



Curriculum Policy

Prepared by: Andrew King

Agreed by governing body: Spring 2017

Review date: Annually

Signed:

Chair of Governors:

Headteacher:

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Introduction, aims, purpose of policy

The aim of this policy is to describe the curriculum provision for the children at Chase Bridge: the whole school curriculum and how this encompasses the 'basic' curriculum and the statutory requirement of the National Curriculum. The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex education. The national curriculum is a set of subjects and standards used by schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. The purpose of the Curriculum Policy is to set out the underlying principles and overview of what we teach and what the children learn.

Policy summary

This policy sets out the framework for the curriculum in the Early Years Foundation Stage, the infants and the juniors. It includes contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter aims for the statutory national curriculum statements on inclusion, and on the development of children's competence in numeracy and mathematics, language and literacy across the school curriculum programmes of study for key stages 1 and 2 for all the national curriculum subjects that are taught at these key stages.

The policy also addresses ways in which we use opportunities to teach knowledge, skills and understanding across the curriculum, particularly with our half-termly themes in each year group. Cross curriculum themes usually have a focus on the humanities, but also address science. In addition they link to core quality texts that are read with the children in all year groups and are designed to promote a cultural literacy that enriches their knowledge and which contributes to an understanding of British values.

Scope of the Curriculum Policy

At Chase Bridge we offer a curriculum which is balanced, broadly based and which promotes the spiritual, moral, cultural, mental and physical development of the children preparing them for the opportunities, responsibilities and experiences of later life. It is designed to promote a cultural literacy that enriches the children's knowledge and which contributes to an understanding of British values.

The school curriculum comprises all learning and other experiences that we plan for the children. The national curriculum forms one part of the school curriculum. Provision is made for personal, social and health education (PSHE) and we also make provision for collective worship and teach religious education and sex and relationship education.

This policy makes extensive reference to the new National Curriculum 2014. The statutory national curriculum sets out in programmes of study, subject content for those subjects that should be taught to all children.

Chase Bridge also has exceptional extra-curricular provision that provides extended opportunities for children to explore new areas of learning and interest or deepen their experience, particularly in sport and music.

The way we define the curriculum also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons, particularly those that live or have lived locally and are connected to the school in some way to innovation, excellence and changes in the world.

Curriculum aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.

The National Curriculum

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

The national curriculum is just one element in the education of children at Chase Bridge. The national curriculum provides an outline of core knowledge around which we develop exciting and engaging lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

	Early Years	Key stage 1	Key stage 2
Age	3-5	5 – 7	7 – 11
Year groups	Nursery/Recp.	1 – 2	3 – 6
Core subjects	Early Years Foundation Stage Framework		
English		✓	✓
Mathematics		✓	✓
Science		✓	✓
Foundation subjects			
Art and design		✓	✓
Citizenship			
Computing		✓	✓
Design and technology		✓	✓
Languages			✓
Geography		✓	✓
History		✓	✓
Music		✓	✓
Physical education	✓	✓	

Curriculum planning and organisation

The curriculum is separated into core and foundation subjects. The core subjects are English, Mathematics and Science. These subjects are sub-divided into programmes of study for key stage 1, lower key stage 2 and upper key stage 2. The programme of study for Religious Education is not part of the National Curriculum and we follow the local SACRE guidance. Sex and Relationships Education is taught through our PSHE programme

Core knowledge and skills in reading, writing and mathematics are mainly taught discretely and continuously. However they are also taught through other subjects: there are many good practical opportunities, for example, to teach mathematics through science, or reading and writing through history.

Our long term curriculum planning (see appendices) outlines key themes for each half-term that are based on a lead subject but also bind together knowledge and skills from across the national curriculum. In their totality, across each key stage, they ensure that statutory requirements are met. However, this is a minimum and the curriculum at Chase Bridge goes well beyond this making extensive use of the resources and cultural capital in the local area: many of our themes are linked to an understanding and appreciation of the local area and the people that have lived here and in some cases are connected to the school. Half termly curriculum booklets are produced for parents that summarise the key learning.

From the long term planning overview year group teams develop their medium term plans. These give greater detail on the specific learning that will be covered.

Short term planning is developed usually on a weekly basis and will be adapted during the week depending on the progress made by the children. The purpose of short term planning is to support high quality teaching and learning – it is not an end in itself. As such the extent and detail in planning at this level will vary according to lessons, children taught and experience of the teacher.

