

DUNNINGTON CE PRIMARY SCHOOL



CURRICULUM POLICY

Date of Policy:	March 2021
Date of Review:	March 2024
Member(s) of staff responsible:	Caroline Hancy
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
Date:	23 rd March 2021



*Growing and learning together and aiming to be the best that we can be,
in an environment based on Christian values.'*

Curriculum Policy

Curriculum Intent *Whilst high levels of academic achievement are expected, we are concerned with all aspects of children's development. It is our intention to provide, within a caring environment, a wide range of balanced learning opportunities which develop and extend the subject skills, key skills, thinking skills and achievements of all our children- a curriculum for the 21st century- which will help our pupils to grow up to be knowledgeable, independent, adaptable and responsible people and prepare them for a world in which the only constant is change.*

Aims

To set out a curriculum for our school which:

- Educates our pupils intellectually, socially, morally, physically, culturally and spiritually within an environment firmly based on Christian Principles.
- Provides enjoyable and stimulating learning experiences which develop a love of learning and extend children's subject skills, key skills, thinking skills, and achievements.
- Implements the breadth of content of the National Curriculum 2014.
- Meets the needs of the children in our school and nurtures each child's unique talents.
- Encourages creativity, experimentation and enrichment in learning and teaching.
- Develops confidence and a positive sense of identity and self-esteem.
- Promotes the development of independent learners with lively, enquiring and creative minds
- Encourages children to share and work with others effectively.
- Develops honest and caring citizens of their local, national and wider world.
- Values and recognises diversity within societies, our own and others.
- Begins to prepare pupils for the opportunities, responsibilities and experiences of secondary school and adult life.

Curriculum Organisation

1. Early Years Foundation Stage and National Curriculum content is delivered through a topic-based approach, where possible.
2. Topics are primarily based on history, geography and science curriculum content with essential knowledge, skills and understanding from other subject areas being taught through these themes, where appropriate.
3. Discrete subject teaching is also used to supplement topics where appropriate, particularly in English, Maths, RE, PSHCE, music, PE and French (KS2).
4. The curriculum is organised into two-year or three-year cycles to avoid repetition when mixed classes are required in school.
5. The subject-specific objectives to be covered within each topic are outlined in our **curriculum progression plans**. A **summary thematic overview** is shared with parents on the school website.
6. **Learning journeys (medium term plans)** are used to organise the objectives and related activities into lessons. Learning journeys are also flexibly designed to take account of prior learning, the interests of pupils and their own lines of enquiry within a topic.
7. Teachers often use a 'hook-in' activity to introduce each topic to the class in an exciting and creative way. This might include a trip, a visitor, a dramatic reconstruction etc
8. A celebration activity is planned for the end of each theme to sum up and review the key aspects of learning. This may involve a presentation to the school or parents.
9. Relationship and Sex Education is set out in our separate policy statement, allowing parents to withdraw their children from specific aspects, if they so wish.
10. During lessons across the curriculum and also in Collective Worship, the school explores a range of Christian values and aspects of Personal, Social, Health and Citizenship Education

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(PSHCE). The specific themes taught across each year group are identified in the **Curriculum Overviews** for each year group.

11. The fundamental human values of democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs are integrated into our curriculum plans and worship themes throughout the year.
12. The school follows the SACRE Locally Agreed Syllabus for RE supplemented with themes and lessons from Understanding Christianity. Some of the taught themes link well to the topics being taught and in all other cases, the themes are taught as a discrete individual lesson.
13. Subject-specific progression plans demonstrate how the acquisition of new knowledge, skills and understanding takes account of prior learning and builds over the pupils' time in school.
14. Teachers target individual children with the appropriate level of work within each topic or subject. Within any lesson teachers create smaller groups of children with similar learning needs. In order to meet the needs of all pupils, support is also provided for pupils with Special Educational needs (SEND) where appropriate through a range of strategies which include: differentiation, TA support, interventions, scaffolding, specific resources and support plans. The details of our support for individuals and groups with SEND are set out in our half-termly provision maps.
The needs of our most able children are met through effective differentiation in Quality Wave 1 classroom teaching, ensuring appropriate levels of work challenge and stretch these pupils.
15. Topic overviews and curriculum updates are shared with parents via the website and termly curriculum newsletters.

