspire
- Extra-curricular clubs, such as Art Club
- Varied projects with child initiated and meaningful outcomes
- Children learn basic skills of cooking including nutrition
- Mark making and construction resources in all areas in Early Years
- Art work or DT products to regularly be inspired by, or be created outdoors

Chestnut Lane School's Curriculum Intent for Art, Design & Technology

Art, Design & Technology teaching is effective in our school when...

- Children have opportunities to explore a vast range of medium
- Children are taught to develop techniques of colour, pattern, texture, line, shape, form and space
- Children are taught the correct processes, skills and techniques by modelling
- Work is evaluated and discussed with peers and adults
- Children take risks and can display effective characteristics of learning during the process of making
- Children have ownership of ideas and use imagination
- Subject knowledge is strong and shared with other staff
- Resources are high quality and varied
- Artwork is valued

What do our children like about learning Art, Design & Technology?

- "I like it because it's fun to do it - painting."
- "It's exciting, you get to make new things."
- "I like to keep trying and improving."
- "You can improve every time you do it."
- "I like woodwork - it's challenging."
- "I like the materials because they are strong."
- "Learning about artists inspires me to do better art."

What do good artists and designers look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none">• Children give reasons for artistic or design choices• Evaluate and give opinions on own work or respond to discussion about artist's work• Children explore art and design process with an emphasis on building and making links• Design process often from imagination	<ul style="list-style-type: none">• Children make comparisons with artists, architects and engineers• Children use the 'language of art' at a basic level• Learn how to generate, develop, model, and communicate ideas through talking, drawing, templates and mock ups• Begin to hone the skills of exploration of art and design making process• Evaluate responses to own work	<ul style="list-style-type: none">• Children explore notable artwork and artists or designers with historical or cultural links• Make links between their own work and that of known artists, craftsmen or designers• Children begin to hone techniques learnt across medium or with specific tools• Evaluate the process of making art or products

Computing

Information and Communication Technology / Computing

Information and Communication Technologies (ICT) are the computing and communications facilities and features that support teaching, learning and a range of activities in education. Computing is the knowledge, skills and understandings needed to employ technologies appropriately, securely and productively in learning, employment and everyday life.

Mission Statement

True computing capability is attained when a child has knowledge and an understanding of the concepts involved, has acquired the necessary skills, can apply these skills to learning situations and understands the significance of technology in the modern world, in their learning and life. The extent to which they can do this independently and appropriately, making their own decisions, defines their level of capability.

Aims

Our aims for Computing are that all pupils will:

- enjoy using a wide range of ICT
- choose and use appropriate applications with confidence
- develop practical skills in the use of ICT
- be able to select appropriate ICT resources and applications for a task
- understand the capabilities and limitations of ICT
- develop an essential awareness of staying safe whilst interacting with ICT.

Principles for the use of Information and Communication Technology

ICT is important because its use is widespread in the modern technological world and it will continue to grow. ICT skills are recognised as cross-curricular and their use is called for or assumed in all subjects to support and enrich pupils' learning. It is also a knowledge and skill area in its own right. Every pupil will have appropriate experience in all the areas identified in relevant curriculum documents and guidance. Pupils will have experience in the following areas:

- online safety
- programming
- handling data
- multimedia
- technology in our lives

Strategies for the use of Information and Communication Technology

Pupils will have experiences of a variety of hardware and software that allows teachers to provide for progression of skills, concepts and applications. The children have access to Chromebooks, iPads, Cameras, BeeBots and a range of technology to support their development of skills and understanding. Pupils will become increasingly independent in their use of ICT and will learn to choose the most appropriate tools required for any given curriculum activity. Excellence in ICT and Computing is celebrated in displays around the school; text, pictures, photographs, graphs and charts produced by pupils using technology.

Health and Safety

Staff should only use school equipment to take images of pupils. No personal cameras, or mobile phones, should be used.

ICT equipment should be treated with the same care as any other electrical equipment.