Half-termly Cross Curriculum themes

Alongside the continuous work on the core knowledge and skills in reading, writing and mathematics, the cross curricular themes provide a framework for much of the children's learning over each half term. There is a clear expectation that the core skills of numeracy, reading, writing and in particular spoken language should be developed in all subjects where relevant. A summary of the medium term planning is shared with parents. Each booklet follows a similar structure:

- Overview of theme
 - Children's learning
 - Chronology
 - Core Quality Text
 - Key vocabulary
 - Planned visits, trips and school based workshops
 - Information for parents
 - Homework linked to curriculum theme
 - References, resources and weblinks
- Cross-curriculum links and opportunities
 - Core
 - Foundation
 - R.E
- Sequence and structure to curriculum theme
 - Entry Point
 - Research and recording
 - Exit Point

Nursery and Reception: the Early Years Foundation Stage

In the Nursery and Reception classes we follow the statutory Early Years Foundation Stage Framework. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our curriculum is focused upon the development of the individual child, socially, emotionally, physically, morally and cognitively. We recognise that the needs of our young children are such that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on outdoor learning together with a combination of independent, self-initiated play, structured activities, first-hand experience and some directed teaching. The development of the whole child is considered crucial.



Free Flow learning is an important part of the daily timetable. Children have access to the Outdoor area daily and in Reception the children also access the large playground during a morning playtime and lunchtimes.

We follow a two year rolling cycle for our half termly topics and ensure the interests of the children are followed too. We also integrate 'forest school' learning into the curriculum in both Nursery and Reception with Nursery attending forest school weekly and Reception half termly. There are huge benefits for young children who experience forest school. The natural environment stimulates all the senses. It encourages all areas of development and engages all children. Workshops in school and trips are also planned to enhance curriculum.

Physical Education is taught once a week in Reception and in Nursery this is once in the Spring and once in the Summer term as an introduction to the coaches who lead these sessions.

Inclusion

At Chase Bridge we set high expectations for every pupil. We aim to plan lessons to ensure that there are no barriers to every pupil achieving. We plan work for pupils whose attainment is significantly above the expected standard. We also adapt lessons for children who have low levels of prior attainment or come from disadvantaged backgrounds.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to make significant adaptations to the curriculum to meet the needs of individual children, then we do so in consultation with parents and with advice from external agencies when necessary, for example an Educational Psychologist.

If a child has a learning difficulty our school does all it can to meet these individual needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

We provide support for children whose first language is not English and recognise that the ability of children for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. We aim to plan teaching opportunities to help these children develop their English and aim to provide support the children need to access all subjects.



Where there are social, emotional or behavioural barriers to learning, children at Chase Bridge are able to access Emotional Literacy support, Play Therapy and a lunchtime Young Carers club.

As a school, our provision also extends beyond the school gates. Children attending schools in the Whitton and West Twickenham locality are able to access our key stage one nurture group provision. The provision benefits from excellent outdoor learning facilities and a team that is passionate about supporting and enabling vulnerable children to overcome their barriers to learning.

We believe in building strong relationships with our families at Chase Bridge and this starts with our toddler group 'Little Chasers'. The weekly session of activities is planned and delivered by one of our experienced Nursery Teaching Assistants with support from our school Family Worker.

Key Stage two children who would benefit from additional support with homework are invited to attend homework club after school. There is also a before school intervention program aimed at improving basic skills in literacy and mathematics for targeted children.

English

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 and at Chase Bridge we put an emphasis on introducing children to core quality texts through the whole school linked to our half-termly curriculum themes. 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 overarching aim for English in the curriculum at Chase Bridge 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. Our aim is to ensure that all children:

- 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.

Throughout Chase Bridge children have a wide range of opportunities to develop their speaking and listening and we actively encourage semi-structured discussion through the use of ‘talk prompts’ that form part of all classroom displays.

All children are taught phonics daily in the infants and this is continued into the juniors for those children that would benefit from additional support. At Chase Bridge Letters and Sounds forms the basis for most of our planning, however we also use materials from other sources such as Read, Write, Inc.

The teaching of reading is a partnership between home and school. Staff have a regular timetable for listening to children read individually and in groups but it is essential that parent listen to, read with and share books regularly with their children. We use the Chase Bridge Reading Record as a way of communicating between home and school and noting the books read and, as the children get older the children commenting on what they have read in homework diaries. In class we also have weekly guided reading sessions in groups where teachers keep a record of the children’s progress. Children also have the opportunity when they reach the juniors to read independently and chose books from the library with support depending on their age. Another significant feature of our teaching of reading is that with each half-termly curriculum theme we link a core quality literature for each year group. This is shared text that the class read together with the teacher and relates in some way to the overarching theme.

Spelling, grammar and punctuation are taught in various forms daily – sometimes this might be in discrete separate lessons designed to master a particular skill, but frequently they are taught alongside

the broader teaching of writing. Spelling lists are sent home weekly to be learnt which are then assessed back in class the next week. We use Grammar and Spelling Bug to support our teaching as well as on-line resources from Education City and LGfL that also support learning at home.

