

# STAMFORD JUNIOR SCHOOL

## CURRICULUM HANDBOOK 2020-2021

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## INTRODUCTION BY THE HEAD TEACHER

Our 'Independent Minds' philosophy reflects the expectations we have of ourselves as teachers and of our pupils as learners. As teachers, we have high expectations of all the pupils and see the classroom as a place to inspire pupils across the ability range.

Our lessons are driven by curiosity about our subjects and passionate interest in them and we seek to pass this on to our learners. Lessons are varied in terms of style, content, breadth and use of resources because we believe that, by taking a varied approach to teaching, we will extend every pupil and help them to achieve their potential. At SJS we focus on your child as an individual and are constantly evaluating and evolving our practice to provide the most diverse and inspirational educational opportunities we can.

Many of you will be aware that the Reggio Emilia educational approach is one we are inspired by in our Nursery and Reception classes in particular and now has resonance with curriculum development for our older children. It is a world-renowned approach for being exceptional, and is an approach which is deeply respectful of children, championing a creative, challenging and innovative style of teaching.

Through ILIC (Independent Learning and Intellectual Curiosity) at SJS, creativity is fostered and open-ended enquiry builds the foundations of your child's critical thinking. All of our children are learning to look closely, to see the world around them and to investigate it. There needs to be a continual connection between thinking and doing and this develops as children move through the Junior School where open-ended enquiry and scientific investigation foster independent minds. Scientists and Artists are concerned with exploring 'What is true? Why does it matter?' and critically 'How can we move forward?' That is what we at SJS identify as critical thinking of the future.

We believe that a strong partnership between home and school is so very crucial and I hope this Curriculum Handbook affords valuable insight into some of the areas of learning your child will experience this year.



**Mrs Emma Maria Smith B.Ed. (Hons)**

Head Teacher

September 2020

**'Let your light shine'**

# STAMFORD ENDOWED SCHOOLS' CURRICULUM POLICY

## Definition

The Curriculum embraces all the intended learning opportunities, experiences and outcomes that a boy or girl has in his or her time at the Stamford Endowed Schools (SES). The SES Curriculum is therefore planned and purposeful and its delivery monitored, evaluated and regularly reviewed from the youngest pupils aged 2 in the SES Nursery, to the most senior pupils studying for GCE A Level and BTEC qualifications in the Sixth Form.

## Objective

We are entering a completely different stage of human existence where we will be aided and supported by technology, specifically, artificial intelligence which will make our life easier, in many respects. Indeed, education is lagging behind all other industries in this. We need to prepare our Stamfordians to take advantage of this; to be engaged with it, but at the same time to emphasise and utilise what machines do well but also to develop our humanity, or what humans do well.

Artificial Intelligence will undertake the cognitive work far better than us, but humans will need the metacognition skills, the higher order thinking skills – “the thinking about thinking, the knowing about knowing, the awareness of one’s awareness.” Meta means beyond cognition. Stamfordians will need this knowledge of and working with technology combined with the humanity which we have always held as vital.

The 19th Century education model is not going to prepare our children for this coming challenge so as schools we need to:

- prepare children educationally for the next stage of their lives building upon the broad curriculum and introducing new ways to analyse, think and interpret information and actions
- prepare them for the fulfilling workplace where humanity complements and supports automation
- prepare them for life and family, perhaps the most important job they will undertake
- prepare them for meaning and happiness

Our vision is to make these schools the “best pound for pound schools in the country.” That means creating students who are boardroom ready, wherever that boardroom may be; students who are prepared for education and work, but also for life and family, meaning and happiness; building in our students the skills, academic and personal, that they will require to change aspects of the world for the better. We will focus on the 4 Cs, wellbeing and humanity to ensure Stamfordians are ready and fully prepared for successful and fulfilling futures. This Strategy sets out a clear and detailed plan to achieve this.

The curriculum is the central framework which supports SES in its key educational aims of enabling all its pupils to become well-rounded young men and women who have developed the personal qualities and acquired the qualifications for successful and fulfilling lives beyond school. It should equip every young person to be a part of society in the 21st Century in skills; personal, academic and pastoral. All children should receive a rich provision of classroom and co-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

## The SES Curriculum

- includes both the formal and informal taught curriculum within the Schools' timetabled programme and that which takes place outside of normal lesson time, the school day or school terms i.e. the wider learning opportunities;
- takes place within the Schools and beyond the Schools' campuses;
- develops according to the age of the pupils, allowing smooth progression and continuity through the Key Stages of school education;
- promotes the love of learning at all stages
- incorporates the following broad areas of learning and experience:
  - the linguistic
  - the mathematical
  - the scientific
  - the technological, including the use of ICT
  - the human and social
  - the physical
  - the aesthetic and creative
  - the spiritual, moral, ethical and personal
- enables all pupils across the age and aptitude range to learn, to be challenged appropriately and to progress, including those with a Statement or Education, Health or Care Plan (EHC) and those with other learning difficulties and/or disabilities;
- enables pupils to acquire skills in speaking and listening, literacy, numeracy and information and communication technology, and promote an enquiring mind and capacity to think rationally.
- where a pupil has a Statement or an EHC, fulfils its requirements
- supports the personal and social development of all pupils providing guidance on key personal issues; recognising the importance of respect for other people, a healthy lifestyle and keeping themselves and others safe through a discrete PSHE programme
- provides effective careers guidance for pupils receiving secondary education, preparing pupils for life beyond school, for entry to higher education, for the world of work and for their place as responsible citizens in a modern democratic society;
- recognises that the school boarding community is enriched by providing community life, activities, responsibilities and experiences within the boarding houses. The school boarding community is also

international and includes pupils from across the world thus enriching SES for all pupils, both boarding and day contributing to the development of pupils' understanding of the Britain's social and diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.

- provides a broad and balanced learning programme whilst allowing increasing choice and specialisation as pupils move into Key Stages 4 & 5 giving pupils the opportunity to become innovative, enterprising and equip them for their future lives as workers and citizens;
- develops pupils' skills of collaboration, creativity, thinking critically to make a difference for the better, complex problem solving and independent learning;
- provides opportunities for pupils to gain qualifications in public examinations and other awards;
- provides opportunities for pupils to take on positions of responsibility and to be of service to the Schools and the wider community;
- promotes equality of opportunity especially with respect to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (protected characteristics, Equality Act 2010);
- enables pupils to understand the origins and practices of their own culture and those of the wider community;
- promotes awareness of the modern world, its people and their needs, their different cultures and the importance of tolerance and the acceptance of others;
- does not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develops the skills and attitudes necessary for pupils to become effective life-long learners;
- provides for all pupils a programme of activities which are appropriate to the pupils' needs.

Note: this policy sets out the objectives of the Schools with respect to the curriculum. No part of it should be considered contractually binding on the Schools in their contract with Parents.

## STAMFORD JUNIOR SCHOOL'S CURRICULUM AIMS

<p><b>Guide your children into being life-long learners</b></p> <p><b>ILIC</b> <b>Independent Learning and Intellectual Curiosity</b></p>	<p>This is the key aim, underpinning everything else. As staff, we try to show our pupils that we, too, are still learning. We aim to help pupils to develop the skills and attitudes necessary to become effective life-long learners. Parents and staff can work together in helping the child to realise that the world is full of exciting new discoveries and that we are never too old to learn.</p> <p>Independent Learning &amp; Intellectual Curiosity (ILIC) is the core SJS academic ethos. We believe that it is our duty to instil a love of learning that will last a lifetime. We strive for our classrooms to be places where curiosity and interest are inspired and encouraged and that also offer the right conditions for children to grow intellectually, being constructively challenged and suitably supported by both staff and peers.</p> <p>We encourage all our children to be independent and active participants in their learning.</p> <p>Each half term we focus on a particular learning habit, which is embedded across the curriculum. These are:</p> <p>Commitment in Autumn Term 1</p> <p>Integrity in Autumn Term 2</p> <p>Focus in Spring Term 1</p> <p>Collaboration in Spring Term 2</p> <p>Curiosity in Summer Term 1 Reflectiveness in Summer Term 2</p>
<p><b>Make learning fun!</b></p>	<p>Children will be keener to carry on learning if it is an enjoyable experience. Every time parents and teachers reinforce that belief by providing fun activities, such as reading together, making things together, cooking, answering questions, playing sport, making music together and going on visits, they will be helping children to develop a positive and enthusiastic approach to learning.</p>
<p><b>Meet children's individual needs</b></p>	<p>We aim to enable pupils across the range of abilities to be challenged appropriately and progress. To help us to achieve this, we regularly assess your children to help us to adjust our planning to fit their needs. This important method of assessment is called formative assessment; it is not assessing just for the sake of it, but to help the teachers to target teaching to specific needs. We focus on helping children to understand what exactly they need to do to improve their work.</p>
<p><b>Develop children's self-esteem, by promoting a 'can-do' and a 'never-give-up' approach to learning</b></p>	<p>We all achieve more when we feel self-confident and good about ourselves. Our pupils' self-esteem is enhanced by the school ethos, in which children are respected, their contributions are valued and they are treated with courtesy. We set challenging, but achievable, tasks and have high expectations of children, both in terms of work and behaviour. The SJS Marking Policy stresses the need for teachers to respond positively, aiming</p>