- Pupils should be encouraged from the earliest age to consider and adjust their posture when using the keyboard in order to avoid strain to the arms and back.
- Staff should consult the SENCO and with regard to any implications of the use of ICT for known medical conditions e.g. epilepsy, visual impairment.
- Staff using ICT resources with pupils should familiarise themselves with and follow any safety guidelines.

Parental Involvement

The Computing coordinator will organise training for the parents to attend to enable them to better understand how to support their children with staying safe online. The aim of this will be to ensure that all parents and guardians are aware of the importance of Online Safety and how to keep young children safe when working online.



What does Computing look like in our school?

(*Why is Computing important? What do we learn in Computing?*)

- Computing is cross-curricular
- How to stay safe whilst working online
- Develop a range of invaluable life skills with the ever growing technological world around us
- Creative approaches are used to engage and motivate the children
- Using and exploring a range of technology
- Keeping up-to-date with current affairs and latest technology developments
- The children have opportunities to use iPads, Chromebooks, cameras, microphones, talking pegs etc.

What opportunities does our Computing teaching offer pupils?

- Children have the opportunity to explore and use a range of technology
- Children encounter a range of programs and software
- The children use latest developments of IT (e.g. Chromebooks)
- Computing enables the children to develop independence
- Children work collaboratively with peers when using technology
- The children develop an understanding of how to research safely
- Teachers modelling the use of IT through C Touch boards – children being able to use them in lessons with the ‘touch’ element

Chestnut Lane School’s Curriculum Intent for Computing

Computing teaching is effective in our school when.....

- It is cross-curricular
- It is hands-on and practical
- There are opportunities for the children to access and explore with a range of technology
- Teachers and support staff sharing ideas and opportunities to model the best resources and most effective approaches
- Collaborative and creative lessons
- Parents are kept up-to-date with the importance of Online Safety through parent workshops and sharing guidance via our school website

What do our children like about learning Computing?

- “I like doing artwork on the computers.”
- “I like the pictograms where the watermelon was the most popular.”
- “I liked doing the drawing in the circle where it moves (Kandinsky paintings).”
- “I like the artwork because it’s very cool, you just tap on the colour and click on the space and it puts that colour there.”
- “I like using the Chromebooks.”
- “I enjoy exploring pressing buttons.”
- “I like getting confident in knowing how to use a Chromebook and solve my own problems.”
- “I like typing for writing.”

What does a good Computing student look like at the end of each year group?

EYFS

- Showing an interest in technological toys
- Exploring technology
- Understanding what technology is used in school and making links about why it is used
- Showing an awareness of how to keep safe when using technology

Year 1

- Using technology to record ideas
- Confident to explore different programs on Chromebooks
- Logging in with their own individual username and password
- Asking for help and understanding the importance of keeping personal information private when working online

Year 2

- Using technology to combine a range of effects and record own ideas
- Thinking about how technology is used beyond school
- Independently opening and saving documents
- Understanding how to debug algorithms
- Using all technology safely and respectfully, identifying where to go for support when they have concerns



Geography

Introduction

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives.

Geography develops a range of investigative and problem solving skills both inside and outside the classroom. An understanding of maps and knowledge of places and environments throughout the world is developed. Geography can inspire pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Aims

Pupils should be taught to ask geographical questions, observe and record, and express their own views of people, places and environments. They should communicate in different ways, use geographical vocabulary, fieldwork skills, globes, maps and plans. They should use secondary sources and make maps and plans.

Recycling/ Composting/Energy saving

The children are encouraged to think about sustainable development by composting their fruit waste and recycling paper in the classroom. Chestnut Lane is an Eco-School.