We have a whole school approach to writing that helps us to identify children's progress. Children begin a unit of work with trying to write a 'cold piece' (their first attempt) so we can assess current skills. This is followed by a programme of teaching and then the children have the opportunity to demonstrate what they have learnt in a new piece of independent writing. Marking is very thorough and all children are expected to respond to the teacher's marking (using a common marking code used across the school) in green pen by making edits and improvements to what they have done.



Mathematics

Mathematics is a creative and highly inter-connected 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.

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.



At Chase Bridge, mathematics is taught in mixed ability classes. Our 'Maths Mastery' approach ensures that children's learning focuses on a greater depth of understanding, with the help of concrete resources to aid children's understanding of abstract concepts. All children are appropriately challenged through questioning, tasks with various degrees of difficulty and activities that build on prior knowledge and address any difficulties that arise in lessons.

On-line resources from Mathletics are available for all pupils to reinforce their learning and are often set as homework activities. Numicon is used throughout the Early Years and the infants to support children's understanding of number.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics;
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

At Chase Bridge, practical work is encouraged so that children can plan and evaluate their own investigations using a range of resources.

Teachers make full use of the school grounds and the local area as well as science events and workshops in order to promote the value and importance of having a secure scientific understanding of the world around them. Science links are made with Maths and English whenever possible to provide a context for the skills they are developing across these two subjects.



Art and design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design is taught through our curricular themes. Children’s Art and Design work is recorded in art books in which children can generate ideas, explore their creativity and link art and design to other areas of the curriculum.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology.

At Chase Bridge children have timetabled computing lessons every week and follow a scheme of work produced by the school to ensure continuity and progression, building skills across a range of programmes and applications. The teaching units within the scheme are integrated into the curriculum themes to provide a context for the application of computer skills and each year group has a dedicated unit on computer programming and eSafety. Children have access to a range of tablets, Chromebooks and laptops so that they can use their computing skills across the other subjects within the curriculum.



Design and technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.



The national curriculum for design and technology aims to ensure that all children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Design and Technology is taught through our curricular themes. For example year 1's theme on Toys is a good opportunity for the children build and create a toy with a moving part. Children also get plenty of opportunities to cook as we have a classroom with a fully equipped cooker and fridge. We also have extra-curricular clubs that extend D&T opportunities – Building and Cookery clubs for example.

Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all children:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- discover and develop an appreciation of a range of writing in the language studied.

At Chase Bridge we celebrate the languages spoken in our school through a language wall, dual language library and opportunities and events to share and learn from each other. We promote the teaching of two European languages in the curriculum: French and Italian. Through a link with the Italian Embassy we have a native speaker who teaches introductory Italian lessons in the Infants and offers an Italian language club in the Juniors. Throughout the Juniors all classes have one lesson of French per week and an opportunity to explore the language and culture of French speaking countries through focused activity days and events.



Geography

Our high-quality geography education inspires the children's curiosity and fascination about the world and its people. We equip children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As the children progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



The national curriculum for geography aims to ensure that all children:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Chase Bridge, each year group studies at least two geography topics during the year and, when taken together, these units address local, national and global themes to encourage children to make connections in their learning. The teaching of geography is linked to our cross-curricular approach so that connections can be made between geography and other subjects, notably in history, science and design technology. In addition, the school organises trips and visits to key places of interest and runs workshops to engage the children's interest; this culminates in a week long field study trip to the Isle of Wight in Year 5.

History

We aim to ensure that the children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires the children's curiosity to know more about the past. Our teaching equips the children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps the children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Chase Bridge, each year group studies at least two key periods of history during the year and, when taken together, this helps pupils gain an understanding of the chronology of key events and how different time periods relate to each other.

The teaching of history underpins much of our cross-curricular approach; key English texts are chosen to support the history unit and many activities across the curriculum, from art and design to music and English, are linked to the history focus. In addition, the school organises trips and visits to key places of interest and runs workshops to engage the children's interest.



Religious Education

The programme of study for Religious Education is not part of the National Curriculum and we follow the local SACRE guidance. In the Foundation Stage, R.E. is taught through topics based upon children's own lives and their own experiences. In the infants and juniors the children learn about major world faiths and visit churches, mosques, temples, synagogues and gurdwaras.

At Chase Bridge children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in R.E. and to participate in critical thinking. We aim to ensure that the R.E. curriculum is challenging, dynamic and relevant to pupils of all ages.

We are not a church school and there is no expectation that children should be engaged in worship through any of our planned activities. There is an emphasis on learning about Christianity and every year as part of the annual cycle of children learn about major Christian festivals such as Christmas and harvest.



Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As the children progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Music is linked to our curriculum themes and singing is widely used as a teaching tool, to teach other subjects such as maths. Years 3 – 6 are taught by a specialist music teacher, while Reception to Y2 are taught by their class teacher using the Jolly Music programme. The Sing Up website is regularly used throughout the school. Year 2 have additional singing lessons provided by Richmond Music Trust (RMT). Year 3 have additional strings lessons provided by Richmond Music Trust (RMT), where each child learns a string instrument. Year 3 learn recorder, and Year 5 ukulele as part of their music lessons. Every child in the school takes part in a half hour singing assembly once a week.

Music plays an important part of our extra-curricular programme. We have three choirs, an orchestra and a band. Our Year 3 and 4 choir performs annually at the Richmond Singing Festival while our Year 5 and 6 choir performs at Young Voices at the 02.

Children are given regular opportunities to perform as soloists, small groups and in whole classes. Music plays a big role in our ‘Summer Spectacular’ concert in the summer term.



Physical education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. At Chase Bridge it provides opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

At Chase Bridge, PE is taught by coaches from the Brentford Football Club Community Sports Trust. In the Infants, PE lessons are based around the children learning multi skills, which stretches across all other sports. In the Juniors, the children focus on skills specific to different sports.

We place a strong emphasis on children participating in out of school activities and run many different clubs (including rugby, dance, netball, gymnastics, football, karate) for the children and sports teams. A number of sports team are available across year groups, however the majority of team participation is in Year 5 and Year 6.

Personal, Social and Health Education

Our PSHE programme helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. It also covers our Sex and Relationships Education (SRE).

At Chase Bridge PSHE is broadly covered through assemblies as well as activities such as circle time. Teaching children to care for themselves, others and their environment is also an integral part of the school ethos – excel at learning; express your talents; care for others.

Behaviour and Anti-Bullying Strategies - The staff at Chase Bridge are committed to a policy of positively encouraging good behaviour and pro-actively addressing anti-bullying strategies through the curriculum, for example the SEAL programme and Circle Time activities. This is essential for the well-being and happiness of the children and provides the best environment in which they can learn most effectively. See the Behaviour Policy for further information.

Part of our PSHE programme is to encourage children to make a positive contribution to society as we promote British values. We want all our children to develop self-confidence and positive relationships and to be able to deal successfully with the challenges and changes life brings. We believe that children should display positive behaviour both in and out of school, including choosing not to bully or discriminate. It is also important that children actively engage in decision-making and to be able to support the local and extended community and its environment. The children's school council is an important part of this provision. The purpose of our School Council is to give our children a voice in developing our school. Classes elect representatives to attend council meetings. Before each meeting, teachers arrange for their classes to discuss issues or put ideas forward. The class representatives then take these ideas to a full School Council meeting. The School Council decides which charities to support each year is actively involved in organising fund raising events. They have an annual budget to spend on playground equipment and regularly discuss improvements and changes to playtimes, extra curriculum activities and maintenance of inside and outside space.

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life, (including marriage) respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school. Our programme addresses three areas: skills (for example, communicate, listen, negotiate); attitudes and beliefs (moral and cultural frameworks that bind sex and sexuality); knowledge and understanding (physical, emotional development). We use a variety of teaching approaches appropriate to the age and learning needs of the children and cross-curricular opportunities as they arise and where relevant. Class teachers have the main responsibility for delivering the SRE programme but on occasion outside speakers might be used. We have a clear protocol for answering questions from children – we would always hope to answer questions using simple, accurate and straightforward language, however, some questions might need to be answered on a more private individual basis. We recognise the plural nature of our society and recognise difference and diversity and do not actively promote any one lifestyle.

Appendices

Sex and Relationships Education programme

Key Stage 1				
Topics	Early Years	Year 1		Year 2
	Myself and others	Myself and others		Differences: boys and girls
	Family networks	Body parts		Differences: Male and female
	Hygiene	Friendships		Everybody needs caring for
		Choices		Looking after the body
Key Stage 2				
Topics	Year 3	Year 4	Year 5	Year 6
	Self Esteem	Growing and Changing	Talking about Puberty	Puberty and Reproduction
	Challenging Gender Stereotypes	Body Changes and Reproduction	Becoming Men and Women	Relationships and Reproduction
	Differences – Male and Female	What is Puberty	Puberty and Hygiene	Conception and Pregnancy
	Family Differences	Thinking, Feeling, Doing – Changing Relationships	Menstruation and Wet dreams	Being a Parent
	Decision Making	Assertiveness	Menstruation Education for Girls	HIV Transmission
	Safety	Your Questions Answered	Building Good Relationships	Your Questions Answered