	to find something to praise first and then giving constructive advice on how work can be improved.
<b>Help children to develop an increasingly independent approach</b>	This is crucial, whatever the age of the child, and makes a vital difference to a child's progress in all areas of life. Parents can help greatly in this, whether they are encouraging, for example, Nursery children to dress or feed themselves or older children to undertake research independently. All children benefit from gradually learning to look after their own possessions!
<b>Develop children's team work</b>	In adult life, we often have to work in team situations, and this is something that children have to be taught how to do. Very young children have no doubt that the world revolves around them! They can learn from both parents and teachers how important it is to listen to and respect the points-of-view of others. Children need to be able to work in groups, in lessons such as Science, and some children require extra support in this, as they find it difficult.
<b>Cater for different children's learning styles</b>	Research has taught us a great deal about the way different people learn; we do not all learn in the same way. Some people prefer auditory learning, where they can listen to spoken instruction. Others prefer visual learning, where they can see information for themselves, whether in books, on the board or a computer/television. A third group prefer kinaesthetic learning, which involves movement and a practical hands-on approach. We aim to cater for all of these styles of learning.
<b>Provide plenty of practical tasks to reinforce children's understanding</b>	As the majority of children do respond positively to kinaesthetic approaches, practical activities work really well in enhancing understanding. If, for example, your children are struggling with fractions, you may be amazed to discover how much cutting up a chocolate cake into equal portions can help! Counting money always helps with decimals (especially money belonging to children!). Learning to tell the time can be helped by children owning an attractive analogue (not digital) clock and/or reading television schedules for themselves, calculating, for example, the length of programmes or the amount of time between programmes. For the older child, calculating train times from a railway/bus/plane timetable prior to a journey, would be very beneficial in mastering the 24-hour clock.
<b>Differentiation - Challenge Lab and Helpdesk</b>	<p>Children are offered both 'Challenge Lab' and 'Helpdesk' opportunities where appropriate in Mathematics lessons. These sessions involve children from different classes within the Year Group, coming together for either 'stretch' or 'consolidation' work – the sessions are self-differentiated in that the children select which challenge to attempt.</p> <p>Within normal lessons, class teachers provide work for all levels from Beginning to Mastered and children work at their own pace within these. Differentiation by support/resources is favoured with broadening activities for the Mastery level children.</p>

## ASSESSMENT

In order to plan effectively and ensure that the experience children have in school enables them to thrive, we must have in place an authentic and thorough assessment plan. Assessment and planning are intrinsically connected and rely entirely on each other. We use the system detailed below to report to you as parents three times during the academic year.

### Stamford Steps and Grades

#### Effort Grades

The SJS Effort Grades range from '1 – Poor' to '4 – Excellent'

#### The Stamford Steps

We use the 'Stamford Step's from Y1 – 6 building on the Early Years Foundation Stage Profile at the end of the Reception Year.

The Stamford Steps are based on a range of assessment tools including standardised assessment tests for Mathematics, Science and various aspects of English (including Reading, SPAG – Spelling, Punctuation and Grammar) alongside teacher judgement and essential knowledge of each child.

#### Step Descriptors

Within each year group there are 5 'Step descriptors', from 'Beginning' to 'Mastered'. These descriptors relate to the progress children are making each year alongside the criteria for that year group.

Grade	Descriptor	Definition
5	Mastered	Secure in all, or almost all, of the criteria and deploying them throughout pieces of work in a variety of ways.
4	Secure	Secure in using more than half of the criteria frequently.
3	Developing	Using many aspects of the criteria successfully.
2	Emerging	Evidence of a few aspects of the criteria being used independently.
1	Beginning	Understanding some of the criteria, but not yet independently deploying them.

#### Reading Ranges

We use the Accelerated Reading Scheme to support and encourage reading progress as children move into KS2. The children sit 'AR Quizzes' to ascertain their understanding of what they have been reading. This then generates recommended levels from which to pick a new book (the books in our Library are catalogued by level to assist the children). These levels are expressed as a range within their 'Zone of Proximal Development' (ZPD). The ZPD sits within the Actual Stage of Development and the Potential Stage of Development, it therefore ensures that children are ultimately motivated with just the right amount of challenge.

## **DEFINITION OF KEY STAGES**

### **EARLY YEARS**

The Early Years at Stamford Junior School comprises Stamford Nursery School and our two Reception classes. It seeks to provide:

- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child
- Partnership working between parent and practitioners
- Equality and opportunity ensuring every child is included and supported.

Children will start at Nursery in the term that they are 3 and complete Reception in the year of their 5<sup>th</sup> Birthday.

### **Key Stage One**

Key Stage One covers Years One and Two (ages 5-7).

### **Key Stage Two**

Key Stage Two covers Years Three, Four, Five and Six (ages 7-11).

## THE EARLY YEARS FOUNDATION STAGE (EYFS)

In Stamford Nursery School, the children are divided into two age groups:

- The Gosling Group
- The Owl Group

In Reception, the children are split into two Reception classes.

All children in Stamford Nursery School and in our Reception classes follow the Early Years Foundation Stage (EYFS) framework (DfE, 2017). The key underlying principle is that all children deserve the best possible start in life and support to fulfil their potential. We aim to make children's learning as active as possible with a balance of adult- and child-initiated activities with an emphasis on **learning through play**. Our approach to the interpretation of this framework is guided and inspired by the Reggio Emilia approach to Early Childhood Education.

The EYFS is a play based and child centred framework developed around four principles:

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent through positive relationships.
- **Enabling Environments** – children learn and develop well in enabling environments, in which their experiences respond to their individual needs. There is a strong partnership between practitioners and parents/carers.
- **Learning and Development** – children develop and learn in different ways and at different rates, all areas of learning and development are equally important and inter-connected, including children with special educational needs and disabilities.

The EYFS requires staff to reflect on the different ways that children learn and utilise these in their practice. The three characteristics of effective teaching and learning:

- **Playing and exploring** – children investigate and experience things
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Here at Stamford Junior School we know that:

- Children learn through first-hand experience, in activities they have chosen
- Children need the opportunity to test their ideas, themselves, their relationships and materials
- Play and exploration promotes brain development.

The EYFS is organized into **seven** areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These are the three *prime areas* of learning and development:

### Prime Areas of Learning and Development

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The prime areas provide the basis for successful learning in the other four *specific areas*. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

### Specific Areas of Learning and Development

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment – we put particular value on using our outdoor learning spaces.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design & technology.

Staff in both the Stamford Nursery School and Reception classes observe and document children's learning continually, using floor books, Tapestry (online learning journal) and video. This documentation enables adults to respond directly to children's interests and motivations. Enabling learning opportunities to be as creative, engaging and challenging as possible.

At the end of the Foundation Stage children will be assessed against the statutory Early Years Foundation Stage Profile (EYFSP). This will be shared with parents in a full end of year report and provides a summative assessment of children's progress towards each of the Early Learning Goals in the seven areas of learning and development.

# ENGLISH

## AIMS

- To develop pupils' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings.
- To develop pupils' understanding and appreciation of a wide range of literary and non-literary texts.
- To be critical in their response to what they read and hear in a variety of media and to participate in role-play and drama.
- To look at the patterns and structure of English and how language is used in different contexts.

## TEACHING APPROACH

English is taught by the form teacher using a wide range of texts. Pupils are given opportunities to learn through real experiences and practical tasks, through focused analysis of written texts, published learning materials, teacher-prepared materials, educational visits and ICT.

## KEY STAGE ONE

During Key Stage One, pupils learn to read and write independently and with enthusiasm. They develop confidence as speakers, make relevant contributions and learn how to listen to others attentively. They use language to explore imaginary worlds and their own experiences.

## SPEAKING AND LISTENING

During Key Stage One, the emphasis is on enabling pupils to speak confidently, clearly and audibly in ways which take account of their listeners both when working in small groups and whole class activities. They are encouraged to listen with concentration in order to be able to identify the main points of what they have heard.

## READING

Teaching focuses on phonic, syntactic and contextual knowledge that pupils need to become confident, independent readers. The initial emphasis is on decoding using phonic knowledge. Pupils' interest and pleasure in reading is developed, so they can read straightforward texts independently, understand the meaning and express preferences about their reading.

## WRITING

During Key Stage One, the emphasis is on helping pupils to enjoy writing and see the value of it. Pupils should become independent writers of texts that are accurately spelt, with sentences punctuated correctly and which communicate meaning in narrative and non-fiction.

To develop their writing pupils are taught to:

- Sequence events and recount them in appropriate detail
- Use adventurous vocabulary
- Organise their writing using a clear structure
- Use the texts they read as models for their own writing
- Use capital letters, full stops, question marks, exclamation marks and begin to use commas.

In spelling pupils are taught to:

- Write each letter of the alphabet
- 'Have a go' at spelling words. (Experimenting is how children learn)
- Use their phonic knowledge to build words and develop their sight recognition instead of copying words, letter by letter
- Use their knowledge of sound-symbol relationships and phonological patterns

- Recognize and use simple spelling patterns
- Spell common words
- Check the accuracy of their spelling, using word banks and dictionaries.
- **When marking, the teacher will focus on a few key words, which the child should be able to spell. The child will practise writing these words, using their phonic knowledge/sight recognition**

In handwriting pupils are taught:

- To form letters of regular size and shape
- To space letters and words appropriately
- To be able to form both lower- and upper-case letters
- To join letters (Y2)
- To be clear and neat in presentation to communicate meaning effectively.

## **KEY STAGE TWO**

During Key Stage Two, pupils learn to adapt their speech and writing according to context, purpose and audience. They read a range of texts and respond to different layers of meaning in them. They explore language in literary and non-literary texts and learn how language works.

