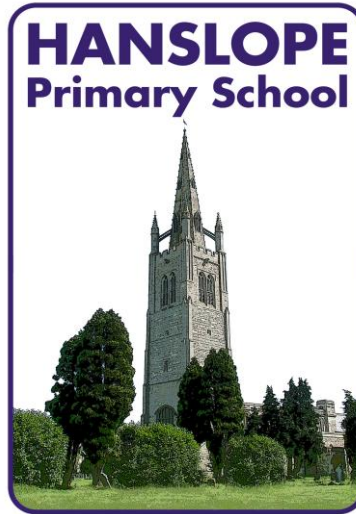




TEACHING AND LEARNING POLICY

Date policy reviewed	Autumn 2024
Date for next review	Autumn 2027
Committee responsible	FGB
Authorisation	Ryan Brown

Aims and Rationale

The aim of this policy is to clarify, create and maintain a common approach for effective teaching and learning across the school. It ensures that we have common expectations of all pupils in the school and acts as a foundation for the quality of teaching and learning experiences.

All staff have a shared understanding of:

1. What constitutes high quality teaching and learning
2. How quality teaching and learning contributes to school improvement, raising children's level of attainment and increasing rates of progress
3. How continuous monitoring, evaluation and professional dialogue in relation to teaching and learning is crucial to the development and subsequent improvement of our own practice

Effective Teaching

At Hanslope, we believe that effective teaching:

- ✓ provides activities matched to pupils' needs
- ✓ involves robust target setting and monitoring of progress and next steps
- ✓ gives pupils responsibility for their work and independence
- ✓ devises and shares learning intentions and success criteria at appropriate times
- ✓ develops well planned and challenging lessons that maintain high levels of interaction with the class
- ✓ uses creative approaches which engage learners
- ✓ uses technology to facilitate and enhance learning
- ✓ incorporates high levels of praise and encouragement
- ✓ uses homework to reinforce and extend what is learned in school, or to prepare for a new topic.

All of the above are achieved through Quality First teaching which ensures that the needs and abilities of all pupils are considered.

Successful Learning

At Hanslope, we expect pupils of all ages to take responsibility for their learning by:

- ✓ participating actively in the learning process
- ✓ making connections
- ✓ explaining, reasoning and demonstrating their understanding.

We aim to maximise every learner's potential. In so doing we will:

- set high expectations at school and at home, encouraging parental involvement
- encourage a Growth Mindset with values such as self-belief and perseverance
- communicate optimism by using positive language, and designing challenging tasks
- demonstrate a commitment to every learner's success and celebrate achievement in all its forms
- create an environment where learners feel able to make mistakes, take risks and become resilient.

Context of The Curriculum

Teaching and Learning in Foundation Stage - the areas of learning and development consist of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas. Where they have close links with National Curriculum subject areas – particularly English and Maths – they form an appropriate baseline for the National Curriculum. This will be used to inform the Year 1 teacher of specific needs when starting Year 1.

Each child's level of development is assessed against the 17 Early Learning Goals. For each goal teachers determine whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

This will be the method used to track progress of the children throughout the Foundation stage. In the Foundation Stage it is expected that children will learn through play and the teacher will be responsible for ongoing judgements about the balance between play and teaching, between activities led by children and activities led or guided by adults. Children will have access to daily outdoor learning and the provision provided outside will reflect the children's needs and the activities provided inside the classroom. It is the requirement that children must usually be within sight *and* hearing of staff and always within sight *or* hearing.

In Key Stages 1 and 2 – The National Curriculum is the basis for the school's provision. However, the school's Creative Curriculum approach allows staff to plan, develop and deliver the required content in a cross curricular way where appropriate. Curriculum statements for each subject area are stated in Appendix 1.

Supporting Children's Learning

Displays: Their purpose is to stimulate, challenge and inform current learning as well as celebrate and consolidate learning that has occurred.

Home Learning: We believe that learning which takes place outside of the school environment has a role to play in a child's academic development. Pupils should apply the same standards of presentation to their home learning as they would work undertaken in class.

We believe it is essential that pupils read and practice times tables and phonics as appropriate on a daily basis. In addition to this, class teachers will set different and more specific home learning tasks.

In Key Stage 2, Maths and English tasks are set regularly, the frequency of which is determined by the class teacher with the task being linked to current learning or further extending pupils' knowledge. More often than not, tasks are set based on an assessment of the children's level of acquisition of concepts being taught at the time. Home learning activities in relation to other curriculum areas are also set. These are recorded on Curriculum Newsletters for each class; tasks are outlined.