Timetable

In Early Years Foundation Stage, the timetable is made up of:	In KS1, the timetable is made up of:	In Years 3 and 4, the timetable is made up of:	In Years 5 and 6, the timetable is made up of:
<ul style="list-style-type: none"> • A daily English and maths focussed input • A daily phonics lesson • 2 lessons of PE per week • 1 Forest Schools session per week • Topic lessons • Additional discrete lessons of RE, PSHCE, music as appropriate to ensure coverage • Indoor and outdoor areas of provision 	<ul style="list-style-type: none"> • A daily English lesson • A daily maths lesson • A daily phonics session • 2 lessons of PE per week • Topic lessons • Additional discrete lessons of RE, PSHCE, music as appropriate to ensure coverage 	<ul style="list-style-type: none"> • A daily English lesson • A daily maths lesson • 1-2 discrete spelling sessions per week • 1 session of French per week • 2 lessons of PE per week • Topic lessons • Additional discrete lessons of RE, PSHCE, music as appropriate to ensure coverage 	<ul style="list-style-type: none"> • A daily English lesson • A daily maths lesson • 1-2 discrete spelling sessions per week • 1 session of French per week • 2 lessons of PE per week • Topic lessons • Additional discrete lessons of RE, PSHCE, music as appropriate to ensure coverage
22 hours 5 minutes per week (excluding lunch, breaks, registration and collective worship) (DfE recommended minimum is 21 hours per week)	23 hours 40 minutes per week (excluding lunch, breaks, registration and collective worship) (DfE recommended minimum is 23 hours 30 minutes per week)		

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English

In accordance with the national curriculum, Dunnington CE Primary School concentrate on ensuring spoken language, reading, writing and vocabulary are integral aspects of our teaching both as discrete subjects and within all other subjects.

We aim for children to:

- Read easily and fluently with a good understanding, for both information and pleasure
- Acquire a wide range of vocabulary
- Write clearly and coherently across a wide range of fiction and non-fiction genres using correct conventions of grammar and accurate spelling
- Be competent in the art of speaking and listening, presenting, demonstrating, debating and acting

We organise our teaching in a number of ways across the different phases within school:

In Early Years, the focus is on phonics following the Letters and Sounds programme, and this underpins the use of reading, writing and spoken language through discrete, daily phonics sessions and within areas of provision. Children move from emergent writing through to clear formation of letters, sounds, words and even sentences.

In KS1, the children develop their phonics knowledge further both in terms of reading and spelling. They are nationally tested at the end of Year 1, with any children who are falling behind given extra support in Year 2.

Longer texts are read and written, and a high level of grammatical knowledge is introduced. Children are nationally assessed in reading and writing at the end of KS1 and this helps inform how children are supported in KS2.

In KS2, phonics is still used, in particular to support those who need it with reading and spelling. An adapted version of the Babcock Pathway to Spelling is utilised to help reach statutory spelling requirements in discrete spelling lessons which take place each week.

Longer, more detailed and complex texts are read and are expected to be written. Children are formally assessed at the end of each year in speaking and listening, reading and writing. Children are nationally assessed at the end of the key stage in speaking and listening, reading, writing and also grammar, punctuation and vocabulary.

Throughout the school guided group or class reading takes place whereby children read with the teacher and teaching assistants to develop their decoding and comprehension skills either in smaller focus groups or as a whole class. Follow-up work related to what has been discussed takes place each week where children record their understanding in reading journals.

An extensive set of guided reading books are supplied for teachers to utilise, colour-banded to indicate the level. These colour bands are also used with independent reading books in the school and class libraries to ensure children are reading at the right level when they choose their books.