### **SPEAKING AND LISTENING:**

In Key Stage Two, the emphasis is on enabling pupils to adjust their spoken language to a widening range of purposes and audiences. Pupils are encouraged to take up a variety of roles, and respond appropriately to others. Pupils also develop the ability to reflect on their own and others' contributions and the language used.

### **READING:**

During Key Stage Two, the emphasis is in ensuring that pupils draw on knowledge of words, sentences and texts to read accurately *for meaning*. To become enthusiastic and reflective readers pupils learn to develop independence and stamina in reading texts that are challenging and lengthy. Pupils extend their response to texts through analysis and discussion. 'Higher reading skills' of deduction and inference are developed.

To develop their reading, pupils are taught to:

- Read from a wide range of fiction, poetry and non-fiction texts
- Discuss and interpret texts including plot, characterisation, and main themes
- Understand and discuss the main ideas and supporting details in information texts
- Adjust reading strategies e.g. *skimming* the whole text for a key idea, *scanning* to locate a key word, *close reading* for detail and enjoyment.

## **Accelerated Reading Program**

- Pupils are also actively encouraged to develop a love of reading-for-pleasure through the Accelerated Reading program. Pupils take the Star Reading test at the beginning of the academic year in order to establish their book levels. Once a pupil has a book level then they can borrow a book from the Library at the correct level, knowing that the book they have chosen will be accessible but will also stretch the pupil's reading ability.
- Once the pupil has read the book they will take an electronic quiz and find out just how much they have understood of the text. If they score 85% or above, then they are on target. If quiz scores are below this level, then the teacher may intervene and teach appropriate comprehension skills to assist the pupil in their understanding of the text.
- Pupils become highly motivated to read as they enjoy the competitive element of the program and enjoy the challenge of achieving their target every half term.
- Pupils can take part in this program from Year 2 if they have achieved an appropriate level of competence in reading.

## **WRITING:**

During Key Stage Two, the emphasis is on developing pupils' understanding that writing is essential to thinking and learning and is enjoyable in itself. Pupils are taught the main rules and conventions of written English and develop their understanding of the possibilities of written English for expressing meaning.

To develop their writing, pupils are taught to:

- Plan, draft and improve their work on paper and on screen, and to discuss and evaluate their own and others' writing
- Use correct punctuation in their writing, including full stops, question and exclamation marks, bullet points, ellipsis, apostrophes and hyphens, inverted commas, colons and semi colons, commas, dashes and brackets.
- Use the 'look, say, cover, write, check' approach when learning new words, with the emphasis on the 'looking', which involves selecting the most appropriate spelling strategy for each word
- Use a variety of strategies for spelling unfamiliar words
- Identify word classes and the grammatical functions of words to aid reading skills and improve composition
- Understand the grammar of complex sentences and use grammatically complex sentences in their own writing
- Understand the purposes and organisational features of paragraphs, and how ideas can be linked.

In handwriting:

- To develop legible handwriting in both joined and printed styles with increasing fluency and speed
- To use different forms of handwriting for different purposes.

## **SPAG**

Spelling, Punctuation and Grammar (SPAG) is taught using a structured and progressive approach throughout the school: according to the most recent National Curriculum, where the children are introduced to new objectives within the specific area of English, as well as across the other subjects. In addition, children will consolidate previous understanding, using this as the building blocks for subsequent development of knowledge and skills.

## **TARGETS**

Pupils are given specific targets to help them to know what they personally need to do to improve the quality of their writing. The children know their strengths and weaknesses on which to focus in the following areas: Vocabulary, Connectives, Openings, Punctuation, Spelling, Handwriting and Content.

# MATHEMATICS

## AIMS

- To teach Mathematics in an interesting way, so that pupils will develop a positive attitude to the subject and learn to use it with confidence, understanding and pleasure.
- To provide breadth and balance of mathematical activity for all children.
- To ensure a progressive development of mathematical concepts, knowledge, skills and attitudes.

## TEACHING APPROACH

The content of Mathematics teaching, which is in accordance with the National Curriculum, is stimulating and popular with both children and teaching staff. It is the school's policy to utilise various resources and schemes appropriate to the children's needs and to provide skill support and extension work. Where appropriate, ICT is used to enhance the teaching of this subject. Children may be taught as a class or may work in a group or individually.

## CONTENT: KEY LEARNING OBJECTIVES

### YEAR 1

#### **Number, place value and rounding**

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

#### **Addition and subtraction**

- represent and use number bonds and related subtraction facts within 20
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as  $7 = \square - 9$
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- add and subtract one-digit and two-digit numbers to 20, including zero.

#### **Multiplication and division**

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

#### **Fractions**

- recognize, find and name a half as one of two equal parts of an object, shape or quantity
- recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]
  - mass or weight [for example, heavy / light, heavier than, lighter than]
  - capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognize and use language relating to dates, including days of the week, weeks, months and years.
- *sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]*
- recognize and know the value of different denominations of coins and notes.
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry: Properties of shapes

- recognize and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

## Geometry: Position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## YEAR 2

### Number and place value

- count in steps of 2 & 5 and in 10's from any number, forward & backwards
- count in steps of 3 from any number, forward & backwards
- recognize the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers up to 100 using  $<$   $>$  &  $=$
- identify, represent and estimate numbers using different representations
- read and write numbers up to 100 in numerals and in words
- use place value and numbers facts to solve problems.

### Addition and subtraction

- recall & use number facts to 20 fluently
- derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognize and use inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- solve problems, with addition & subtraction, using pictorial representations
- apply increasing knowledge of mental methods.

## **Multiplication and division**

- recognize odd and even numbers
- recall and use multiplication facts for the 2, 5 & 10 multiplication tables
- use multiplication ( $\times$ ), and division ( $\div$ ) symbols
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers
- solve problems involving multiplication and division using arrays, repeated addition, mental methods and known facts.

## **Fractions**

- recognize, name, & write fractions
- write simple fractions of numbers.

## **Measurement**

- compare and order lengths, mass volume / capacity
- to record results using  $<$   $>$  &  $=$
- compare and sequence events of time
- tell and write the time to five minutes
- know the number of minutes in an hour and hours in a day
- choose and use appropriate standards of units to estimate and measure length, height in any direction (m / cm), mass (kg), temperature, capacity (litres/ml) using scales and rulers
- recognize and use symbols for pounds £ and pence p; combine amounts to make particular values
- use different combinations of coins to equal the same amount of money
- solve simple problems in a practical context involving addition and subtraction for money of the same unit, including giving change
- ask and answer questions about totalling and comparing data.

## **Statistics**

- ask and answer questions about counting the number of objects in each category & sorting categories by quantity
- interpret and construct simple pictograms, tally charts & simple tables.

## **Geometry: Properties of shapes**

- identify and describe the properties of 2D shapes including the number of sides and line of symmetry in a vertical line
- identify and describe the properties of 2D shapes including the number of edges, vertices and faces
- identify 2D shapes on the surface of 3D shapes
- compare & sort 2D and 3D shapes and everyday objects.

## **Geometry: Position and direction**

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement including movement in a straight line, right angles, half and three quarter turns clockwise and anti-clockwise.

## YEAR 3

### **Number and place value**

- count from 0 in multiples
- recognize the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

### **Addition and subtraction**

- add and subtract numbers mentally
- add and subtract numbers with up to three digits
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### **Measurement**

- measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute;
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events, [for example, to calculate the time taken by particular events or tasks].

### **Statistics**

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

### **Multiplication and division**

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects.

## **Fractions**

- count up and down in tenths; recognize that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10
- recognize and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognize and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions and fractions with the same denominator
- solve problems that involve all of the above.

## **Geometry: Properties of shapes**

- draw 2-D shapes, and make 3-D shapes using modelling materials; 3-D shapes in different orientations and describe them.

## **Geometry: Position and direction**

- recognize that angles are a property of shape or a description of a turn
- identify right angles, recognize that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- measure the perimeter of simple 2-D shape.

## YEAR 4

### **Number and place value**

- count in multiples of 1000
- order and compare numbers beyond 1000
- find 1000 more or less than a given number
- round any number to the nearest 10, 100 or 1000
- count in multiples of 6, 7, 9, 25
- count backwards through zero to include negative numbers
- recognize the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- identify, represent and estimate numbers using different representations
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.

### **Addition and subtraction**

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

### **Multiplication and division**

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including:
  - multiplying by 0 and 1
  - dividing by 1
  - multiplying together three numbers
- recognize and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as 'n' objects are connected to 'm' objects.

### **Fractions (including decimals)**

- count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- recognize and show, using diagrams, families of common equivalent fractions
- add and subtract fractions with the same denominator
- recognize and write decimal equivalents of any number of tenths or hundredths
- recognize and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- solve simple measure and money problems involving fractions and decimals to two decimal places.

### **Measurement**

- estimate, compare and calculate different measures, including money in pounds and pence
- convert between different units of measure [for example, kilometre to metre]
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares.

### **Statistics**

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### **Geometry: Properties of shapes**

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

### **Geometry: Position and direction**

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left / right and up / down
- plot specified points and draw sides to complete a given polygon.

## YEAR 5

### **Number and place value**

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognize years written in Roman numerals
- solve number problems and practical problems that involve all of the above.

### **Addition and subtraction**

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### **Multiplication and division**

- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- multiply numbers up to 4 digits by a one-digit number using a formal written method
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- solve problems involving multiplication and division including using their knowledge of factors and multiples
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- recognize and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method including long multiplication for two-digit numbers.