Geography in the Early Years Foundation Stage

Much of the geography work is carried out through topics which are planned for using the 'Understanding the World' strand of the Early Years Foundation Stage Framework. Children observe and investigate their immediate environment and how environments vary from one another.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans;
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions and locational and directional language to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



What does Geography look like in our school? (*Why is Geography important? What do we learn in Geography?*)

- Develops a variety of skills to deepen understanding of our own environment
- Develops an understanding of our place within and impact on the world
- Gives the opportunities to utilise and explore the diverse backgrounds of the school's cohort
- Discussion based learning with first hand experiences, where possible
- Cross-curricular with other subjects (Science, ICT, English, Maths)
- Makes use of age-appropriate visual resources such as atlases, globes, maps, flags
- Research skills developed through using resources (atlas, chrome books)

What opportunities does our Geography teaching offer pupils?

- Educational visits
- Educational walks around a rich local area
- Builds on own experiences
- Outdoor learning and use of the engaging and enriching school grounds
- A chance for children to explore the world around them using practical and hands-on activities

Chestnut Lane School's Curriculum Intent for Geography

Geography teaching is effective in our school when.....

- The subject coordinator guides the learning with up to date resources to ensure progression, consistency and clarity across themes and year groups: including tiered vocabulary lists, curiosity questions, visual prompts, and regular check ins with both staff and pupils.
- Staff have strong subject knowledge, including of the local learning area and school grounds.
- Children build on knowledge of own personal experiences, including making links to practical experiences.
- It is creative and engaging with a range of hands-on activities.
- Children use age-appropriate resources to build on their knowledge.

What do our children like about learning Geography?

- “I enjoyed doing maps – I liked writing the key on the side and sticking it in.”
- “I like learning about the polar climates and how the animals adapt.”
- “I liked the maps... it showed you where you moved... it shows people where they are.”
- “I like learning about the weather and I enjoy looking at the sky as it tells you the weather, like ‘sunny’.”

What does a good Geography student look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none">• Understanding of the world is developed through small world and role play• Observes and investigates immediate environment• Develops curiosity about the world around them• Explores and creates simple maps• Uses positional language	<ul style="list-style-type: none">• Builds on field work skills• Compares and explains own experiences• Understands how to look after own environment• Explores local environment (UK)• Uses technical vocabulary, including human and physical features within UK	<ul style="list-style-type: none">• Extends field work skills to explore the wider world• Widens research skills to investigate the wider world in different ways• Develops awareness of global responsibility• Compares human and physical features across the globe• Uses technical vocabulary to explain

History

Introduction

History sparks natural curiosity about the world around us and the people who lived in it before we were born. History is about more than just dates; it is about bringing the past to life through stories, play, and hands-on discovery.

Through learning in history, children develop investigative skills and learn to look for clues in old photographs, artefacts, and memories to understand how life has changed in their locality and beyond. From exploring their own family stories to learning about famous people like Katherine Johnson or the Wright Brothers, pupils begin to understand the contributions made by significant individuals. History helps our youngest learners develop a sense of time and wonder, helping them understand where they fit in the world and how the past has shaped the way we live today.

Aims

The curriculum for history aims to inspire a lifelong curiosity about the past whilst equipping children with the tools to think like historians. They will develop an ever-expanding mental timeline of British and world history, allowing them to understand how civilizations, key events and eras have shaped the modern world. It also teaches children to make connections to their own lives and use evidence, such as photographs and factual reports, to ask perceptive questions, think critically and understand that there are often different perspectives of the same story.

History in Early Years

In the Early Years, history is woven into an area of learning called Understanding the World. It focuses on the child's own life story and the world they can see and touch.

- Children talk about their own lives, comparing when they were babies to how they are now.
- They share stories about their parents and grandparents, noticing how things like toys and clothes have changed over time.
- Through daily routines, they learn to use 'time words' like *yesterday, today, past and now*.
- They listen to stories about the past, helping them to imagine life in different times.
- They look at 'old' and 'new' objects to spot differences in how things look and work.