In addition to the reading colour band books, teachers in KS2 use The Teaching Booth - whole class reading spine to plan and deliver a wide variety of texts to each class. Exposing all children to a range of texts throughout the year.

In recent years, great emphasis has been placed on our approach to developing children's writing. Deliberate and explicit modelling is utilised at each stage of the writing process to enable pupil independence. However, there are three key teaching strategies that ensure pupils fully engage with the process- **modelling**, **revising** and **editing**. A clear and correct understanding of them is crucial.

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The writing process:

- ❖ Planning
- ❖ Drafting
- ❖ Sharing
- ❖ Evaluating
- ❖ Revising and Editing
- ❖ Publishing

Modelling

The writing process is modelled over a phased period of time. Initially this may involve 100% teacher led demonstration of writing with no interaction with or from the children so that they fully focused on the process. Teachers will carry out a process of 'thinking aloud' when they are modelling writing. They demonstrate and explain their choices, to challenge, engage and motivate pupils in the thought process.

Over time more responsibility is passed to the children through asking questions of the pupils so that they are stimulated to think actively about the teacher's choices. The teacher also ensures he/she asks questions of targeted pupils.

Revising

Revision starts once children have finished a first draft. As they reread what they have written, children may notice a few places where the wording doesn't seem to flow quite as well as the rest of their work. They may decide to change a few words or add a sentence or two. Perhaps they want to add a paragraph or re-arrange paragraphs. Revision is about changing the meaning or way in which a reader perceives, experiences and interprets the writing.

- Children are given time between writing their first draft and looking at it again for revision. A few hours can give them enough time to see it with fresh eyes that are more likely to spot trouble areas.
- Children are also provided with opportunities to read their paper out loud. Sometimes speaking the word helps them get a better feel for the flow of the writing and to make sure their paper is organised in a logical way.

Editing

Editing is where the overall writing remains exactly the same-children simply fix mistakes they have made while writing it such as typos, grammar errors, and spelling mistakes.

Editing their writing happens once they have a draft they are confident in as a whole. In the process of editing, they look for the details that may have slipped by during the writing process.

Children are made aware of grammatical terms and the use of a wide range of grammatical conventions in line with statutory requirements. These may be taught discretely but, primarily, teachers promote grammatical understanding within context of overall written composition

Maths

We aim to provide a mathematics curriculum that promotes enjoyment and enthusiasm for learning and fosters positive attitudes towards mathematics by developing pupil's competence and confidence in mathematical understanding, skills, equipment and vocabulary.



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In line with the National Curriculum, we aim 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 have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

In Foundation Stage, Number and Shape, Space and Measure concepts are taught through focused teacher input and child-initiated play in the areas of provision.

In Key Stage 1 and 2, the mathematics programmes of study are organised into distinct areas including number, measurement, geometry, statistics (Y2 upwards), Ratio and proportion (Y6) and Algebra (Y6). However, all pupils are encouraged to make rich connections across these mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Pupils are given a wide range of opportunities to apply their mathematical knowledge to science, history, geography and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace based on their academic year group. However, decisions about when to progress will always be based on each individual pupil's security of understanding and their readiness to progress to the next step in mathematical learning. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems to apply their mathematical skills and knowledge before moving on to new content. Children who may require more time and consolidation to become sufficiently fluent with mathematical knowledge and skills are supported in solidifying their understanding.

Mathematics is taught daily throughout the school and where possible, cross-curricular links are made to the over-arching theme in each class or Key Stage. In each daily session children may be taught in a combination of ways ranging from whole class, in small groups, pairs or individually. Pupils may work independently or with support. This support may be from a teacher, a teaching assistant or in other forms such as through peer support or the use of a range of practical resources to support learning. In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children to ensure progression in skills and knowledge for each individual child. The organisation of teaching and the range of learning activities used in every mathematics sessions are carefully planned and structured to ensure the challenge of the task is carefully matched to the ability and needs of each child.

Pupils have the opportunity to use a wide range of resources such as number lines, number squares, digit cards, Numicon and other small apparatus to support their work and we encourage children to ask, as well as answer, mathematical questions. Both teacher and children use ICT in mathematics lessons where it will enhance their learning, and to assist with modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.