## Fractions (including decimals and percentages)

- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognize and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- compare and order fractions whose denominators are all multiples of the same number
- recognize mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- recognize the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100, and as a decimal
- identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those with a denominator of a multiple of 10 or 25
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

## Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- solve problems involving converting between units of time.
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling
- measure and calculate the perimeter
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- estimate volume [for example, using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water].

## Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

## **Geometry: properties of shapes**

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^{\circ}$ )
- identify:
  - angles at a point and one whole turn (total  $360^{\circ}$ )
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total  $180^{\circ}$ )
  - other multiples of  $90^{\circ}$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

## **Geometry: position and direction**

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

## **YEAR 6**

### **Number and place value**

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number problems and practical problems that involve all of the above.

### **Addition, subtraction, multiplication and division**

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
- divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ].

## **Fractions (including decimals and percentages)**

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $>1$
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 given answers up to three decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

## **Ratio and proportion**

- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

## **Algebra**

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

## **Measurement**

- solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places
- recognize that shapes with the same areas can have different perimeters and vice versa
- calculate the area of parallelograms and triangles
- recognize when it is possible to use the formulae for area and volume of shapes
- convert between miles and kilometres.

## **Statistics**

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

## Geometry

- recognize, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

## MATHLETICS

Mathletics is an inspiring and engaging online platform for improving and reinforcing maths skills. Mathletics is designed to inspire children with the desire to learn and the confidence to succeed!

<http://www.mathletics.co.uk/>

- Exciting, global Live Mathletics competition
- Set tasks to encourage independent learning
- Explorative Concept Search tool containing visual clues and interactive animations
- Times Tables Toons and Rainforest Maths
- Proven to increase average marks in maths
- Immediate feedback
- Inbuilt reward system to encourage confidence and improvement
- Pupils have access to Mathletics 24 hours a day, 7 days a week
- Very easy to use
- Provides the perfect link between home and school
- The program is based upon adaptive learning thus students can learn at their own pace.

The children all have a User ID and password therefore they can have access at home. Using Mathletics for a few minutes 3 to 5 times a week should be encouraged.

# SCIENCE

## AIMS

- To develop the children's natural curiosity for the world around them.
- To develop their abilities to carry out practical science with independence.
- To extend their knowledge and understanding of concepts, using the best scientific language to communicate what they have found out.
- For the children to understand the uses of Science, today and into the future.

## TEACHING APPROACH

Science is essentially a practical subject, with great emphasis on the pupils taking increasing responsibility to raise and explore questions about the world around them. The school has a wealth of resources, including practical equipment, books and digital resources.

Science lessons are taught every week through 'Knowledge and understanding of the World' in Reception, for one hour in Years 1 and 2, and for two hours in Years 3, by the class teacher.

In Years 4, 5 and 6, Science is taught in the Science Room, in the main school building, by a specialist Science teacher with the pupils' form teacher alongside.

Visits and visitors are included as often as possible to enrich the learning and to give it context. For example, trips to Leicester Space Centre, Wicken Fen nature reserve, Cambridge University Museum of Zoology, the woods at Burghley Park and the school's own wild areas, and visits from parents who are aviation or medical professionals and from teaching colleagues at the senior schools.

There are reciprocal visits to the senior schools so that the pupils can benefit from expert teaching and equipment, and to promote their love of learning science well into the future.

## CONTENT

The pupils learn how to work scientifically, and to gain scientific knowledge, skills and understanding, in line with the National Curriculum. At Y4 and above this continues and is further advanced by following the Independent Schools Examination Board (ISEB) syllabus.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	<i>Seasonal Change</i>  Me and My Family - parts of the human body, common animals, and pets.	<i>Seasonal Change</i>  Habitats.	PHYSICS Everyday effects of light and seeing.	INTRODUCTION to working in the Science Room.  PHYSICS Simple circuits.	INTRODUCTION to working in the Science Room.  CHEMISTRY Properties of materials. Physical change.	INTRODUCTION to working in the Science Room. CHEMISTRY Properties of materials, inc. acids and alkalis. Reversible & irreversible changes.
<b>Autumn 2</b>	<i>Seasonal Change</i>  Celebrations - light and sound.	<i>Seasonal Change</i>  Uses of everyday materials.	BIOLOGY Parts of the human body (major organs), human teeth, tooth care and healthy nutrition.	PHYSICS Sound and hearing.	PHYSICS The Earth and space, and periodic change. Visit Leicester Space Centre.	BIOLOGY Humans and other animals - circulation, breathing, health & exercise, nutrition & movement.
<b>Spring 1</b>	<i>Seasonal Change</i>  Polar Expedition - animals in another habitat.	<i>Seasonal Change</i>  Uses of everyday materials.	CHEMISTRY Rocks, soils and fossils.	CHEMISTRY States of matter.	PHYSICS Forces and mechanisms.	PHYSICS Electricity.
<b>Spring 2</b>	<i>Seasonal Change</i>  Treasure Island - materials, plants.	<i>Seasonal Change</i>  Animals, including humans.	PHYSICS Types of forces, and magnetism.	BIOLOGY Life Processes. Animals and their teeth and feeding. Visit Cambridge Museum of Zoology.	CHEMISTRY Separating materials. Chemical change.	PHYSICS The behaviour of light and seeing.  Sex and Relationship Education (SRE).
<b>Summer 1</b>	<i>Seasonal Change</i>  The Garden Centre - plants.	<i>Seasonal Change</i>  Plants	BIOLOGY Living processes. Green plants - growth, nutrition and reproduction.	BIOLOGY Classification. Feeding relationships.	CHEMISTRY Separating materials. Chemical change.	BIOLOGY Classification of plants and animals. Evolution and inheritance.
<b>Summer 2</b>	<i>Seasonal Change</i>  We're Going on a Bug Hunt - minibeasts.	<i>Seasonal Change</i>  The environment.	PHYSICS The Moon and astronauts.	BIOLOGY Trip to Wicken Fen. Fieldwork to consolidate: Living things & their environment. Feeding relationships.	BIOLOGY Adaptation. Human life cycle and adolescence.	BIOLOGY Classification of plants and animals. Fieldwork projects.

# ATELIER

## AIMS

ATELIER was a new subject starting in September 2019. It has arisen in response to our reflection on the need to adapt our curriculum to be fit for the 21<sup>st</sup> Century. Consequently, we have brought Design and Technology (DT) and ILIC together, creating a unique extension to and fulfilment of our 'thinking curriculum'. ATELIER becomes the space in our curriculum where thinking and doing, thinking and making come together. ATELIER will sit in our timetable in KS2 as a subject and it will grow out of Atelier in KS1 which is an approach across subjects.

The development of ATELIER has been inspired by the collaborative project work found in *Atelier – studio – workshop* spaces. We see the connections between the Arts and Science as profound and see ATELIER as the space where a cross curricular approach will support children in being able to apply their learning across disciplines to projects which they can develop. They will be expected to and supported in developing their critical thinking skills specifically as they work to develop projects together.

This subject and approach will teach children the hand building skills necessary to understand what it is that they could create a machine to do, to have the thinking skills required to plan, evaluate and evolve a project and we believe a flexibility of thinking to be 21<sup>st</sup> Century ready.

Therefore, overarching aims for ATELIER are:

**Make design technology practical, problem-solving, challenging and open. 'MAKE IT WORK'**

**Take 'character education' and ILIC even further by applying the skills.**

**Provide an opportunity for a Reggio-inspired approach to learning.**

**Learn and teach by collaborating and thinking as a whole year group, where possible.**

## TEACHING APPROACH

Throughout their ATELIER lesson time in KS2 children will learn specific DT skills, and then in their project work they will apply and reflect on these skills

### DT Skills

ATELIER will be an opportunity for pupils to explore the functions and mechanisms behind basic engineering. In doing so pupils will cover basic mechanisms such as levers, pulleys, cams, hydraulics/pneumatics and gears as well as being challenged to put their engineering knowledge into practise in functional projects all aimed at achieving a purpose under the 'make it. . .' tagline: 'Make it Move'; 'Make it float'; 'Make it for someone' etc. There will still be opportunities for food technology within these lessons, but the focus will be on engineering. Pupils will carry a skills passport through KS2 in which they will tick off their use of tools and equipment so that they can witness their progression as they become more competent users.

**ILIC Skills -it is important to remember that whilst ILIC is our underpinning academic philosophy and therefore will be applied in all areas of school life there are specific ILIC skills which are taught, and ATELIER offers this opportunity**

We wish to develop our pupils as independent learners with intellectual curiosity (ILIC). Specifically, we would like to develop their ability to develop and finesse the ‘character’ skills that drive effective learning. This then forms the underpinning for the skills and approaches to support strong project work and developing independent enquiry. Therefore, the Atelier sessions will incorporate a weekly lesson to cover the breadth of skills that an independent learner would need to acquire. These skills which are explicitly taught are split into: Research, Recording (note taking/mind mapping/brainstorming), Feedback and peer/self-assessment, Group work, Presenting/Listening, Persuading. Pupils also record their progress with the ILIC character traits of in their own individual ILIC Logbook which records examples of collaboration or focus within and outside of school.