Core Quality Text by year groups

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	The River Singers	War Game A Christmas Carol	Skellig, William Blake Tyger	A Midsummer Night's Dream	Kensuke's Kingdom	Boy
5	Charlie and the CF playscript	Arabian Nights (choosing one story to focus on)	Streetchild	Journey to Jo'burg	The Wreck of the Zanzibar	The London Eye Mystery
4	Forbidden Footprints	The Secrets of Vesuvius	How to train your dragon	The Butterfly Lion	Cloud Tea monkeys	Iron Man
3	The Egyptian Cinderella	The Ice Bear	Ug Boy Genius of the Stone Age		Family From One End Street War Boy? Friend or Foe	
2	Traction Man	The Leopard's Drum	The Snail and the Whale	The Snail and the Whale	The Mousehole Cat	The Mousehole Cat
1	Where the Wild Things Are Brown Bear Brown Bear What Can You See?	Information Texts- History Makers Henry VIII and his six wives. Gruffalo	Lost in the Toy Museum Dogger	The Three Little Pigs	Handa's Surprise Otherwise	Oliver's Fruit Salad Peace at Last
R	TBR					
N	TBR					

Chase Bridge Curriculum Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year 1	It's good to be me/Into the woods <i>PSED, Understanding the world</i> New routines and new friends. Trees, animals, habitats and materials.	Festivals/Senses <i>PSED Understanding the world</i> What do we celebrate and why? Exploring our environment using our senses	Once upon a Time <i>Literacy, Understanding the world</i> Traditional tales Materials	From the Tiny Ant to the Elephant <i>Understanding the world</i> Habitats, animal groups	Reach for the Stars! <i>Understanding the world</i> Space	New Beginnings <i>PSED</i> Life cycles. Moving on
EYFS Year 2	Home Sweet Home/School Days <i>Understanding the world</i> Different homes Our school and the local area	Climb aboard the Pirate Ship/Under the Sea <i>Understanding the world</i> Maps and ships. Creatures and habitats	Special People <i>Understanding the world</i> Different jobs and services	Changes <i>Understanding the world</i> Growing and changing	Dinosaur Detectives <i>Understanding the world</i> What was the world like during this time?	Wish you were Here <i>Understanding the world</i> Journeys and holidays
Year 1	Who do you think you are? <i>History</i> Changes within living memory.	Henry VIII <i>History</i> To understand the lives of significant others and compare.	Old and New Toys <i>History, Science</i> An introduction to a range of basic materials and their properties.	Houses and Homes <i>Geography</i> To compare home life in the past with their own lives.	Plant Detectives <i>Science, Geography</i> Wild and garden plants. Deciduous and evergreen trees.	The Animal World <i>Science, Geography</i> Fish, amphibian reptiles and birds
Year 2	People and Places <i>Geography</i> Recognise landmarks and basic human and physical features.	People and Places <i>History</i> To learn about the lives of significant individuals.	Ground Force <i>History</i> Events beyond living memory that are significant nationally (GFoL)	Ground Force <i>Geography, Science</i> Name and locate the 7 continents, 5 oceans and explore the make-up of the UK.	Sun, sea and sand <i>Science</i> Changes within living memory.	Sun, sea and sand <i>Geography, Science</i> Being an apprentice gardener and habitats.
Year 3	Ancient Egypt: digging up the past <i>History</i> The achievements of early civilizations. (Ancient Egypt)	Poles apart <i>Geography</i> World climatic zones. Polar exploration and the Arctic and Antarctic	Stone Age to Iron Age <i>History</i> Changes in Britain from the Stone Age to the Iron Age	Feel the Force <i>Science</i> To understand forces and magnets	Down Our Road <i>Geography, History</i> A study over time tracing how aspects of national history as reflected in the locality.	Let it Grow <i>Science</i> Plants, animals and humans
Year 4	Invaders and Settlers <i>Geography, History</i> Britain's settlement by Vikings, Anglo-Saxons and Scots.	Living a Hindu Life <i>Geography, Religious Education</i> To understand key aspects of India and Hinduism	The Very Important Bear <i>History, Technology</i> Exploring the history of cinema and creating films	Human Impact <i>Science</i> Animals, food chains and the environment	What have the Romans done for us?! <i>Geography, History</i> The Roman Empire and its impact on Britain.	Extreme Earth <i>Science, Geography</i> Understand and describe volcanoes and earthquakes.
Year 5	Chocolate <i>Geography, History</i> Designing, making and evaluating products that consider issues of Fair Trade across the world.	Arabian Nights <i>History, Religious Education</i> Non-European society that contrasts with British history. Key ideas in Islam.	Turn of the Century <i>English, History</i> The Victorians, British Empire and abolition of the slave trade. Extending chronological knowledge.	Uniting Nations <i>Geography, History, English</i> Understanding the connections between local, regional, national and international political history and looking at a key figure in history.	Coast vs City: Isle of Wight <i>Geography</i> Fieldwork to observe, measure, record and present the physical features.	Coast vs City: London, Paris, New York <i>Geography</i> Compare a region in UK (London), a region in a European Country and a region within North America
Year 6	Down by the Riverside <i>Geography</i> Understand the key aspects of rivers and the water cycle	War and Walpole <i>History</i> World War I, Changes in society and how the local area has changed over time. War poems and literature.	It's all Greek to me <i>Geography, History</i> A study of Greek life and achievements and their influence on the western world	Fairies and Fools <i>English</i> Identify audience and purpose of writing; consider how authors develop characters and settings.	Que Tal! <i>Geography</i> Exploring the counties and cities of South America	Sailing Away Preparation for secondary school and building on the skills they have developed throughout their primary education