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The National Curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Pupils will be taught to use a range of high quality mathematical language to build up a comprehensive bank of mathematical vocabulary, which enables them to accurately articulate their mathematical thinking, justify an answer or discuss a mathematical problem.

Science

We aim to provide pupils with a real-life experience of Science. This means that, wherever possible, children have the opportunity to learn about the world around them through the experimental testing of ideas. We encourage discussion about how major scientific ideas have local and worldwide impacts, so that they are able to make informed choices about how to live. We aim to stretch the imagination and creativity of all pupils and make learning about Science a fun experience.

In Early Years Foundation Stage, children develop the knowledge, skills and understanding to help them make sense of the world. (Knowledge and Understanding the World). Children learn about and make observations of similarities and differences in places, plants, animals, living things and materials through Forest Schools and topic-based science.

The National Curriculum outlines four areas of study in Science for both KS1 and KS2 and these are taught either through topics or through discrete Science lessons:

Working Scientifically

Scientific enquiry is taught through the following three areas of Science. Pupils are taught to create scientific questions, plan ways to test their ideas, carry out investigations, presenting results appropriately and draw conclusions.

Biology

Topics in this area include: life processes, humans and other animals, plants, variation and classification, and living things and their habitats.

Chemistry

Topics in this area include: properties of materials and states of matter.

Physics

Topics in this area include: electricity, forces and motion, light and sound and the earth and space.

We use a wide range of resources to teach Science. We aim to provide children with a first-hand experience of many topics and to carry out practical investigations. In collaboration with Fulford School, our key stage two pupils take part in STEM projects where they have the opportunity to link Science with Design Technology and Maths. Pupils participate in workshops and technical challenges. They attend workshops and conduct a wide range of experiments.

Computing

Pupils in EYFS find out about and identify the uses of everyday technology and use information communication and technology and programmable toys to support their learning.

In both Key Stages 1 and 2, pupils cover the 3 main aspects of the Computing curriculum:

Computer Science (using computers to solve problems and enable children to become creators of digital content; understanding the term algorithm; programming and coding to create Apps and checking programs for errors - debugging; understanding computer networks and how internet search results are presented)

Information Technology (using a variety of technology purposefully to create, organise, store, manipulate and retrieve digital content, including the combination of software and hardware to accomplish given goals)



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Digital Literacy (recognising the common uses of IT beyond school; using technology safely and responsibly; understanding the opportunities networks offer for communication and collaboration) and also

Reviewing, modifying and evaluating work as it progresses (making decisions about which ICT to use for the best results, planning the use of ICT to solve a problem based on past experience)

We aim to provide a balanced, stimulating and creative set of computing and digital experiences through all subjects.

History

The History curriculum aims to inspire pupils' curiosity to know more about the past. Key skills involve: asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgment. Pupils gain an understanding of 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.

In EYFS, children talk about past and present events in their own lives and lives of family members and other people they know. They learn about special times and traditions.

In Key Stage 1 pupils are taught about changes within living memory, including changes in national life, great events beyond living memory that are significant nationally or globally (for example, Neil Armstrong and the Moon landing) and the lives of significant individuals (for example, Christopher Columbus) and significant historical events, people and places in their own locality (for example, World War 1 Remembrance).

At Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. In lower Key Stage 2 pupils are taught about changes in Britain from the Stone Age to the Iron Age, followed by the Roman Empire and its impact on Britain.

At upper Key Stage 2 pupils are taught about Britain's settlement by the Anglo-Saxons, the Viking period and the Normans and the Battle of Hastings. Children study the changing power of monarchs beyond 1066, World War 2 and aspects of social history in Britain since 1950. To provide a contrast with British history the early Islamic civilization is also studied.

Geography

Through our Geography curriculum, we aim to inspire a curiosity and fascination with the world and its inhabitants, covering aspects of places, people, resources and natural and human environments together with key physical and human processes. As pupils progress they should acquire knowledge and understanding of the interaction between the physical and human processes and how landscapes and environments are used.