## CONTENT

Outline of the suggested focus for projects over the year, which may be connected to either a Humanities or Science topic:

	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Make it fly	Make it float - boats	Make it work – Tudor Games	Desert Island Survival Challenges
<b>Autumn 2</b>	Make it healthy	Make it float - boats	Make it stable – Building design	Make it for someone else - TARDIS TIDINGS
<b>Spring 1</b>	Make it move - pulleys	Make it delicious – Fairtrade focus	Make it balance	Electricity / 3D design
<b>Spring 2</b>	Make it functional – photo frames	Make it delicious – Fairtrade focus	Make it move – CAM models	Enterprise: Fair Trade Cafe
<b>Summer 1</b>	Make it strong - Bridges	Make it move - hydraulics	Make it healthy and edible	Make it move / Greenpower GoKarts
<b>Summer 2</b>	Make it strong - Bridges	Make it move - hydraulics	Make it appear - paper mechanisms	Make it move / Greenpower GoKarts

# ART

## AIMS

- To help children to take pleasure in their own art and in the art of others.
- To encourage pupils to use their skills to express their own ideas, feelings, thoughts and experiences.
- Pupils to explore and develop a deeper awareness of the world around them.
- To teach children to evaluate their own art and that of other artists by expressing themselves using an artistic vocabulary.

## TEACHING APPROACH

### KEY STAGE ONE

In Key Stage One, Art is the responsibility of the class teacher, supported by classroom assistants. It is always an enjoyable activity where the children are given opportunities to experience different approaches, including those that involve working individually, in groups and as a whole class. In Reception classes, 'Expressive Arts and Design' encompasses both Art and Design Technology. The children learn to use a range of materials creatively to design and make products. They begin to use drawing, painting and sculpture to develop their ideas, experiences and imagination.

### KEY STAGE TWO

In Key Stage Two, Art is taught by Art Specialists. Pupils are taught to use equipment effectively by being introduced to a variety of materials and develop control by using a range of techniques. Pupils learn to record and develop designs and imaginative ideas by drawings and collection of information.

Topics range from home and local environment, presentation of natural and man-made objects, and historical and imaginative themes. Many cross-curricular links are made with themes and subject matter, especially with Science, R.E. and History.

Work from artists, craft makers and designers, both modern and from other cultures and eras are studied and discussed for each project.

## CONTENT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Amazing Me	Egyptians	Indian stories	Colour	Expressionism	Buildings
<b>Autumn 2</b>	Celebrations		Pattern	Food	Space	
<b>Spring 1</b>	Hot & Cold	Dragons	Flowers	Aztecs	People	Surrealism
<b>Spring 2</b>	Pirates		Fruit	Line	Jungles	Cubism
<b>Summer 1</b>	Castles	The Seaside	Magical Stories	Sea & Sky	Fashion	Superheroes
<b>Summer 2</b>	Our Beautiful World		Magical Stories	Sea & Sky	Fashion	

# COMPUTING

## AIMS

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. 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.

## TEACHING APPROACH

At Stamford Junior School, all children receive an hour of formal computing teaching per week. The use of information and communication technology is, however, an integral part of all subjects, and with the ever-increasing stock of tablet computers and iPads in school, the children are becoming increasingly proficient in using technology to further enhance their learning both within and outside of the classroom.

## CONTENT

Computing curriculum map (please note that Autumn 1 has been updated to reflect our response to need to be prepared for remote learning):

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Photography	Espresso Coding	Essential Skills, Teams, OneDrive and Outlook	Essential Skills, Teams, OneDrive and Outlook	Essential Skills Teams, OneNote, OneDrive and Outlook	Essential Skills Teams, OneNote, OneDrive and Outlook
<b>Autumn 2</b>	Typing skills and word processing	Microsoft word and pages	Espresso Coding	iPad Filming	Animation	Coding (Espresso)
<b>Spring 1</b>	Coding	Digital Photography	Introduction to OneDrive	Word Processing	OneNote and Cloud Storage	3D Design CAD
<b>Spring 2</b>	Coding (Cubetto and Beebot)	Internet Research and Powerpoint	Movie Making	Espresso Coding	3D Design CAD	Excel skills
<b>Summer 1</b>	E-Books	Coding	Email	3D Design CAD	Blogging	Filming and presenting
<b>Summer 2</b>	Powepoint	Data Collection and presentation through Excel and Numbers	Data presentation	Researching and Presenting	Coding	Coding

## CREEDS

(Citizenship, Responsibility, Embracing the Wider World, Environment, Democracy, Service)

### AIMS

CREEDS represents the areas of learning that will enable a high quality social responsibility education (SRE) for our pupils. The learning that will take place will promote socially aware, thoughtful and caring people who are willing to lead and encourage change in our community.

The curriculum aims to investigate:

- What makes Great Britain Great?
- How to be independent and confident to take ownership of Key Issues.
- How to embrace differences.
- How to recognize and understand the importance of sustainability.
- The importance of embracing change and how to make positive changes.
- Why it is important to care about their community and wider communities.

### TEACHING APPROACH

The CREEDS topics are designed to foster research, discussion and debate. These skills are progressively developed through a series of 'projects' that allow children to discuss events with others and to present their conclusions to the class. Older children are expected to present their findings to assemblies, parents and, eventually, the whole school. Strong links with the Computing curriculum are necessary for presentational work.

### CONTENT

CREEDS curriculum map:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	What is Britain?	Who are the Emergency Services?	Best British Inventions?	Who are the most influential Britons?	What makes us British?	Democracy and the Rule of Law (D)
<b>Autumn 2</b>	The British Monarchy	How can we save energy?	The rate of deforestation	Renewable energy breakthroughs	Climate change, what it means for us.	Current Global affairs (E)
<b>Spring 1</b>	School Council	Kings and Queens around the world	Curious British Customs/ Traditions	Curious Customs (family links)	Government around the world	Proud to be British (C)
<b>Spring 2</b>	Deadly Dirty Water	Recycling	Endangered Animals	Causes of over population	Waste Management	What are Children's Human Rights (R)
<b>Summer 1</b>	What is deforestation?	Town/County Council	What is Parliament?	Study of a mega-city	What is the United Nations?	Climate change (C)
<b>Summer 2</b>	Fundraising activity (Local affair)	Fundraising activity (Local affair)	Care Home Visit	What is the purpose of the House of Lords?	Litter	Clean up - Pick up (S)

# GEOGRAPHY

## AIMS

- To stimulate children’s interest in their surroundings and in the variety of human and physical conditions on the earth’s surface.
- To develop knowledge of places and environments throughout the world.
- To develop an understanding of maps.
- To encounter different societies and cultures.
- To help children develop an informed concern about the quality of the environment and the future of the human habitat.
- To enhance children’s sense of responsibility for other people and to the environment.

## TEACHING APPROACH

Emphasis is placed on an investigative approach and 'hands on' experience e.g. traffic surveys in the immediate environment; research into deployment of areas within Stamford and local shop surveys. ICT is utilized wherever possible for reports, graphs, spreadsheets etc. Pupils have access to a wide range of reference books, DVDs and software. The teaching of Geography is mainly the responsibility of the class teacher, supported by the subject co-ordinator.

## CONTENT

Geography curriculum map (blanks are where History is being taught):

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Where in the World is Barnaby Bear?	Ancient Egyptians		Village Settlers		Earth Matters – Mountains
<b>Autumn 2</b>						
<b>Spring 1</b>	Explorers-Hot and cold climates	Famous for more than five minutes				
<b>Spring 2</b>						
<b>Summer 1</b>	Towers & Turrets	Seaside holidays	Weather Around The World	Locating the world’s countries	Rainforests	Earth Matters 'Rivers' physical & locational geography
<b>Summer 2</b>	Clue Finders	Seasides around the UK	Weather Around The World	A study of India		

# HISTORY

## AIMS

- To ensure the progressive development of the children's historical concepts, knowledge, skills and attitudes.
- To help pupils gain a level of understanding appropriate to their age ability and maturity.
- Through a broad and balanced curriculum, to develop the children's ability to carry out personal research with an increasing amount of independence.

## TEACHING APPROACH

In History, children essentially learn through discussion, 'hands on' experience and personal research. Pupils may work as a class, in a group or independently, depending upon the task in hand. A variety of textbooks is used throughout the school, supported by a range of reference books, historical fiction books, videos, CD ROMs and computer programs. The teaching of History is mainly the responsibility of the class teacher, supported by a subject coordinator.

## CONTENT

History curriculum map (blanks are where Geography is being taught):

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Myself and My Family -Time Travellers	Ancient Egyptians	World War 2		The Tudors	
<b>Autumn 2</b>	Time Travellers			Study of the development of Stamford		The Great War
<b>Spring 1</b>	Explorers	Famous for more than five minutes	The Romans	The Aztecs		
<b>Spring 2</b>	Explorers - Pirates					
<b>Summer 1</b>	Turrets and Towers	Seaside –Now & Then				
<b>Summer 2</b>	Clue Finders	Timelines			Local Study: Burghley House	

## MODERN FOREIGN LANGUAGES (MFL)

### AIMS

- To provide the children with an appreciation of, and enthusiasm for, languages spoken in other countries and to increase their awareness of cultural differences and similarities.
- To develop language learning skills and encourage the children's curiosity about language.
- To develop language skills in speaking, listening, reading and writing.
- To provide a preliminary vocabulary base in Spanish and French and an understanding of simple sentence structures.
- To enable the children to respond to questions and communicate simple information in the foreign language.
- To pave the way for further study and development of foreign language learning skills at KS3 and beyond.