Key Stage 1

In KS1, the history curriculum builds on the awareness developed in Early Years to explore a greater period of history both within and beyond living memory and develop history 'detective' skills.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

What does History look like in our school? (*Why is History important? What do we learn in History?*)

- History is cross-curricular
- Using investigative skills to find clues
- Developing a sense of time by exploring 'then and now' through personal memories and other eras in the past
- Using creative storytelling and role play to bring the past to life
- Learning about inspiring people from the past and discovering how they have contributed to our lives today
- Hands-on discovery through handling old objects, e.g. Victorian toys to see how life has changed
- Encouraging curious questioning to help children ask and answer 'how do we know?' while exploring the past
- Making local connections through the stories of our own school and community

What opportunities does our History teaching offer pupils?

- Children have the opportunity to explore a wide range of evidence.
- Children use digital resources for research such as historical websites, virtual tours and archives to explore the past safely.
- Children experience exciting trips and visitors that bring the past to life, such as museum visits or workshops with 'historical' characters.
- Opportunities to work collaboratively with peers to solve historical mysteries and share findings.
- Handling real-life artefacts to understand the functions and differences of objects from the past.
- Exploring the history of our local area, supported by links to Amersham Museum.

Chestnut Lane School's Curriculum Intent for History

History teaching is effective in our school when.....

- It is cross-curricular
- It is hands-on and practical
- There are opportunities for the children to access and explore a range of resources and technology
- Teachers and support staff share subject knowledge, ideas and resources to ensure the most effective approaches
- Collaborative and creative lessons to inspire curiosity about the past

What do our children like about learning History?

- "I like learning about Queen Victoria."
- "I like finding out about how all the different kinds of technology have changed."
- "I liked when we went to the (Bucks) Railway centre to learn about old trains."
- "I like researching the past on Chromebooks."
- "I enjoyed when we did the virtual museum tour of the Victorian street."
- "I like listening to stories about when my Granny was little."
- "I like pictures of when I was a little baby."
- "I am proud of the timeline I made in history."

What does a good historian look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Shows an interest in stories about the past and the lives of people they know • Explores the passing of time by talking about their own growth and using words like <i>yesterday</i> and <i>now</i> • Understands differences between their own lives and the lives of their parents or grandparents • Shows an awareness of the world beyond their own by listening to traditional tales and looking at old and new objects 	<ul style="list-style-type: none"> • Uses historical vocabulary to describe the passing of time and distinguish between 'within living memory' and long ago • Explores historical clues by looking at old toys, photographs, and artefacts to spot similarities and differences • Identifies significant individuals, and explains why they are remembered today • Asks curious questions about the past and is starting to understand that we can find answers in different ways • Beginning to understand local history, making links between their own community and events that happened in the past 	<ul style="list-style-type: none"> • Developing a mental timeline to place events and people in the correct order (chronology) • Thinks about causes and consequences of significant national events • Identifies clues in different sources of evidence and explains how they help us understand "then and now" • Understands local history: how the area has changed over time and asks perceptive questions about this • Uses history skills respectfully to compare the lives of diverse individuals and understands that people may have different perspectives on the same event



Music

Chestnut Lane School

Introduction

Children come into contact with Music every day of their lives and it embraces their physical, social, emotional and intellectual aspects of their development. All vocal communication includes some form of musical elements which demonstrates the fundamental part that music plays in everyday life. Music education involves children in the experiences of Performing, Composing, Listening and Appraising. Through active participation in all these areas, children will develop awareness of Music's artistic and expressive qualities, and above all should gain enjoyment from it.

Aims

Our aims for Music are that all pupils will:

- Enjoy a range of music and instruments
- Increase their self-confidence
- Develop a love of music
- Explore the dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure)
- Develop their skills to create and compose music
- Have opportunities to perform
- Listen to high-quality live performances

Musical Development Matters in the Early Years

There are four aspects in the non-statutory guidance of how young pupils in Early Years learn and develop. The pupils will have experience in the following areas:

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

The National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively 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;
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Skills involved in Music

Music is a practical subject, but one to which theoretical knowledge makes a significant contribution. Therefore, the two aspects; Composing and Performing, and Listening and Appraising are closely interwoven.