The teaching of Geography is integrated into other curriculum subjects through the half termly thematic approach. Geography is taught in the Foundation stage through 'Knowledge and Understanding of the World'. All objectives will be covered following the long term plan which will allow for progression of key skills leading to greater knowledge and understanding of our world.

All pupils will develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics.

In EYFS, children find out about and identify features in the place where they live and the natural world. They talk about features of their own environments and compare with different environments. Locational knowledge and place knowledge is progressed from naming the seven continents and oceans,



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UK countries and seas in KS1 to naming cities and counties of the UK and major cities around the world in KS2.

Basic geographical language for human and physical geography is used in KS1 referencing islands, coasts and villages, with progression in KS2 to include such examples as land use, trade links, climatic zones and distribution of resources.

All key stages are encouraged to use and interrogate atlases, digital maps, paper maps, aerial photographs, and practical fieldwork and observational skills to build up their knowledge of the UK and wider world.

Through the geography curriculum and some whole school assemblies, we also aim to increase knowledge and pupil questioning around the subjects of sustainability, the environment and 'awe and wonder' of the natural world.

Physical Education (PE)

The P.E. curriculum is based on the National Curriculum requirements. Each year group follows the appropriate unit according to the school's long-term plan.

In EYFS, children develop good control and coordination, moving confidently in a range of ways, safely negotiating space in dance, gymnastics and games.

In KS1 children will build the core skills of agility, balance and coordination in one lesson per week.

The second lesson will focus on the integration of these skills into dance, gymnastics and games.

In lower KS2 children will continue to build on these foundation skills in dance, gymnastics, athletics, games and OAA. Year 3 children will also be given the opportunity to attend swimming lessons.

In upper KS2 children will apply these skills into dance, gymnastics, athletics, games and OAA. Year 5 children are also given the opportunity to take part in an OAA residential.

Where appropriate, P.E. will be integrated into other curriculum subjects and help to form part of class themes and topics.

Children are taught to develop respect for their own achievements and those of others, learning how to offer and accept constructive feedback/praise/criticism.

Various teaching methods and styles will be used, taking into account the needs of the children in a particular class and identifying ways in which ideas might be taught.

All effort will be made in to think about children's differences concerning physical activity (such as height, physique, mobility, strength, skill, rates of learning, confidence and fear).

Children with special needs will have targeted support given (as part of a differentiated lesson) which is appropriate to their level of ability in accordance with the school's Special Needs Policy

Religious Education (RE)

As a church school, we place great importance on the teaching of R.E and its wider impact on our lives.

Through its teaching we develop a positive attitude towards others, regardless of their gender, race or religion, to help us to live harmoniously within a diverse society.

Our Christian values are embedded in RE teaching and are placed within in a wider, multi-faith context.

We use the York SACRE syllabus as a basic framework for teaching and this is supplemented by further material, such as Understanding Christianity, RE Today and Jumping Fish.

Our RE curriculum aims:-

- to develop pupils' knowledge and understanding of Christianity and the other principal world religions represented in Great Britain and in the wider world (AT1)
- to contribute to the understanding and interpretation of beliefs and values (AT2)
- to provide pupils with opportunities to reflect on their own experiences of life

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- to explore issues within and between faiths and to help them understand and respect religions, beliefs, values and traditions
- to develop pupils' sense of identity and belonging and to prepare them for life as citizens in a multicultural society

Parents have the right to withdraw their children from Religious Education teaching under the 1996 Education Act.

French

All pupils in Key Stage 2 are now expected to study a language. At Dunnington, French is taught as a discrete subject across Key Stage 2 through weekly sessions with the class teacher.

Primarily, the aims are to introduce children to French in a way that is enjoyable and fun, whilst also fostering and encouraging an interest in future language learning. Children develop communication skills by speaking and listening. Their literacy skills are enhanced by extending their understanding of how language works, exploring similarities and differences between English and French. This approach can also promote an improved understanding of their own language and children are encouraged to transfer their knowledge of grammar from their English lessons. A further aim is to develop children's awareness of cultural differences in French and encourage intercultural understanding.

