



# Teaching, Learning & Curriculum Policy

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## 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 *SMSC policy and Equality & Cohesion policy 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 Early Years Foundation Stage policy 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 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. 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' (Appendix A) 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, including our 'Muddy Puddles Muddy Tasks'. Activities which allow pupils to apply their skills, behaviours, knowledge and understanding in different contexts mean that they are further embedded in pupils' long term memory. It also supports our belief in providing enjoyable experiences based on the pupils' interests.

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 order and 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 exciting 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 parent information sessions to explain our school strategies for teaching the curriculum and assessment, particularly English and Maths;
- sending 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;
- holding parent sessions, including drop-ins, to help parents to understand how we teach subjects within school.

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 and peer observations.
- 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 Teaching & Learning 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 that 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)**



# English & Literacy

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:

“Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.”

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.

## Aims

Our aims in teaching English are underpinned by the National Curriculum and the Early Years Foundation Stage Framework. The National Curriculum states:

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.”

Our aims are that all children will develop the necessary skills to use English Language confidently, appropriately and accurately to the best of their ability.

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.

## Objectives

### 1. Speaking and Listening

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 words 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 choose work with precision
- 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.

## 2. Reading

Children are given extensive experience of a wide range of genres including stories, poetry, plays and picture books and are introduced to a variety of strategies. Pupils should be given the opportunity:

- to develop an understanding of the nature and purpose of reading
- to build up phonological awareness through the use of a phonic programme, discriminating between the separate sounds in words, learning the letter combinations most commonly used to spell those sounds
- to develop story knowledge
- to acquire a sight vocabulary
- to develop grammatical knowledge
- to develop reading for meaning
- to read on their own, with others and to the teacher
- to read information both in print, on a screen, including dictionary, ICT based reference material and encyclopaedias
- to develop library skills
- to respond to stories and poems
- to consider the characteristics and feels of different kinds of texts.

“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)

## 3. Writing

Pupils write in a response to a variety of stimuli including stories, poems, classroom activities and personal experiences. 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 (Year 1 onwards)
- 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 literacy work displayed around the classroom and school (Library etc).

## 4. Spelling and Grammar

The National Curriculum states:

“Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils’ vocabulary are also included within the appendices.”

Phonics and Spelling and Grammar lessons ensure full coverage of this subject by the end of Year 2. Key Stage 1 teachers plan to make certain that all aspects are covered and revisited throughout the year.





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



- What does writing look like in our school?**  
*(Why is writing important? What do we learn about writing?)*
- Unique planning per year group (planned through next steps and interests, not a scheme)
  - Pupil voice and language encouraged through labels, Tapestry, talk pegs etc.
  - Writing for different purposes and in a range of styles
  - Lesson study – small and flexible groups
  - Talk for writing
  - Cross curricular
  - Fine motor skills developed
  - Independent writing
  - Modelling and responding to new skills
  - Word banks and drawing on all skills
  - Creative and practical
  - Multimedia mark making
  - Interventions to develop core skills
  - Phonics and sound mats to support
  - Outdoor opportunities
  - Handwriting font as a model

- What opportunities does our writing teaching offer pupils?**
- Talk for writing
  - Paired and shared writing
  - Practical stimulus
  - Purposeful writing
  - Creative writing
  - Small clear next steps
  - Flexible groups
  - Outdoor learning
  - Exploring interests

**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!”
  - “We are able to write about lots of new things.”
  - “Being able to write makes me smile.”
  - “I love being able to join independently.”
  - “Sending cards and letters to other people.”
  - “It is really fun.”
  - “It is always really interesting.”
  - “Writing makes me feel good.”
  - “Making stories!”

What does a good writer look like at the end of each year group?	EYs	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• Giving meaning to marks</li> <li>• Keen to mark make</li> <li>• Apply phonics knowledge to record ideas</li> <li>• Developing language</li> <li>• Orally provide a narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Understand sentence structure</li> <li>• Composition: think it, say it, write it</li> <li>• Read own writing aloud and identify changes to make</li> <li>• Link and extend sentences</li> <li>• Develop resilience and stamina</li> <li>• HFW independently spelt</li> </ul>	<ul style="list-style-type: none"> <li>• Secure sentence structure</li> <li>• Composition: think it, say it, write it, check it</li> <li>• Editing and improving independently</li> <li>• Extended writing</li> <li>• Application of SPaG</li> <li>• Evidence of reading influencing writing</li> <li>• Extended vocab (thesaurus)</li> </ul>

# 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.

The aims of mathematics are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- to promote confidence and competence with numbers and the number system
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts
- to develop a practical understanding of the ways in which information is gathered and presented
- to explore features of shape and space, and develop measuring skills in a range of contexts
- to understand the importance of mathematics in everyday life
- to develop a positive attitude to Mathematics and to show it as an interesting and attractive subject
- to develop the ability to express ideas fluently and record appropriately using mathematical language
- to be able to think logically and independently
- to be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.