Teaching approaches

At Chestnut Lane, pupils are given opportunities to develop their musical skills in a variety of ways, including:

- Whole class lessons
- Group work
- Singing Assemblies
- Christmas Performances
- Special occasion performances
- Show and Tell

Inclusive and Multicultural Education

Appreciation of ethnic and cultural diversity should be promoted through music. A range of multicultural instruments are available for the children to use and they learn which countries they originate from, and the children listen to music from around the world. We also encourage staff and pupils to bring their own individual experiences to their musical learning.

Health and Safety

Teachers model how to use instruments carefully and sensibly and how to store them safely. Using wind instruments (e.g. recorders) is not encouraged at Chestnut Lane School.



What does Music look like in our school?

(*Why is Music important? What do we learn in Music?*)

- Children develop fundamental skills for listening, composing and performing
- Develop an understanding of the key musical elements
- Creative approaches
- It is practical and hands-on
- Engages the children in their learning
- It is taught in a cross-curricular way
- Develops children's curiosity and resilience
- Opportunities to combine the elements of music when composing
- Paired and group work

What opportunities does our Music teaching offer pupils?

- KS1 children are taught every week by our Music coordinator
- Singing assemblies every week for KS1 by our Music coordinator
- Listening to different genres of music in assemblies
- Music workshops - developing understanding and skills
- Watching musical performances – e.g. visitors from secondary school
- Opportunities to use a range of instruments – both tuned and untuned
- Opportunities to talk about music and share what musical elements and instruments they can hear within different pieces
- Phase 1 phonics enables pupils to develop their listening skills

Chestnut Lane School's Curriculum Intent for Music

Music teaching is effective in our school when.....

- It is creative and engaging
- Staff are sharing resources and approaches to ensure the most effective methods and styles are being used
- Music does not just 'stand-alone' but is incorporated into other lessons to enhance learning experiences
- Staff feel confident to deliver the subject
- It is taught in a cross-curricular approach
- It is hands-on and practical
- Children are enthusiastic about their learning
- Children have opportunities to explore a range of genres and instruments
- Children have the opportunity to express themselves through music
- Whole-school promotion of singing with 'Spark Yard' online platform

What do our children like about learning Music?

- "I like making noises with my voice."
- "I like learning different songs."
- "I like going back to old songs."
- "I like doing the 'Teddy Bear Rock' and the 'Red Light, Green Light' song."
- "I liked when we were saying our favourite colours and going around the circle and clapping the rhythms."
- "I like the song where we had to do some actions."
- "I liked when we were practising singing 'Sheepy Sheep' to practise for our performance."
- "I liked singing the 'Big Ben' song because it was fun singing it."
- "I liked singing the song where we were marching and jumping."
- "I like the egg shakers because every time you shake it they make a noise."
- "I like using the things that were long (claves) because they make a sound."
- "I enjoy the claves because they're fun to use."

What does a good musician look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none">• Combining moving and singing to express themselves• Exploring opportunities of music in the garden/outdoor areas• Building up a repertoire of songs and nursery rhymes• Understanding how instruments make different sounds• Exploring different rhythms with body percussion and instruments	<ul style="list-style-type: none">• Exploring different instruments – both tuned and untuned• Children selecting instruments they would like to use• Using their voices with more accuracy• Deeper understanding of the elements of music• Performing with a partner or as part of a group• Exploring and creating different rhythms with body percussion, tuned percussion & untuned percussion	<ul style="list-style-type: none">• Composing a range of rhythms using body percussion & tuned and untuned instruments• Using different instruments – both tuned and untuned• Peer talk – suggesting what they like about a friend's piece and what could be even better• Collaborative work – group composing• Performing with greater confidence• Creating and combining all elements of music• Confidently talking about and identifying elements of music within pieces of music and when composing



Physical Education

Chestnut Lane School

Aims

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of engaging physical activities. Children will learn to cooperate with peers and engage in team-based activities. Physical Education promotes physical health and encourages positive attitudes towards fitness and health. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The National Curriculum for Key Stage One

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis of its curriculum planning in PE. Children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Perform dances using simple movement patterns and exploring body control.