### TEACHING APPROACH

A specialist language teacher delivers weekly lessons from Nursery to Year 6. Lessons begin with an emphasis on the development of oral and aural skills, followed by the introduction of reading and writing skills. The children learn through interactive games, songs, stories, video and role-play. Pupils may work as a whole class, in groups, in pairs or independently. There is also a praise system used in language lessons that recognizes positive participation.

Spanish is the core language with early exposure in the Nursery and progressing to Year 6. In addition, French is taught to pupils in Years 5 and 6. In both languages, pupils develop an awareness of the language through a range of topics and differentiated resources.

The Year 5 and 6 courses begin to develop an awareness and understanding of the use of gender, adjectives and verbs in Spanish and French. Students in Years 3, 4, 5 and 6 have short assessments at the end of each topic.

### CONTENT

**Nursery Spanish:** saying hello and goodbye; asking for snacks and drinks; saying please and thank you; numbers 1-10; some colours; some animals; simple songs and rhymes.

**Reception, Y1 and Y2 Spanish:** the children will learn and revisit topics such as greetings; saying how you are feeling; numbers; colours; classroom objects and instructions; animals; food; likes and dislikes; days of the week; simple songs, rhymes and stories; some aspects of Spanish culture.

**Year 3 Spanish:** the alphabet; numbers 1-31; classroom instructions; more colours; weather; animals; songs, rhymes and stories; Spain and Spanish in the world.

**Year 4 Spanish:** countries and saying where you live; using a Spanish dictionary; multiples of 10 to 100 and simple sums; the alphabet and spelling; family; months, dates and birthdays; songs and stories; cultural aspects.

**Year 5 Spanish:** numbers 1-100; snacks and drinks; expressing opinions; descriptions; telling the time on the hour; school subjects and expressing opinions; songs and stories; further aspects of Spanish culture.

**Year 5 French:** greetings; name; age; my family; the alphabet; classroom instructions; numbers 1-31; parts of the body; colours; songs and stories; aspects of French culture.

**Year 6 Spanish:** clothes and colours; making descriptions; weekend activities; likes, dislikes and expressing opinions; using connectives; songs and stories; further aspects of Spanish culture.

**Year 6 French:** sports; likes, dislikes and expressing opinions; multiples of 10 to 100; making descriptions; months, dates and birthdays; telling the time; snacks and drinks; sports; songs and stories; further aspects of French culture.

# MUSIC

## Aims

- To provide an environment rich in musical opportunities for all children.
- To strive for excellence in this area of the curriculum.
- To encourage children to enjoy becoming actively involved in making and responding to music through performing, composing, listening and appraising.

## Teaching approach

There is a whole school, whole class and group teaching approach in Key Stages 1 and 2, with active participation by all pupils. In Key Stage 1, music is the responsibility of class teachers and music specialists. In Key Stage 2, music specialists teach Class Music.

## Content

In *Key Stage 1* pupils learn to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play pitched and unpitched instruments, including whole class strings tuition in Year 2
- rehearse and perform with each other in preparation for the Christmas music production
- create musical patterns
- explore and express their ideas and feelings about music using movement, and expressive and musical language
- describe sounds and how they can be made in different ways using signs and symbols
- use music for particular purposes, e.g. dancing and relaxing.

In *Key Stage 2* pupils learn to:

- sing songs in unison and in parts, with clear diction, control of pitch and a sense of phrase and expression
- play pitched and unpitched instruments with control and rhythmic accuracy, including whole class recorder tuition in Years 3 and 4; practise, rehearse and present performances with an awareness of the audience
- create and develop musical ideas by improvising, exploring, choosing, combining and organizing musical ideas within musical structures, using electronic keyboards to capture, change and combine sounds
- explore and explain their own ideas and feelings about music using expressive language and specialised music vocabulary
- improve their own and others' work in relation to its intended effect
- use and organise the musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence within simple structures.

## Ensembles

Many pupils in Key Stages 1 and 2 participate in ensembles, including string quartets, Junior Strings and Cello Band, Fiddle Band, Ukulele Club, Camerata - the Stamford Junior School orchestra, the Junior Concert Band, Vocini and Voce - the Stamford Junior Schools' junior and senior choirs, and the SES Chapel Choir. Pupils of all ages also participate in external Associated Board and Trinity instrumental examinations every term.

## Concerts

There are regular informal Play and Listen concerts, which take place twice every term. These concerts are bursting with eager young musicians keen to show off the hard work they do in their lessons and during the year.

The musical highlights of the year include the House Singing Competition, the Key Stage 1 Nativity production, junior and senior Christingle services, the SES carol services, the Year 6 Spotlight musical production, participation in the Peterborough Music Festival, the annual Summer Concert and Prize Giving. Our pupils are also sometimes invited to perform for the community in events outside school.

### **Pupils learning instruments**

There is extensive instrumental provision for pupils to learn a variety of instruments from year two onwards. These instruments include acoustic and electric guitar, bassoon, cello, clarinet, double bass, drum kit, electronic keyboard, flute, French horn, harp, oboe, pipe organ, piano, recorder, saxophone, voice, trombone, trumpet, violin and viola.

The Music Department at Stamford Junior School is a thriving and expanding enterprise that participates at the very heart of our school.

# PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE), MENTAL HEALTH and WELL-BEING

## AIMS

By the end of their time at Stamford Junior School (SJS) every child should know that:

- Just like physical health, we all have mental health and this is comprised of our feelings, thinking, emotions and moods.
- They can articulate how they are feeling and have developed a language to talk about their bodies, health and emotions.
- They understand whether what they are feeling is appropriate or proportionate for the situations they experience.
- There are a range of strategies and steps that they can take to protect and support their own and others health and wellbeing.
- There is a positive two-way relationship between good physical health and good mental wellbeing.
- We are social beings and that being connected with others is beneficial for health and wellbeing.

In order to work towards these aims we have six schemes of work which children will experience in each year group. The aims of which are:

### 1. Friendships and Relationships:

- To understand the basis of a healthy relationship.
- To be able to recognise signs of an unhealthy relationship and have strategies to deal with this.
- To relate knowledge and understanding of positive relationships to the physical as well as the digital world.
- To understand that our connections to others have an impact on our emotional health and wellbeing.

### 2. Play and Emotional Wellbeing:

- To recognise their own emotional wellbeing.
- To develop a vocabulary to articulate their emotional wellbeing.
- To develop a toolkit of strategies for self-care in support of positive emotional health.
- To know that play is necessary for healthy physical and mental development.
- To understand that children have a right to play.

### 3. Keeping Healthy:

- To understand that we all have physical and mental health.
- To know that there is a direct relationship between our physical and mental health (that they impact on each other).
- To have a toolkit of strategies to look after their own physical health

### 4. Sleep and Mindfulness:

- To understand how important sleep is for our body and minds.

### 5. The Arts and Media:

- To know that engaging in creative activity is good for our brains and our mental health.
- To experience arts-based activity as a way to communicate and express emotions.
- To understand the importance of and develop resilience that can be used in the digital world.
- To develop the foundations of a positive self-image and body image.

#### 6. Keeping Safe, including e-safety:

- To be empowered to use digital technology well, in order to be aware of the benefits as well as the risks.
- To understand the Children’s Commissioner for England: Digital 5 a day as part of their personal toolkit.

### TEACHING APPROACH

PSHE & Mental Health will be taught as a whole class, there will be plenty of opportunity to discuss and debate topics as well as completing a An Understanding Me Journal. It will be taught for at least 30 minutes a week or an hour a fortnight.

### CONTENT

From September 2020 it will be compulsory to teach Relationships Education in Primary schools. Our approach at SJS is a holistic one and aims to encourage children to understand themselves and identify their own personal toolkit for thriving. This programme of study is evidence based and sits within a whole school approach to promoting good mental health. It has been written based on DfE and PSHE Association guidance, relevant and current research and it will be regularly reviewed and consulted upon with teachers, parents and pupils.

It is understood that PSHE education will support children in adopting healthy behaviours and strategies, also to enable children to seek appropriate and timely help should they need it. Therefore, this programme of study aims to offer, support and teach healthy protective factors (good communication skills, understanding of healthy relationships, healthy coping skills including the significance of sleep, resilience, emotional literacy, problem solving). Specific teaching surrounding mental ill health will be more relevant as children mature and will be based on the foundations of teaching about protective factors.

The three areas Health and Wellbeing, Relationships and Living in the Wider World have been used across specific topics outlined below. It is understood therefore that Mental health and wellbeing is not a topic in itself and that *‘the knowledge, skills, language and attributes needed to promote positive mental health should be developed throughout the entire PSHE education programme, with additional discrete lessons focusing specifically on mental health and emotional wellbeing,’* (PSHE Association, 2019).

### RECEPTION CLASSES

In Reception classes, which are part of the Foundation Stage, the PSHE and Citizenship aspects of the children’s work are related to the objectives set out in the Early Learning Goals. This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It develops respect for others, social competence and a positive disposition to learning. Citizenship education is also supported in the Reception classes by developing ‘a child’s knowledge and understanding of the world.’ There is regular Circle Time, which recognizes a child’s need for self-esteem and a sense of worth, essential to success in learning.

We will be holding a Parents Information evening in the academic year to talk about PSHE and Mental Health.