The LCP scheme of work that we use is topic-based and this is adapted as necessary, with an emphasis on Knowledge about Language (KAL) and also Language Learning Strategies (LLS). This scheme is complemented by using various online resources, the Catherine Cheater Scheme of Work, making use of native speaker recordings and using interactive computing programmes. Throughout the course of lessons, pupils cover the 4 main aspects of the French curriculum - *Speaking and Listening* (oracy) and *Reading and Writing* (literacy). As a result, lessons are designed to ensure progression in French across the Key Stage.

A variety of techniques are used to encourage the children to have an active engagement with French- including games, role-play and songs to reinforce learning. Lessons are intended to be as enjoyable and entertaining as possible, as this approach serves to develop a positive attitude to the learning of another language. Children's confidence is built through praise for contributions, achievements and effort made in French, seeking to create a 'safe' environment where children are able to 'have a go'.

Music

In EYFS, children learn to sing songs, make music and dance. They represent their own ideas and feelings through exploring and composing with percussion instruments.

Pupils in both Key Stages 1 and 2 cover the 4 main aspects of the music curriculum through their topics, discrete subject lessons, assemblies and performances:

Performing skills (controlling sounds through playing and singing)

Composing skills (creating and developing musical ideas)

Appraising skills (reviewing and responding to their own and others' work)

Listening skills (listening and applying knowledge and understanding)

Music in Collective Worship:

In addition to musical activities taught as part of topics, our pupils experience singing and listening to music on a daily basis in Collective Worship. This ensures that pupils cover key aspects of singing such as breathing, dynamics, diction and posture; they listen to music from a range of cultures and musical periods, learning about the piece, the genre and performing actions which respond to the pulse and character of the music.

Enrichment opportunities:

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Regular opportunities to experience enrichment activities such as music workshops and performances also enhance children's musical experiences. Live Arts and Music Education Group activities provide additional opportunities for experienced musicians to work across the school. Opportunities to take part in whole-school events such as concerts and plays give pupils the opportunity to develop performance skills. Extra-curricular activities and access to peripatetic music lessons with specialist tutors also enable pupils to further their personal interests and develop their unique talents. Local and regional performance events provide pupils with other opportunities to take part in live music performances to showcase their skills.

Art & Design

Art and Design stimulates creativity and imagination. At Dunnington CE Primary, our Art is not just taught in a designated lesson but wherever appropriate. We link it to our topics and to our KS2 English as a starter to our Writing Projects. We have whole school Art displays that are open to parents and carers and a specialist Artist runs an afterschool 'Masterclass' club each year. The natural environment that our school is set in, provides great stimuli and the pupils are often taken outside to draw in the natural light. In KS1, we celebrate and recognise the work children bring into school from home, displayed in the Homework Celebration corridor.

In EYFS children explore and experiment their ideas using different materials, tools and techniques, investigating with colour, design, texture, form and pattern.

The National Curriculum outlines four main aspects for both KS1 and KS2:

- 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

Children work both independently and with others on projects and self-evaluation of work is encouraged and shared. Children develop and explore their ideas mainly through drawing, painting, sculpture, textiles, collage and printing. Through studies of Artists, British and International, children develop a wide range of art and design techniques and processes and learn to use media and materials in different and original ways. They also explore the impact Art has had on contemporary life and on different periods and cultures.

Design Technology (DT)

In the EYFS curriculum, children explore design, form and function. They use simple tools and techniques to shape and assemble materials and construct with a purpose in mind.

Pupils in KS2 cover the main aspects of the DT curriculum as part of a two-year topic cycle and in KS1, it is over a three-year cycle. Key Stage Two use discrete lessons often focused around mini-topics and blocked themes. Pupils in Key Stage One and the Early Years Foundation Stage learn DT skills through a topic-based approach that is designed to include the interests of the pupils.