Physical Education in the Early Years Foundation Stage

Through active participation and movement opportunities, children work towards Early Learning Goals (ELGs) that they are expected to achieve at the end of their Reception year. In EYFS, children develop gross motor skills to develop coordination, balance, agility and control. Providing opportunities for children to explore movement in a variety of ways such as, dancing running and climbing. We encourage the children to develop confidence by providing a rich variety of indoors and outdoors environment where children can move safely and creatively.

Resources and Health and Safety

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store and this is accessible to children only under adult supervision. The hall contains a range of large apparatus and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground for games activities. Children are required to wear suitable kit for each activity. This is kept at school and includes plimsolls for work in the hall.

PE and Sports Premium (GOV.UK)

The PE and sport premium is a government grant given to schools and is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. The PE and sport premium funding aims to:

- support all children and young people to live healthy, active lives
- make participation in PE and school sport easier
- make sure all children can achieve and thrive through increased physical activity and sport, no matter their background or ability
- improve children's health, wellbeing, personal development and academic attainment
- embed the foundations of positive and enjoyable participation in regular physical activity.



What does PE look like in our school?

(Why is PE important? What do we learn in PE?)

- Cross curricular opportunities to develop the whole child.
- PE ethos and uphold values throughout the whole school.
- Promotion of physical education and team games
- Transferable skills to develop throughout and beyond school.
- Foster team work and co-operation
- Encouraging positive attitude towards fitness
- Using social games to reinforce learning and teamwork
- Promotes life long health and well being

What opportunities does our PE teaching offer pupils?

- Motor skills – Fine and gross motor skills, including interventions
- Social and Emotional Development- Social games, team games and interventions
- Through plentiful physical education workshop and sports morning
- Specialised coaches on a weekly basis/ clubs at lunch times and afterschool
- Gardens and playground games
- Movement breaks
- An abundance of resources for fine and gross motor
- Health and wellbeing- Understanding physical health be and mindfulness
- Creativity and expression- exploring new movements and dance
- Resilience and Perseverance
- Inclusivity- Celebrating diversity and inclusive participation

Chestnut Lane School's Curriculum Intent for Physical Education

PE is effective in our school when.....

- Active participation and inclusive for everyone, including girls and abilities
- Cross curricular opportunities
- Risk are managed and staff are confident
- All children are physically active for a sustained time to promote health and well being
- Children have opportunities to build upon motivation, resilience and perseverance
- Develops sportsmanship during team games
- Varied activities: indoors and outdoors to develop a range of activities
- Encourage positive attitudes towards fitness and well being

What do our children like about PE?

- “I like playing the moving games.”
- “It’s fun and I like throwing and catching the balls with my friends.”
- “I like learning the new dances and performing them to everyone.”
- “All the different games we get to learn. I like playing football outside with my friends.”
- “I enjoy that we are always moving in PE.”
- “I like dancing every week.”
- “I like that we get to practise gymnastics and show our friends.”

What does a good PE student look like at the end of each year group?	EYFS	Year 1	Year 2
	<ul style="list-style-type: none">• Developing fine and gross motor skills• Risk assessing, taking risks and being safe indoors and outdoors• Tackling new challenges• Developing organisational skills• Exploring new ways of moving• Begin to develop body strength, balance, co-ordination and agility	<ul style="list-style-type: none">• Beginning to understand team games and the skills required• Simple sequencing ability• Using equipment safely, supported by adults• Simple balancing Self-challenging	<ul style="list-style-type: none">• Understanding and being able to alter tactics in team games• Engage in competitive and co-operative physical activities, in a range of challenging situations• Analyse their own performance and evaluate skills• Participate in peer evaluation



Religious Education

Religious Education equips children with an understanding of the world and people in it, creating an environment of respect and equality. The learning of and understanding about cultural diversity ensures children understand that we are all different, but we are all similar and equal.