**PSHE and MENTAL HEALTH CURRICULUM MAP:**

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Aut1</b>	CARING FRIENDSHIPS and recognizing feelings (Relationships)	Healthy Eating Maintain a Healthy Lifestyle (Health and Wellbeing)	PLAY and EMOTIONAL WELLBEING (Health and Wellbeing)	ARTS (Living in the wider world)	RESPECTFUL RELATIONSHIPS Challenging stereotypes (Relationships)	HEALTH AND PREVENTION (Health and Wellbeing)
<b>Aut2</b>	PLAY and EMOTIONAL WELLBEING (Health and Wellbeing)	PLAY and EMOTIONAL WELLBEING (Health and Wellbeing)	PHYSICAL HEALTH AND FITNESS: positive and negative effects of physical and mental health (Health and Wellbeing)	CARING FRIENDSHIPS Resolve dispute and conflict (Relationships)	E-Safety, effects of online actions on yourself and others. MEDIA (social media) (Living in the wider world)	Basic First Aid (Living in the wider world)
<b>Spr1</b>	ARTS and MEDIA (Living in the wider world)	RESPECTFUL RELATIONSHIPS and understanding the feelings of others. Appreciating diversity. (Relationships)	SLEEP AND MINDFULNESS (Health and Wellbeing)	E-Safety, screen time MEDIA (Living in the wider world)	ARTS Consider the lives of others, including the role of money (Living in the wider world)	Sex and Relationships: Changing adolescent body and mind (Relationships)
<b>Spr2</b>	Keeping Healthy Maintain a healthy lifestyle (Health and Wellbeing)	SLEEP AND MINDFULNESS (Health and Wellbeing)	ONLINE RELATIONSHIPS Positive and Healthy relationships. (Relationships)	PLAY and EMOTIONAL WELLBEING (Health and Wellbeing)	PLAY and EMOTIONAL WELLBEING (Health and Wellbeing)	E- Safety, online abuse, trolling and bullying MEDIA (social media) (Living in the wider world)
<b>Sum1</b>	SLEEP AND MINDFULNESS (Health and Wellbeing)	Keeping safe: Special people who look after us Internet safety and harms (Living in the wider world)	MEDIA (incl. e-safety) (Living in the wider world)	HEALTHY EATING: Making choices about food. Negative effects of poor diet. (Health and Wellbeing)	PHYSICAL HEALTH DRUGS, ALCOHOL AND TOBACCO: facts. (Mental wellbeing)	PLAY and EMOTIONAL WELLBEING (Health and Wellbeing)
<b>Sum2</b>	Keeping safe: Special people who look after us. Internet safety and harms (Living in the wider world)	ARTS and MEDIA (Living in the wider world)	ARTS (Living in the wider world)	SLEEP AND MINDFULNESS (Health and Wellbeing)	SLEEP AND MINDFULNESS (Health and Wellbeing)	SLEEP AND MINDFULNESS (Health and Wellbeing)

## SRE (Sex & Relationships Education)

As part of the Sex and Relationships Education (SRE) Y5 and Y6 children will be taught the topic of 'Growing Up'. We aim to equip the children with the information, skills and values that they will need and benefit from as they develop into young adults. All the planned topics are in line with both the national and school Science and PSHE Curriculum.

In Y5 the following areas will be covered:

- Puberty: Physical and emotional changes
- Human Reproduction

These lessons will be taught in form classes and the children will be split for specific gender related topics and Question and Answer sessions.

In Y6 the children will build on the previous year's learning but also cover human reproduction in its most basic form; information on what exactly will be covered during these lessons will be detailed in a letter to parents.

Once again, these lessons will be taught in form classes and the children will be split for specific gender related topics and Question and Answer sessions.

Year 5	Year 6
<ul style="list-style-type: none"><li>• Changing emotions during puberty</li><li>• Human Reproduction (Sci)</li><li>• Personal hygiene</li><li>• Respecting and understanding physical and emotional changes</li></ul>	<ul style="list-style-type: none"><li>• Physical and emotional changes during puberty</li><li>• Menstruation</li><li>• Respecting others/relationships</li><li>• Naming body parts</li><li>• Human Reproduction</li><li>• Pregnancy – the facts (<u>not</u> birth)</li><li>• Self-image and the media</li><li>• Peer pressure</li><li>• Body image</li></ul>

# SPORT

## SES SPORTS PHILOSOPHY

Sport for all! Through the medium of sport, we would like to expose SJS students of all abilities to the benefits of a life-long affiliation to physicality. Their SES sporting journey will be characterised by:

### 'Stamfordian Sporting Values'

1. **Enjoyment** through *growth, challenge & reward*.
2. **Resilience** by living moments of *success & failure*.
3. **Competition** characterised by *Co-operation & independence*.
4. **Belonging** to Stamford in *participation & representation*.
5. **Physicality** that is educated in the benefits of *physical activity*.

### PE, GAMES & ROTATION OPTIONS

Physical Education and our Major Games are taught to all pupils from Reception to Year Six. The PE Department take responsibility for the teaching of all PE, Rotation Options and Games lessons with the continued help from the Stamford Endowed Schools specialist sports and academic staff. We pride ourselves on offering all pupils the opportunity to participate and represent the School at several sports, most of which can be seen in the curriculum map below but also consists of a Fencing Team, SES Equestrian Team, Gymnastics Team, Tennis Team and Swimming Squad.

Rotation options are introduced to pupils in Year Four and continue until Year Six. This additional session gives pupils the choice to participate in a variety of sports which changes each term. This enables them to learn more about different sports or to finely tune their skills in sports they already compete in. The options on offer throughout the year are Hockey, Tennis, Rugby, Touch Rugby, Cricket and Swimming & Water Polo. We feel it is important that all pupils choose swimming for at least one term and this is on top of a swimming competency test that is taken by new pupils entering Years 4 to 6. This is to make sure all children are competent in the water before they leave Stamford Junior School. The test comprises of one full length on their front and one full length on their back in a recognisable stroke. .

Physical Education curriculum includes the following:

- Swimming & Water Polo
- Gymnastics
- Dance
- Football
- Cross Country & Health related fitness
- Basketball
- Raquet sports
- Athletics

Games curriculum includes the following:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	Invasion Games Skills	Girls & Boys: Hockey, Rugby & Swimming	Girls & Boys: Hockey, Rugby, Swimming & Cross-Country	Girls & Boys: Hockey, Rugby, Swimming & Cross-Country	Girls & Boys: Hockey, Rugby, Swimming & Cross-Country	Girls & Boys: Hockey, Rugby, Swimming & Cross-Country
<b>Spring</b>	Net Game Skills	Girls & Boys: Hockey, Rugby, Swimming	Girls & Boys: Hockey, Netball, Swimming & Cross-Country	Girls & Boys: Hockey, Netball, Swimming & Cross-Country	Girls & Boys: Hockey, Netball, Swimming & Cross-Country	Girls & Boys: Hockey, Netball, Swimming & Cross-Country
<b>Summer</b>	Tennis, Striking and Fielding Skills	Girls & Boys Cricket, Athletics, Swimming & Tennis	Girls & Boys Cricket, Athletics, Swimming & Tennis	Girls & Boys Cricket, Athletics, Swimming & Tennis	Girls & Boys Cricket, Athletics, Swimming & Tennis	Girls & Boys Cricket, Athletics, Swimming & Tennis

## **EXTRA CURRICULAR**

There is also a wide extra-curricular programme that runs before, during and after school on a weekly basis. This includes all our major sports and other clubs including Fencing, Golf, Sport Science, Badminton, Multi-Sports and Water polo Club.

Booking for the extra-curricular programme is made through [www.misocs.com](http://www.misocs.com).

## **SPORTS FACILITIES**

The school has an indoor swimming pool, large Sports Hall, extensive playing fields, a full-sized Astro Turf, a mini Astro Turf, a small hall, tennis courts and an excellent range of sports equipment.

## **SCHOOL FIXTURES**

The School manage all fixtures, teams and results through [www.sesport.co.uk](http://www.sesport.co.uk). Team selections, timings, transport arrangements, venues & maps are accessible via the website. Parental access: You will be informed via SchoolPost about how to gain access to team information.

Fixtures are a big part of Stamford Junior School and all pupils can experience the feeling of representing their School either at home or away. This includes seeing their name on the team sheet, travelling to away fixtures, playing the fixture and of course enjoying match tea. We encourage all pupils to take responsibility for their playing kit and equipment to make sure they can take part in the fixture and compete with their peers.

If selected for a school team, students are expected to be available for fixtures and after-match teas. All fixtures are published a term in advance and appear in the calendar and website. If a student is unable to take part, then a request for absence should be processed via the SJS Deputy Head one week in advance by email: [CLHughes@ses.lincs.sch.uk](mailto:CLHughes@ses.lincs.sch.uk). This is the same process throughout the Stamford Endowed Schools. It is hoped that students will prioritise school fixtures if family life permits.

## **PROCEDURE IN THE EVENT OF A FIXTURE/ PRACTICE CANCELLATION**

### **FIXTURE CANCELLATION**

A notice of fixture cancellations will be posted on the sport website SOCS. In addition, notices will be displayed on our Sports notice boards and an email will be sent to parents if it is a last-minute cancellation.

### **CLUB CANCELLATION**

In the event of a club needing to be cancelled, a message will be sent out via SchoolPost or SOCS. If the cancellation has occurred during the same day, the sports staff will provide afterschool provision for the children until they are picked up by their parents or Guardians.