Chase Bridge Primary School – weekly timetable – juniors – [class/teacher/child/room]



times	8.00-8.50	8.50-10.15			10.30-11.30	11.30-12.30	12.30-1.30	1.30-2.30	2.30-3.15	3.15-6.00
Sessions	Pre-school	1		brk	2	3	Lunch	4	5	After-school
Monday		Assembly 9.00								
Tuesday			Assembly 10.00							
Wednesday			KS assembly							
Thursday			Singing Assemb. 9.45-10.15							
Friday		Achievement Assembly 9.00								

Notes

Long term curriculum plans by year group: years 1-6

Year 6

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead subj	Gg	Hi	Gg, Hi	Eng, Hi	PSHE	Gg
NC ref. to key statem	Understand the key aspects of rivers and the water cycle	World War 1, Britain and changes in society. War poems and literature.	A study of Greek life and achievements and their influence on the western world.	Identify the audience and purpose of the writing and consider how authors have developed characters and settings.	How we see things and construct simple series circuits.	Explore the countries and cities of South America and its environmental regions and physical and human characteristics.
Core text	The River Singers	War Game A Christmas Carol	Skellig, William Blake Tyger	A Midsummer Night’s Dream	Kensuke’s Kingdom	Boy
Notes to incl. ref to local, nat./internat. ; cross curric. links	<ul style="list-style-type: none"> • Geography Success 4 – Investigating rivers pages 4-18 Rivers - Teddington Lock (Schools on the river) River Crane, maps, compass points and grid references, vegetation belts and the water cycle • History The importance and use of rivers, Ratan Tata, Elizabeth Twining, Eel Pie Island (Downliners, Brian May and 60’s beat music) • DT Bridges • Art Pastel scenes of rivers Painting of bridges inspired by Whistler, Monet and Derain • Science Micro-organisms (The Nature Library) 	<ul style="list-style-type: none"> • History Remembrance; Flanders visit? Chronology and end of 1WW, inter-war and WW2; • PSHE Dimension impact of war on individ. and families; Help for Heroes; Star & Garter. • Art War art using charcoal and collage • DT Technology and war • Science Living things and their habitats (Our changing world) • Music Links to Kneller Hall Museum and war music Strawberry Hill House 	<ul style="list-style-type: none"> • Geography Greece’s land (a region in a European City, Athens) climate and land use • History City states • Science Evolution and inheritance (Everything changes) • Maths Greek thinkers (Pythagoras) • Art Clay owls Henri Rousseau – jungle backgrounds 	<ul style="list-style-type: none"> • History Theatre, democracy, Olympics, thinkers and legacy. • DT Temples • Drama Shakespeare workshops and performances • Art Puck’s magical flowers using paint and collage • Science Animals including humans (Body Pump and Body Health) More about dissolving Greek evening 	<ul style="list-style-type: none"> • Science Light and electricity (Light up your world!) • Art Draw and colour their own Kensuke’s Kingdom Waves inspired by Hokusai and origami boats Calligraphy 	<ul style="list-style-type: none"> • Geography Success 4 – Rio de Janeiro page 48 Time zones, understand similarities and differences of a region of the UK, a region of a European country and a region of South America, locate the world’s countries, using maps to focus on Europe (and Russia) North and South America) with a focus on environmental regions, physical and human characteristics, countries and major cities, longitude and latitude, Equator, Hemispheres, the Tropics of Cancer and Capricorn. • DT Design their and make their own toys for a baby gym using felt • Science Electricity (Danger! Low Voltage!)