Legal Requirements

The national requirements for Religious Education are set out in the 1944, 1988 and 1996 Education Acts. At Chestnut Lane School, Religious Education is delivered alongside the National Curriculum, in line with the “Buckinghamshire Agreed Syllabus for Religious Education, *Challenging R.E 4, 2022-2027.*”

Religious Education is provided for all registered pupils unless a parent requests that a child should be wholly or partially excused. **All teachers should be aware of, and sensitive to, the background and personal circumstances of their pupils**

At Key Stage 1 pupils should study Christianity and one other religion in depth, as well as becoming familiar with the other principal religions. Chestnut Lane School focuses on Judaism as its other in-depth religion, however all teaching staff are encouraged to identify the faiths of the pupils in their class and include in their planning and teaching any special festivals celebrated by the children during the year.

Aims and Objectives

Religious Education enables pupils to:

“Understand the nature, role and significance of religion and belief in the world; pursue their personal quest for meaning, purpose and value; formulate reasoned opinion/argument and handle controversial issues and truth claims; enter into meaningful dialogue with people of different beliefs and backgrounds.” (The four aims of RE from The Agreed Syllabus)

Religious Education should help pupils to:

- develop knowledge and understanding of Christianity and other faiths in the world.
- explore similarities and differences between and within religious
- understand what it means to belong to a religious community
- reflect on the benefits and challenges of living in a multi-faith and diverse society
- develop the ability to analyse and think critically about beliefs and practices
- develop personal responses to ultimate questions about human experiences and emotions
- gain the necessary knowledge and understanding to be able to give informed opinions
- develop the ability to see things from other people’s perspective
- develop skills of questioning, interpretation and reasoning

Class teachers organise visits to local Places of Worship when appropriate, and visitors are invited into school. Assemblies are used throughout the year to explain, and celebrate, different religious festivals and special occasions.

Organisation and Teaching of RE

In **Early Years**, Religious Education is taught through the early learning environment in which young children may explore religion and ask questions. It is also taught through adult-initiated opportunities to develop children’s knowledge and understanding of religious beliefs and cultures. The EYFS framework (Understanding the World; People, Culture and Communities, ‘The Natural World’, and Prime Areas) and Agreed Syllabus suggests a number of units that can be used in order to ensure breadth of learning in Religious Education.

Areas covered include:

- myself and how I live
- how other people live
- celebrating similarities and differences
- belonging
- important times and celebrations
- expressing our feelings
- exploring belief and respect.

In **Key Stage 1**, to emphasise the importance of a questioning approach to R.E., units have 'core questions' as well as 'enquiries' to develop children's thinking and curiosity. The units are outlined in the Agreed Syllabus.

In Key Stage 1, as prescribed by the Agreed Syllabus, children will learn:

- What religious and non-religious people believe about God, humanity and the natural world.
- How and why some stories are sacred and important in religion.
- The main celebrations and how and why these are important.
- How and why symbols express religious meaning.
- Figures who have an influence on others locally, nationally and globally in religion.
- Where and how people belong and why belonging is important.

Attainment Targets

In addition to ongoing assessments outlined in the main body of the policy, there are two main attainment targets:

1. Learning **About** Religions i.e. beliefs, teachings, sources, practices, ways of life, forms of Expression.
2. Learning **From** Religion i.e. reflection on and response to personal experiences.

What does RE look like in our school?

(Why is RE important? What do we learn in RE?)

- Follows the Bucks agreed syllabus
- Gives the children the opportunity to explore Christianity, Judaism and a wealth of other religions and worldwide views
- Takes into account the beliefs of all children and adults in the school
- It begins with real life experiences
- Children learn about other religions through first-hand experiences and stories

What opportunities does our RE teaching offer pupils?