## Resources

- There are a range of resources to support the teaching of mathematics across the school. All classrooms have a number line and a wide range of appropriate small apparatus. Audits of equipment are carried out and updated regularly to allow for new items to be added.
- A range of books to support children’s individual research and teachers teaching and knowledge are available in the classrooms and the Library.
- ICT will be used in various ways to support teaching and motivate children’s learning. They will however only be used in a Maths lesson when it is the most efficient and effective way of meeting the lessons objectives. A range of software is available to support the children with their learning in Mathematics.



### What does Maths look like in our school?

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

- Practical, fun and engaging. We use equipment and pictures daily to reinforce understanding
- Concrete, pictorial and abstract
- Solving puzzles, problems and proving our thinking
- Talking and reasoning using our mathematical skills
- Cross-curricular, linking to topics where appropriate
- Collaborative ideas, working together and independently
- Challenging and open-ended
- Investigations using our skills and knowledge

### What opportunities does our Maths teaching offer pupils?

- Lunch time/after school clubs (chess)
- Intensive teaching sessions with 15 children in a class
- Home-learning to consolidate classroom skills
- Range of equipment to give children practical experiences of Maths
- Use of a range of technological equipment to enhance the children's maths learning

## Chestnut Lane School's Curriculum Intent for Maths

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

- It follows the school Calculation Policy, with all staff recognising the value of the CPA approach and teaching the same written methods
- It is relevant to the children's lives and experiences
- It provides hands-on experiences for the children to explore and play with their maths skills
- Children are exposed to a balance of number and non-number skills
- It is part of everyday life at school and is used across the curriculum

### What do our children like about learning Maths?

- 'I am always learning new things.'
- 'I like making sense of the HOT tasks.'
- 'I like playing with the money because I can use it at home or when I go to the shops.'
- 'When you finish it, you're really proud of what you've done because it's hard work.'
- 'I like learning the new methods because it helps me move the numbers in my head.'

What does a good mathematician look like at the end of each year group?	EYS	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• Numbers to 20</li> <li>• Understand what numbers look like and what they represent</li> <li>• Talk about shapes in their environment</li> <li>• Name 2d shapes and begin to explore shape properties</li> <li>• Talk about real life problems</li> <li>• Begin to use the language of measure and measure using non-standard units</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 100</li> <li>• Develop an understanding of place value</li> <li>• Name 2d and 3d shapes</li> <li>• Record measurements</li> <li>• Recognise and know the value of different coins and notes</li> <li>• Solve real life problems and reason about their findings</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and explore numbers to and above 100</li> <li>• Understand the value of each digit in a 2-digit number</li> <li>• Describe and begin to compare 2d and 3d shapes</li> <li>• Compare measurements using appropriate terminology</li> <li>• Find suitable ways to solve problems, showing methods and results and reason about their findings</li> </ul>

# Science

## 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 lessons are planned to challenge children’s curiosity, and provide an environment which develops a creative approach to understanding the world around them
- planning ensures for cross-curricular links, which also outlines key scientific vocabulary
- lessons linked to children’s’ curiosity and developing skills to work scientifically
- chance for children to explore, care and respect the school environment
- learning environment which promotes collaborative ideas

### What opportunities does our Science teaching offer pupils?

- school assemblies which promote pupil voice and opportunities to question the world
- eco community helps encourage respect and care of our school environment
- workshops allow for hands-on learning and opportunities to link scientific knowledge
- Science Week enhances engagement in school and praises effort and curiosity

## Chestnut Lane School’s Curriculum Intent for Science

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

- scientific knowledge is shared in school and resources are used effectively
- planning provides for hands-on learning where children can link to real life opportunities
- lessons challenge curiosity and provide an environment which empowers explorative learning
- links are made with charities, Muddy Puddles & the local community

### What do our children like about learning Science?

- “How to experiment and test things we are unsure about.”
- “How to use things we don’t normally use and find amazing results.”
- “Makes me wonder about things and how they are made.”
- “I like exploring and learning something about the world that I did not know before.”

What does a good scientist look like at the end of each year group?	EYs	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• observe independently</li> <li>• notice 1-2 variable changes</li> <li>• hands-on exploring</li> <li>• investigate by asking purposeful questions</li> <li>• use common language and begin to use key words</li> <li>• independently risk assess</li> <li>• collect data</li> </ul>	<ul style="list-style-type: none"> <li>• notice 2-3 variable changes</li> <li>• make simple tests</li> <li>• begin to answer questions which they have asked</li> <li>• observe and comment on patterns in data</li> <li>• use more technical language</li> <li>• begin to link learning</li> </ul>	<ul style="list-style-type: none"> <li>• notice more variable changes</li> <li>• fair test</li> <li>• independently lead activities</li> <li>• ask questions and answer in different ways</li> <li>• link activities to own learning</li> <li>• collect and analyse data</li> <li>• reflect on their knowledge</li> <li>• independently use technical language</li> </ul>

# Art, Design & Technology

## Introduction

Art, Design & Technology is a foundation National Curriculum subject and encompasses art, craft, design, 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.