Year 5

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead subj.	Hi, Gg	Hi, RE	Hi, Lit	Hi, Geo, Li	Sci, Gg	Gg
NC ref. to key statemnt	Designing, making and evaluating products that consider issues of Fair Trade across the world.	Non-European society that contrasts with British history. Understanding key ideas in Islam.	A Victorian/Georgian study to extend chronological knowledge beyond 1066	Interational study (South Africa) Great leaders/figures in history Rugby – our local heritage. An aspect/theme in British history	Fieldwork to observe, measure, record and present the physical features. To understand a key topographical feature (coast and understand how the coast changes over time)	Place knowledge. Compare a region in UK (London), a region in a European Country and a region within North America (NY)
Core text	Charlie and the CF playscript	Arabian Nights (choosing one story to focus on)	Streetchild	Journey to Jo'burg	The Wreck of the Zanzibar	The London Eye Mystery
notes	<ul style="list-style-type: none"> • DT Design and make packaging for a product • Geography Trade links Using maps • Science Properties and changes of materials 	<ul style="list-style-type: none"> • RE How Islam developed • Science Earth and Space • Art Islamic patterns Andy Warhole • Maths Counting and the number system and the origins of algebra, chess and the Arab influence 	<p>Significant turning points (railways, slave trade and the industrial revolution)</p> <p>Osborne House IoW (link to art and design)</p> <p>Victorian Day</p> <ul style="list-style-type: none"> • Art William Morris http://healthhistory.lgfl.org.uk/ • Science Keeping healthy • DT Woodwork, sewing, bread and butter making 	<p>History and geography Development of rugby; visit to RFU museum; Stadium tours; international dimension to SA using sport as a vehicle to bring unity to a country.</p> <p>Consider link to Victorians in planning and how the rules of sport were introduced</p> <ul style="list-style-type: none"> • Geography Success 3 – Water, pages 4-20 Famine and drought • DT Rugby kits, designing and logos • Art Watercolours • Science Animals including humans <p>Great leaders and speeches – pupil parliament PSHE/SRE link Year 5 –animals including humans (comparison between the development of humans and animals)</p>	<ul style="list-style-type: none"> • Geography Name and locate counties and cities of the UK and land use patterns • DT Isle of Wight models • Science Living things and their habitats • Geography Success 3 – coastal places and people, pages 40-50 Coastal erosion, arches, caves and stacks, long shore drift and lighthouses • Art Turner 	<p>Main focus is on comparison</p> <ul style="list-style-type: none"> • Geography North America, link Titanic to New York, Ellis Island and immigration • Science Forces <p>London Eye visit</p> <p>London underground; tourist location; etc. London museum</p>

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Year 4

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead subj	Hi, Gg	Gg	Hi, Gg	Sc	Gg	Gg
NC ref. to key statemnt	The Roman Empire and its impact on Britain.	To understand and describe key aspects of volcanoes.	Britain's settlement by Vikings, Anglo-Saxons and Scots.	The digestive system, teeth and food chains.	Physical Geography, understand a key topographical features (hills and mountains)	To understand and describe key aspects of earthquakes.
Core text notes	<p>Forbidden Footprints</p> <p>Make clear links with Vikings work in y3</p> <ul style="list-style-type: none"> • History Roman Empire across Europe; Romans in Britain; Romans leaving and Anglo-Saxon invasion • Geography Roman empire through maps http://romans.lgfl.org.uk/loading.html http://timemaps.lgfl.org.uk/swf/fall_of_the_roman_empire.swf • Science Sound • Art Celtic knots Mosaics Clay pots Collaged soldiers • DT Design and make chariots 	<p>The Secrets of Vesuvius</p> <ul style="list-style-type: none"> • Science State of matter Pompeii Economic activity and trade links 	<p>How to train your dragon</p> <ul style="list-style-type: none"> • History Greater emphasis in second half of term on Anglo-Saxons and Scots • Geography Location of castles and Vikings (maps) Carisbrooke Castle Bodium Castle Tower of London http://timemaps.lgfl.org.uk/swf/norman_conquest.swf Science Keeping warm • Art Heraldry and symbolism - school houses (Gr/Uni/Lion/Ph/Dr) English rose (rugby) Dexter (right) and sinister (left) Dragon collages • DT Lion masks 	<p>The Butterfly Lion</p> <ul style="list-style-type: none"> • Science Animals including humans- Digestive system in humans, teeth and their simple functions, food chains (producers, predators and prey) • Art Silhouettes 	<p>Cloud Tea monkeys</p> <ul style="list-style-type: none"> • Geography Success 4 – The Mountain Environment, pages 20-30 Mountains, climate zones, vegetation belts, types of settlement • Science Living things and their habitats <p>Links to Abercynon and rugby comp</p>	<p>Iron Man</p> <ul style="list-style-type: none"> • Geography Earthquakes (California) • Science Electricity • Art Tom Gauld Californian landscape sketches • DT Sculpture of iron man Pop up books