The National Curriculum outlines four main aspects for both KS1 and KS2:

- 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

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- 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.

All our DT lessons are structured around the three main processes: Design, Make and Evaluate and develop children's skills in technical knowledge and cooking and nutrition.

Design - Children research to generate designs and develop planning and models. Their ideas are then communicated further through discussion, annotated sketches, diagrams, prototypes, pattern pieces and where possible, computer-aided-design supports (CAD).

Make - Children select from and use a wider range of tools and equipment to perform practical tasks such as; cutting, shaping, joining and finishing accurately to make quality products that show functional and aesthetic qualities.

Evaluate - Children evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They also apply the evaluating processes to products made by other people in-order to understand the impact of key inventors and innovators on our world.

Technical Knowledge - Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products such as; gears, pulleys, cams, levers and linkages and they understand and use electrical systems in their products such as; series circuits incorporating switches, bulbs, buzzers and motors.

Cooking and Nutrition - Children understand the need for a healthy and varied diet and how to make and cook a variety of dishes using a range of cooking techniques. They understand seasonality, where and how ingredients are grown, reared, caught and processed.

Personal, Social, Health, Relationships and Sex Education

At Dunnington CE Primary School, we teach Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

We value PSHE and RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the **statutory** Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. For further details, refer to PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Sex Education

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The governors of Dunnington Church of England Primary School have decided that sex education will be part of the curriculum. Primary School Governors are legally required to decide whether or not sex education should be provided in their school, and if so, what form it should take.

At Dunnington CE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by curriculum newsletter before the Changing Me Puzzle is taught.

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEND):

The monitoring and assessment of all children's progress enables us to identify any children who are not making adequate process. These children are then supported by appropriately differentiated classroom teaching (Wave 1 provision) and targeted resources within the classroom. Any children who are almost in line with national expectations but not quite, will also receive a Wave 2 intervention ('catch-up'). Any children who are significantly behind national expectations will receive a Wave 3 intervention.

Many of the Wave 2 and Wave 3 interventions we deliver are individually planned and prepared using a variety of resources to meet the children's personal needs. We do, however, also make use of specific recognised support materials and interventions as detailed below.

	English	Maths
Key Stage 1	Reading partners/buddies Time to talk Rapid Phonics Precision teaching 1:1 Reading	Rapid Maths Numicon Spaced out Maths Monster Maths Precision teaching
Key Stage 2	Rapid Phonics Toe by Toe 1:1 Reading Reading partners/buddies Wordshark Lexia Precision teaching	Rapid Maths Numicon Numbershark Precision teaching

In addition to the English and Maths interventions we also support children who have delayed emotional, behavioural or social development by providing an appropriate intervention. The 'Time to talk', and the 'Socially Speaking' programmes are interventions that we regularly use to support these areas of personal development. We also have a trained ELSA (Emotional Literacy Support Assistant) who can provide personalised support for pupils with emotional or social needs.



*Growing and learning together and aiming to be the best that we can be,
in an environment based on Christian values.'*

Curriculum Policy

The interventions are time-limited, usually lasting 6-12 weeks. The English and Maths interventions take place as additional to pupils' daily classroom sessions of English and Maths. The children are assessed before and after the intervention to measure the progress they have made and hence to evaluate the effectiveness of that intervention.

If a child is significantly behind national expectations or has an identified specific learning need, their name is placed on our SEND register. Some registered children are working within national expectations, however, due to their specific learning needs, additional support of some kind is provided within the classroom to achieve and maintain this. Full details are set out in the school's SEND Policy.

This SEND register is monitored termly and updated accordingly. IEPs (individual education plans) are used as appropriate to identify specific actions required to support a child and move them forward. These are shared with parents on a termly basis.

Pupils with statements of Special Educational Need now have an Education and Health Care Plan (EHCP). These are drawn up with the Local Authority. For those children there is an annual review of progress. The pupils are involved, as appropriate to their age and ability, in presenting information about their progress to parents and outside support agencies.