- Assemblies based around celebrations and religious festivals
- Christmas nativity productions
- Collective worship for independent reflection
- Pupils, visitors and staff members talk about their own religion
- Exciting activities, hands-on approach and learning through story telling
- Three festivals chosen a year to specifically celebrate
- Engaging workshops with real artefacts and experiences

Chestnut Lane School's Curriculum Intent for RE

RE teaching is effective in our school when.....

- We use real artefacts, videos and images to enhance the children's learning
- We use the children's own experiences and beliefs to learn from each other
- It is creative and engaging with a range of activities being achieved
- Staff have a strong subject knowledge around the diverse backgrounds of the school's cohort
- It is active and cross-curricular
- We celebrate multiple festivals as a whole school to promote our school's diversity

What do our children like about learning RE?

- "I like how in RE you can learn lots about different religions and if you're not a religion at all then you can learn about other people."
- "I like how we learn history facts about the religions; it's really interesting."
- "I like learning about my own religion."
- "I like how there's loads of stuff to do and it's never just sitting here and you always find something new."
- "It's always interesting because I never knew any of it before."
- "I like Christmas because it is fun to celebrate."
- "I like learning about different religions, so if I go there I can be respectful."

What does a good RE learner look like at the end of each year group?

EYFS

- Talk about religious stories, beliefs and festivals, linking to own experiences
- Begin to understand that there are different religions in the world and that everybody has their own beliefs

Year 1

- Explore and understand religious stories, beliefs and festivals
- Understand the stories and beliefs of Christianity, Judaism and other religions

Year 2

- Discuss and compare religious stories, beliefs and festivals
- Discuss and compare the stories of Christianity, Judaism and other religions and worldviews



Challenge Groups

We recognise each and every pupil as an individual, acknowledging different learning styles and understanding that children progress and achieve at different rates. We work with our children to design a curriculum that takes account of **children's interests, abilities and learning behaviours**.

"It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning." [EEF]

This enables us to deliver **personalised learning** to all.

Flexible Grouping

Throughout the week, children are placed into **flexible 'Challenge Groups'**, where they receive high quality teaching, which is **adapted to focus on exactly what pupils need to progress**. [EEF, Recommendation 7]

Teachers across the school lead 'Challenge Groups', so that all children benefit from **smaller teacher: pupil ratios**. Groupings are not rigid, and therefore change in line with learners' needs.

High Quality Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 'Challenge Groups' allow teachers to be **mindful of the differing needs within their classes** – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. [EEF]

Challenge for all

Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. [EEF, Recommendation 4] 'Challenge Groups' provide opportunities for **challenge** to be provided at an appropriate level for each learner.

Personalised support for all

Children are placed in 'Challenge Groups' based on their primary next step at that point in time.

Children progress through the same learning journeys, but with **targeted teaching on their next steps**, i.e. spelling, punctuation or vocabulary in writing or discussing mathematical ideas through manipulatives, representations or problem-solving.

Explicitly sharing success criteria helps children to **plan, monitor and evaluate** their learning [EEF, Recommendation 2] and understand that 'Challenge Groups' reflect next steps, rather than perceived 'ability'.

Metacognition & Self-regulated Learning

The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning. 'Challenge Groups' provide small group opportunities to develop self-regulated learners who are **aware of their strengths, weaknesses, and can motivate themselves to engage in, and improve, their learning**. [EEF, Recommendation 1]

Within smaller 'Challenge Groups', teachers can provide feedback to pupils which is focused on **moving learning forward**. High quality feedback may focus on the task, subject and self-regulation strategies. [EEF, Recommendation 2]

Ultimately, our use of 'Challenge Groups' leads to **improved outcomes** for all children, as every individual is **supported and challenged** to achieve their full potential, while developing a **love of learning**.