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Year 3

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead subj	Hi	Gg	Hi	Sc	Hi, Gg	
NC ref. to key statemt	The achievements of early civilizations. (Ancient Egypt)		Changes in Britain from the Stone Age to the Iron Age	To understand forces and magnets.	A study over time tracing how several aspects of national history are reflected in the locality. (Whitton and Twickenham and the Blitz in London)	
Core text	The Egyptian Cinderella	The Ice Bear	Ug Boy Genius of the Stone Age		Family From One End Street War Boy? Friend or Foe	
notes	<ul style="list-style-type: none"> • Geography Success 4 – The River Nile, page 14 Farming cycle, map of Egypt, digital computer mapping (google earth) River Nile (distribution of natural resources), Weather – climate • DT Understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed. • History Hieroglyphics, Cleopatra, Death in Egypt – mummification • Science Rocks • Art Clay sarcophagi and cartouches Portraits using watercolours <p>British Museum</p>	<ul style="list-style-type: none"> • Geography Phase 1 and 2 – world climates Phases 3, 4 and 5 – polar exploration and the Arctic and Antarctic • Science Light 	<ul style="list-style-type: none"> • History Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> • Science Forces and magnets 	<ul style="list-style-type: none"> • History WW2 references and post war 50s/60s/70s/80s; local map work The Blitz, rationing and evacuees • Science Animals including humans <p>http://bombsight.org/#15/51.5050/-0.0900</p>	<ul style="list-style-type: none"> • Science Living things and their habitats, Bees and plants

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Year 2

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead subj	Ge	Hi	Hi	Ge	Hi	Ge
NC ref. to key statemnt	Recognise landmarks and basic human and physical features.	To learn about the lives of significant individuals.	Events beyond living memory that are significant nationally (GFoL)	Name and locate the 7 continents, 5 oceans and explore the make-up of the UK.	Changes within living memory.	Use and refer to key geographical vocabulary.
Core text	Traction Man	The Leopard’s Drum	The Snail and the Whale	The Snail and the Whale	The Mousehole Cat	The Mousehole Cat
notes	<ul style="list-style-type: none"> • Geography Eel Pie Island and Twickenham:-human and physical features, map work and contrasting with a locality outside the UK Mapping work (7 continents and 5 oceans and four countries and capital cities of UK) • Science Use of everyday materials (identification, uses, how materials can be changed) • DT Vehicles (linked to materials and Traction Man) • PSHE It’s good to be me • Art Andy Warhole 	<ul style="list-style-type: none"> • History Famous people – Trevor Bayliss, Brunel (local), comparison Christopher Columbus and Neil Armstrong • Science Electricity, link to Trevor Bayliss • Art Line art and portraits 	<ul style="list-style-type: none"> • History The Great Fire of London: chronology, Samuel Pepys • DT Tudor houses • Art Observational drawings (textures and patterns of buildings) • Science Forces 	<ul style="list-style-type: none"> • Geography Where in the world? Continents, oceans, countries, maps, atlases and globes, weather (in relation to equator, North and South poles) Comparison between small area in UK and small area of a non-European country • Science Animals including humans (growth, basic needs, exercise, food and hygiene) • PSHE/SRE Feelings, similarities between boys and girls • DT Story box settings 	<ul style="list-style-type: none"> • History Chronology of seaside holidays (Victorian to present) • Science Plants: observe growth and what is needed • Art Turner (Solus Lodge house) • DT Sand and clay sculptures Design and make puppets <p>Seaside trip</p>	<ul style="list-style-type: none"> • Geography The seaside, natural and manmade features, holiday destinations • Science Living things and their habitats, Bees and plants, food chains

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Year 1

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead subj	Hi/Sci	Hi/Gg	Hi	Gg	Sc, Gg	Sc
NC ref. to key statemnt	Changes within living memory.	Historical people and places in our local area.	To understand the lives of significant others and compare.	To compare key human features of a city, town and village.	Observe changes across the 4 seasons and how the weather changes.	Identify and name basic garden plants.
Core text	Where the Wild Things Are Brown Bear Brown Bear What Can You See?	Information Texts- History Makers Henry VIII and his six wives. Gruffalo	Lost in the Toy Museum Dogger	The Three Little Pigs	Handa’s Surprise Otherwise	Oliver’s Fruit Salad Peace at Last
notes	<ul style="list-style-type: none"> • History Changes in living memory. How have I changed? How will I change? -Baby photos -Different families - draw a picture and label your family - Who is in your family? Family Tree. • Science -Ourselves - body parts labelling - To understand how humans change as they grow - To explore our five senses <p>Orleans House</p>	<ul style="list-style-type: none"> • History Henry VIII and Hampton Court • Geography Maps and our local area • Art Portraits- royal • DT Patchwork quilts RE Christainity and the church 	<ul style="list-style-type: none"> • History Where do toys come from? • Science Light and dark Design and make their own toys 	<p>Where do we find different buildings?</p> <ul style="list-style-type: none"> • Science Sound and hearing • Geography Simple compass directions and devise a simple map • DT Make their own buildings 	<ul style="list-style-type: none"> • Science Seasonal changes (plants and trees, weather) 	<ul style="list-style-type: none"> • Science Plants • Art Sunflowers – Van Gough • DT Make fruit salads Tree trail