### **PROCEDURE FOR A STUDENT UNABLE TO PARTICIPATE IN PE OR GAMES LESSONS**

If you wish your child to be excused from games through ill health or injury, please email your class teacher who will then forward it onto the relevant PE Teacher. The school nurse is to be informed if the injury or illness is longer standing than one lesson. In most cases the students will be expected to report to their games or PE teacher at the usual time, change into PE / GAMES kit if appropriate and may be asked to contribute to a lesson as a referee, umpire or coach.

## **SPORTING STANDARDS**

The teaching staff aim to set a good example to the children in their sporting attitude, towards all those involved in matches (such as team-mates), opponents, referees, supporters, caterers and coach drivers. Showing good manners, respect and an appreciation of others both on and off the field is part of our school's expectations. Equally, we greatly value the support and lead that parents give at matches thereby encouraging the children to adopt such sportsmanlike behaviour.

All participating children act as hosts to visiting teams at home matches. On such occasions, children should remain in school until all guests have departed. Likewise, at away fixtures, our expectation is that children will not leave before the rest of their team members. Should this be problematic for a parent or child on an occasion, we would appreciate advance written notice of the circumstances or notice of the child's unavailability for that fixture.

In this way, we hope that the children and their parents enjoy and value the whole experience of the children playing sport and of being part of a team. At SJS we are always trying to create the best experience for everyone involved.

## **SPORTS COLOURS**

Pupils will be provided with a copy of our Sports Handbook in which the criteria for Colours are explained. This will also be shared with parents at the start of the Academic Year.

## RELIGIOUS EDUCATION (RE)

Our Religious Education is based on the locally agreed syllabus for Lincolnshire. Religious Education is an essential component of a broad and balanced education and its place in the Basic Curriculum is a requirement. Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities for pupils to work co-operatively, sharing ideas, discussing beliefs, values & practices and learning from each other.

### AIMS

The syllabus for Religious Education has two aims. They are that pupils should:

- learn **about** religions and explore human experience
- learn **from** religion and respond to human experience

These two aims are inter-linked and dependent on each other. Four general key concepts are used as a framework for the understanding of religions. They provide a structure and are referred to, exemplified and built on in each key stage. They are:

- authority
- celebration
- religious belief and lifestyle
- the sacred.

### TEACHING APPROACH

Teaching in Religious Education stresses open enquiry and first-hand experiences wherever possible for both staff and children. Work in Religious Education builds on the pupils' own experiences using materials and artefacts from various sources. Visiting speakers and visits are arranged when appropriate.

### CONTENT

RE curriculum map:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Celebrations for Jews and Hindus. Christians Harvest Christmas	Visiting a Christian Church	Hindu belief and lifestyle	Buddhist belief and lifestyle	Judaism, Christingle	Muslim Beliefs and Lifestyle
<b>Autumn 2</b>						
<b>Spring 1</b>	Christian Worship	The Torah and the Bible	Sikh belief and lifestyle	Inspirational People	Christian Journeys	Symbols in religion
<b>Spring 2</b>	Christian Worship Easter					
<b>Summer 1</b>	Stories from the Old Testament	Stories of Authority from the Bible	Christian belief and lifestyle	Christianity 'Beautiful World, Wonderful God'		Personal Journeys
<b>Summer 2</b>						

## LEARNING SUPPORT (LS)

### AIMS

- To provide all children with the opportunity to develop to their full potential.
- To develop confidence and independence to enable full participation with school life and preparation for the wider world beyond education
- To encourage all children to understand their learning needs and styles and to develop independence in their learning.

Every child within SJS is treated as an individual and their learning needs are addressed in the most appropriate way for them. Taking a holistic approach to children's learning, this may be through the provision of academic interventions and/ or support for wellbeing. Support may be provided through differentiation in the classroom, small group or 1 -1 support. Interventions are targeted to address specific individual learning needs and are delivered by one or more of our team of Learning Support Assistants (LSA) and teachers.

All class teachers are responsible for High Quality First Teaching (HQFT) and differentiation for all of the children in their class. Parents are encouraged to, initially, share any concerns regarding their child's learning with their class teacher who is supported by the SENCO in the identification and assessment of learning needs. Where appropriate, further support may be provided by the Deputy Head Pastoral, Deputy Head Academic, SS/ SHS SENCO and outside agencies.

The Additional Needs Register in school outlines a child's individual learning needs which are categorised according to the level of intervention within school and involvement of outside agencies. The categories include: 'EHCP', 'school support', 'receiving support but not on the SEND Register' and 'monitor'. Children's progress is regularly tracked and reviewed in line with school assessment practice.

# **SJS HOMEWORK POLICY**

## **HOMEWORK – TUTOR TIME**

At SJS, much of the weekly 'homework' is completed during Tutor Time (Prep) lessons. This enables the teacher to supervise and assist where necessary. Additional work to be taken home is also set, this includes times tables, spellings, ILIC TopIC discussions and occasional research projects.

## **OUR AIMS WHEN SETTING HOMEWORK FOR TUTOR TIME**

We consider that some homework is important for our pupils because it provides a means for them:

- to consolidate and reinforce what is learnt in the classroom
- to become curious and independent learners and to carry out research
- to develop good study habits and become progressively independent
- to prepare for the next stage of education.

## **HELPING PUPILS TO ACHIEVE THROUGH HOMEWORK**

Teachers will endeavour to:

- set work, which is appropriate to pupils' ability and based on work and skills which have already been taught at school.
- ensure that pupils have sufficiently clear instructions to enable them to complete their homework as independently as is appropriate for their age group during Tutor Time.
- set homework for several days in advance to enable pupils with other time commitments to learn to plan independently their time and do homework in advance – ie select in which day's Tutor Time to undertake a given subject.
- follow School Policy in not setting homework to any SJS pupils during half term breaks, on School Production Evenings, on Parents' Evenings or on School Trip days.
- follow School Policy in not normally setting homework during school holidays.

Sometimes, children receiving learning support will receive additional, supportive activities set by their ALO (Additional Learning Opportunities) teacher.

## **HOW PARENTS CAN SUPPORT PUPILS' LEARNING THROUGH HOMEWORK**

- In Reception and KS1, parents can help by sharing reading books with children and supporting phonic and mathematics learning with games and related activities.
- In KS2, parents can help to support their child's reading at home, learning of times tables and spellings. All children will regularly be given talking homework related to their year group topics.

## EDUCATIONAL TRIPS AND VISITS

We aim to provide all children at SJS with a broad range of educational visits, including residential trips where appropriate. An overview of the current provision is **(all trips, visits and residentials are now subject to Government Guidance relating to COVID safety measures and we will keep you as parents fully informed of developments in this area):**

YEAR	TERM	TRIP
R	Autumn	Walk to St. John's Church to see the Christmas Tree Festival
	Spring	Regular Outdoor Adventures to the Wothorpe Woods
	Summer	Trip to Rutland Water and Bugtopia.
1	Autumn	Stibbington Centre for Victorian History Day
	Spring	Pirate Day (school based)
	Summer	Kings and Queens Day, trip to Lincoln Castle
2	Autumn	Church or Chapel Visit
	Spring	History off the Page, Seaside Past and Present
	Summer	Hunstanton & Sea Life Centre (Or Similar)
3	Autumn	Stibbington
	Spring	Local Trip to explore the Stamford Meadows
	Summer	Safety Centre, Milton Keynes Outdoor Activity Days at Burghley
4	Autumn	Flag Fen
	Spring	Cadbury World
	Summer	Residential: Grafham Water Centre Outdoor Field Day: Wicken Fen
5	Autumn	Visit to the SES Senior Schools
	Spring	Leicester Space Centre
	Summer	Tudor Activity Day, Burghley House Edale Residential Trip, Peak District
6	Autumn	Visit to Llowarch Performing Arts Centre, Stamford School – professional Shakespeare introductory workshop Visit to Stamford School Chapel – WW1 and Local History Study
	Spring	Visit to Stamford School for rehearsal and Spotlight production Visit to Stamford Town Hall – local democracy and history
	Summer	4 Night Residential trip to Culmington Manor (Manor Adventure) in Shropshire Geography field trip to Stamford Meadows and the River Welland Transition and Mathematics visits to Senior School

## RESIDENTIAL TRIPS

The Residential Trips, in Years 4, 5 & 6 are key elements of our Curriculum, as they provide opportunities to learn vital life skills, such as independence, initiative, teamwork, problem solving abilities, perseverance and leadership qualities. They help the year groups to bond and work as a team and we notice huge differences, with much greater maturity levels, in our children after attending one of these Residentials. They give pupils and staff an opportunity to see each other in a different light and they give an invaluable boost in self-confidence and self-esteem.

There is much that parents can do to help prepare their children to enable them to benefit fully from the Residentials. We recommend the following:

- **It is crucial that children have experienced staying away from home on several occasions prior to the trip, so that they are really comfortable with it.** If parents find this difficult to arrange, a flexi-boarding night in St Michaels could be a helpful option.
- Children need to pack their own bags, so that they know what is in them and where everything is. Pupils tend to live out of their bags, rather than unpacking, so bags with different zipped compartments are very handy, with the child knowing what is in each compartment.
- Children need to be able to sort out their own clothes for each activity and remember to change underwear!
- Children need to be able to tend to their own hair and, in the case of girls, be able to tie it back for activities such as abseiling.
- Clothes will become muddy, so old scruffy ones are ideal for some activities.
- Shoes need to have been worn before for walking, so that they do not cause blisters. Old shoes are ideal for canoeing.

Full details of the costs of the residential events and their scope/programme will be given at parental briefing evenings well in advance of the planned trip.

**'Let your light shine'**