## 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. 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. 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.

Courses 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 and Cooking 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 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?

- "Because you get messy."
- "It's fun and creative!"
- "You use your imagination."
- "It's colourful."
- "I like using different materials."
- "You can make stuff."
- "I use my mind."

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





# 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:

- e-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 will be displayed.

### 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 ICT coordinator will organise regular E-Safety training for the Parents to attend. The aim of this will be to ensure that all parents and guardians are aware of the importance of E-Safety and how to keep young children safe when working online.



Chestnut Lane School

**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 e-safety through parent workshops which are organised every 2 years

**What do our children like about learning Computing?**

- “You can write quickly and not waste time.”
- “We can learn about things all around the world.”
- “I enjoy designing new things.”
- “I like typing because it gets my fingers stronger.”
- “I love using the Chromebooks to find out new things.”
- “I like that we can do lots of different things – painting, writing and games.”
- “It teaches us how to find information.”

What does a good Computing student look like at the end of each year group?	EYs	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• Showing an interest in technological toys</li> <li>• Exploring technology</li> <li>• Understanding what technology is used in school and making links about why it is used</li> <li>• Showing an awareness of how to keep safe when using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Using technology to record ideas</li> <li>• Confident to explore different programs on Chromebooks</li> <li>• Logging in with their own individual username and password</li> <li>• Asking for help and understanding the importance of keeping personal information private when working online</li> </ul>	<ul style="list-style-type: none"> <li>• Using technology to combine a range of effects and record own ideas</li> <li>• Thinking about how technology is used beyond school</li> <li>• Independently opening and saving documents</li> <li>• Understanding how to debug algorithms</li> <li>• Using all technology safely and respectfully, identifying where to go for support when they have concerns</li> </ul>

# 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 Foundation stage

Much of the geography work is carried out through topics which are planned for mainly using the Understanding the World strand of the Early Years Foundation Stage Framework. Children observe and investigate 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 to:

### 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.....**

- Making links to practical experiences
- Children build on knowledge of own personal experiences
- Staff have strong subject knowledge, including of the local area and school grounds
- 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 like using the maps."
- "It is useful outside of school."
- "Lets me know what vehicles to travel in."

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

# History

## Introduction

Chestnut Lane School aims to make history engaging and stimulating for children to develop a lively interest in historical enquiry. They learn to develop an interest in the past and how it influences the present. Children are researchers and will explore a range of significant individuals to enhance their curiosity for historic events. Children explore our local history by educational walks around the local area, local trips, workshops and research. This provides rich opportunities to engage in their understanding of their own local history.

## Aims

Pupils learn about people's lives and lifestyles. They learn about significant people and events. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use stories and information to ask and answer questions. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## Early Years Foundation Stage

Much of the history work is carried out through topics which are planned for mainly using the Understanding the World strand of the Early Years Foundation Stage Framework. Children talk about past and present events in their own lives and in the lives of family members. Small world and role play elements are an important part of history in the Early Years.

## The National Curriculum for History in Years 1 and 2

Pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Pupils will develop to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Pupils should be taught:

- 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 e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- 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 e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell.
- 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?)*

- Develops children’s knowledge of the past and how it has influenced their lives today
- Children are researchers and will explore a range of significant individuals
- Children learn national and global achievements
- Cross curricular with other subjects (ICT, English, Art)
- Gives opportunities to practise and apply key skills in speaking and listening, reading and writing
- Explores materials from different periods of life
- Enhances children’s curiosity for historic events and develops skills of chronology
- We use videos and images to enhance the children’s learning

**What opportunities does our History teaching offer pupils?**

- Educational visits and workshops
- Assemblies based on historical events
- Educational walks around the local area
- Practical and hands on, using a range of artefacts
- Good range of ICT resources to support research
- Pupils, visitors and staff members talk about their own past and history

**Chestnut Lane School’s Curriculum Intent for History**

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

- Children are given the skills and tools to research a variety of historical events and figures
- Children pose own questions and follow lines of enquiry
- Staff have strong subject knowledge about the history of the local area
- It is creative and engaging with a range of practical activities
- Gives children the opportunity to explore and find out through a range of resources
- It ignites the children’s curiosity and gives them a thirst for knowledge

**What do our children like about learning History?**

- “Makes me feel like I’m going on an adventure.”
- “Tells us things before we were born.”
- “Learn things that make us interested.”
- “Makes us feel curious and makes me want to learn more.”