Remote Learning: On occasions when it is necessary to close the school due to an emergency e.g. adverse weather conditions, pandemic, etc. teaching and learning will be delivered remotely using a combination of, Teams and the school website. Teachers will provide lessons which are supported by a range of resources appropriate to the age and stage of the pupils, as well as to the objectives being taught. These resources will include teacher explanations in the form of: pre-recorded videos, voiced over PowerPoint presentations, videos from high quality providers such as Oak Academy. Where pupils have no access to technology or no way to print resources, the school will provide packs of support materials and where possible enable the loan of a device which belongs to the school to facilitate engagement. Pupil responses to tasks will be returned either via the learning platform or by email, directly to the class teacher.

Partnership with Parents: Whilst staff and pupils have a core responsibility in respect of teaching and learning, at Hanslope, we believe that parents play an equally important role. We expect parents to support pupils with the completion of homework tasks and to regularly read with their children, commenting in the Home School Book as appropriate.

Outdoor Learning: Opportunities for children to learn outdoors will be planned for and implemented to enrich the curriculum in a natural manner in order to engage pupils. The experience of learning outdoors will give the children first-hand experiences to learn from and relate to so that they:

- Develop a range of life skills including communication, responsibility, and independence.
- Become active learners who grow through challenge and become more independent.
- Experience increase emotional wellbeing and involvement in their own learning which helps them to make progress.
- Broaden their horizons and raise their aspirations allowing them to believe they can achieve.

When planning and teaching outdoors, teachers will:

- ensure that they make the most of our vast outdoor space by complementing and extending our indoor provision.
- ensure that children enjoy immersive learning experiences and enjoy the feeling of well-being that it brings, as well as developing a range of essential life skills.
- plan to scaffold learning using the outdoor environment e.g. as a starting point or as a challenge and extension.
- enable children to work both individually and co-operatively outdoors whilst appreciating the beauty of nature and using a variety of natural resources.
- endeavour to ensure that all children whatever their abilities, gender or religion are able to learn and explore outdoors within the school grounds.

Where necessary, teachers will assess risk of planned activities and take the weather conditions into consideration before taking learning outdoors. The Class Grab Bag containing a First Aid kit will be taken out into the outdoor space and the pupils will always be accompanied by a qualified first aider.

Assessment

Pupils' learning is assessed in a variety of ways across the range of subjects. Refer to the school's Assessment policy for further details. Regardless of the curriculum area, however, all pupils are assessed against identified National Curriculum objectives and associated learning skills throughout the course of the school year and achievement is reported to parents in annual reports.

Monitoring & Evaluation

Teaching and learning is monitored to differing degrees by all members of the teaching staff. The Headteacher has responsibility to ensure that the quality of teaching is both assessed and developed. This is done formally through lesson observations and monitoring of planning as part of the school's monitoring and evaluation cycle.

Review Frequency

This policy will be reviewed annually.

Appendix 1

TEACHING AND LEARNING SUBJECT STATEMENTS

The Teaching and Learning statements included in this document provide an overview of what is taught throughout the school. It needs to be read in conjunction with the Teaching and Learning policy. More detailed information about teaching in the Early Years can be found in a separate document. Specific topics or areas of learning for individual year groups within each subject area can be found within 'Curriculum - Whole School Information' on the website.

CONTENTS

1. English
2. Maths
3. Science
4. Computing
5. Modern Foreign Languages
6. Art and Design
7. History
8. Geography
9. Religious Education
10. PSHE
11. Music
12. PE

English

At Hanslope Primary School we recognise that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through the development of children's reading skills in particular, we will ensure that all pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. It is our fundamental belief that reading enables pupils both to acquire knowledge and to build on what they already know. Due to this belief, Hanslope Primary School is committed to developing all the skills of language and raising the standards of English, as they are essential to participating fully as a member of society. Without these skills, it will not be possible to develop children's understanding, interest and enjoyment in all other areas of the school curriculum.

Aims of English Teaching

Through the use of the National Curriculum, we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language. It is also our priority to develop their love of literature through widespread reading for enjoyment. Hanslope Primary School aims to ensure that all pupils:

- develop their phonemic knowledge through the teaching of systematic synthetic phonics so that they learn to recognise, read, blend and segment words
- read easily, fluently and with good understanding, experiencing a range of text types and genres
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- develop the powers of imagination, inventiveness and critical awareness
- have opportunities to build their Literacy skills, especially in Speaking and Listening, through exposure to and participation in drama, plays and poetry recitals.

Knowledge, Skills and Understanding

It is the school policy to follow the statutory guidance and legislation stated in the National Curriculum programmes of study and the Primary National Strategy.