What does a good historian look like at the end of each year group?	<b>EYs</b>	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>• Understanding of the world is developed through small world and role play</li> <li>• Explores events within their own living memory, e.g. last 4 years</li> <li>• Makes links between events/changes e.g. Nursery to Reception</li> <li>• Begins to understand family connections</li> </ul>	<ul style="list-style-type: none"> <li>• Explores changes within living memory</li> <li>• Begins to understand significant historical events, people and places within locality</li> <li>• Asks and answers questions to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Explores events beyond living memory</li> <li>• Develops understanding of global achievements which impact their lives</li> <li>• Compares a range of evidence</li> <li>• Compares and contrasts different periods of time</li> </ul>

# Music

## 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 e.g. coronation
- 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. The sharing of any 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?

- Specialist teacher in each week
- Singing assemblies every week by 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
- Exploring musical games on the playground
- 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 e.g. not teaching it stand alone but including it in other lessons
- 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

### What do our children like about learning Music?

- "We can make any pattern in the world."
- "We can listen to lots of different types of music"
- "Music is very calming; it helps us to forget things if we are annoyed."
- "I enjoy playing different instruments."
- "We can make up our own songs and play our own instruments."
- "You can sing and that is my favourite thing."
- "I have fun listening to different songs."
- "Learning different tempos."
- "I like doing the beat on the drum."

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





# Physical Education

## 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 physical activities. These include dance, games and gymnastics. Physical Education promotes an understanding in children of their bodies in action. 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

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. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1 and physical development in Early Years.

## The Foundation Stage

As they are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move and the way they handle equipment.

## 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

'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. Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Schools must spend the funding to improve the quality of the PE and sport activities they offer their pupils, but they are free to choose the best way of using the money.' (GOV.UK)



**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 upheld values throughout the whole school.
- Promotion of physical education and team games within playtimes and after school activities.
- Transferable skills to develop throughout and beyond school.
- Using social games to reinforce learning.

**What opportunities does our PE teaching offer pupils?**

- Through plentiful physical education workshops
- Social games and interventions
- Sports morning
- Specialised dance teacher on a weekly basis
- Afterschool clubs
- Fine motor interventions
- Gardens and playground games
- Movement breaks
- An abundance of resources

**Chestnut Lane School's Curriculum Intent for Physical Education**

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

- Inclusive for all ages and abilities
- Cross curricular opportunities
- Developing transferable skills for beyond the classroom.
- Risk are managed and staff are confident
- All children are physically active for a sustained time
- Children have opportunities to self-challenge and self-motivate during the lesson

**What do our children like about PE?**

- "I like learning new things that I can practise at home too."
- "It's fun that all my friends can get involved and no one is left out."
- "I like when we practise things and I get better at things I found hard."
- "All the different sports we play; it's always fun and we get to play in a team."
- "I like learning things that I wouldn't already know."
- "It's good because we get to do physical things everyday."

What does a good PE student look like at the end of each year group?	EYs	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• Developing fine motor skills to record ideas</li> <li>• Taking risks</li> <li>• Being safe and sensible with resources</li> <li>• Tackling new challenges</li> <li>• Developing organisational skills</li> <li>• Exploring new ways of moving</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand team games and the skills required</li> <li>• Simple sequencing ability</li> <li>• Using equipment safely, supported by adults</li> <li>• Simple balancing</li> <li>• Self-challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and being able to alter tactics in team games</li> <li>• Engage in competitive and co-operative physical activities, in a range of challenging situations</li> <li>• Analyse their own performance and evaluate skills</li> <li>• Participate in peer evaluation</li> </ul>



# 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
- 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
- Music assembly
- Pupils, visitors and staff members talk about their own religion
- Exciting activities, hands-on approach and learning through story telling

**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

**What do our children like about learning RE?**

- "It helps me learn and understand other people."
- "The special stories inspire me."
- "It always surprises me."
- "I like learning about new people."
- "The lessons are fun."
- "I get to learn about the world around me."
- "It's like it's got history in it too."
- "It makes me think the world has more to offer."

What does a good RE learner look like at the end of each year group?	EYs	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• Talk about religious stories, beliefs and festivals, linking to own experiences</li> <li>• Begin to understand that there are different religions in the world and that everybody has their own beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and understand religious stories, beliefs and festivals</li> <li>• Understand the stories and beliefs of Christianity, Judaism and other religions</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and compare religious stories, beliefs and festivals</li> <li>• Discuss and compare the stories of Christianity, Judaism and other religions</li> </ul>



# 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.

## 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'.

## 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]

## 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**.