- **In the Foundation Stage** children will be given opportunities to speak and listen, read and write in addition to using communication, language and English in every part of the curriculum. The Foundation Stage will enable children to become immersed in an environment rich in print and possibilities for communication. Phonics, using the Twinkl Systematic Synthetic Phonic scheme will be taught daily. The EYFS curriculum gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- **At Key Stage One (Years 1 and 2)**, children will learn to speak confidently and listen to what others have to say. They will begin to read and write independently and with enthusiasm. They will use language to explore their own experiences and imaginary

worlds. The Twinkl Systematic Synthetic Phonic scheme programme will continue to be delivered to ensure continuity in phonics teaching.

- **At Key Stage Two (Years 3 to 6)**, children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of texts and respond to different layers of meaning in them. They will explore the use of language in literary and non-literary texts and learn how the structure of language works. Reading and writing activities will be based on the key texts for each year group and based on developing the curriculum skills. Children will be taught spelling rules and strategies as outlined in the National Curriculum following the Spelling Shed scheme and will continue to develop their understanding of phonics.

Children in Key Stages 1 and 2 will also have opportunities for research and textual investigation in the library and through ICT. All teachers will ensure appropriate and focused differentiation takes place to support and challenge pupils. Approximately one hour per day is allocated to the dedicated teaching of English (grammar and writing). In addition to this, there will be separate time focusing on reading. This may be through DEAR Time (Drop Everything And Read) or specific reading lessons. Pupils will be able to consolidate and reinforce taught English skills, especially reading, through other subjects within a broad, balanced and creative curriculum. Phonics, handwriting, spelling and additional reading sessions feature regularly on the timetable. These will take place at least once per week although exact time allocations and frequency will depend on the pupils' individual needs.

Mathematics

Purpose of Study

At Hanslope Primary School, we have adopted a mastery approach to teaching and learning mathematics. We believe that ability within mathematics is not fixed, and that all pupils have the potential to achieve. Mastery is not just being able to memorise key facts and procedures. Mastery is knowing why as well as knowing how. It means being able to use knowledge and make links appropriately, flexibly and creatively and to apply it to new and unfamiliar situations.

Aims

Through study of the National Curriculum for Mathematics we aim to ensure that all pupils:

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

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Implementation

As a school, we use White Rose to support our mastery implementation. In maths lessons, you will see:

- Mental/oral starters for daily fluency practice, and reflection on prior learning
- CPA (concrete-pictorial-abstract) approach to show the structure behind the abstract. Children have access to equipment/draw pictorial images to try out steps alongside the teacher's input, and when working independently. Structures and connections within the maths are emphasised in order for children to make appropriate links
- Stem sentences used to access learning, and as a tool to explain reasoning (e.g. I know it is because.... (stem sentence), I know it is not because it is not.... (Stem sentence))
- A mixture of fluency, reasoning and problem-solving tasks. Maths talk and reasoning are at the core of every lesson. The children know that they need to explain why their answer is correct, and how they worked it out
- Teachers making use of misconceptions (planned and unplanned) to further understanding of concepts (what it is and what it is not)
- Learners being given the opportunity to explore mathematical concepts deeply by approaching them in a range of ways (broadening rather than acceleration). This may

include using different types of equipment/pictorial image/method to reach the same answer or using the same concept to approach problems presented in different contexts

- Differentiation from the core. A core task will be set for all pupils. The support task will provide additional support in order for children to achieve the learning expected in the core task. Once children have demonstrated competence in the core task they will be set a challenge task where they will need to make links, and decide how to apply the core task learning to a new situation. (Occasionally, where the gap is too large, SEN children may need to access different tasks)
- Making links and spotting patterns
- Contexts are used to relate learning to the real life need for maths understanding
- Adapted, high-quality questioning to explore children's understanding and develop it further
- TTRockstars - At Hanslope, all children from Year 3 up to Year 6 are expected to play at least 5 minutes per week. Weekly winners, as a whole class and individuals, are celebrated in our celebration assemblies.

Impact

As children increase their ability to reason why something is what it is in maths, as well as how they got there, all children will become increasingly more confident. They will develop a love of maths and enjoy broadening their knowledge. Children will be able to reflect on previous learning, and make connections and links more confidently and succinctly in order to apply this knowledge to a variety of different contexts and scenarios. They will enjoy the challenge of applying core knowledge to unfamiliar, more complex questions.

Science

Purpose of study

A high-quality Science education provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics as well as equipping pupils with the key skills necessary to work scientifically. Science has changed our lives and is vital to the world's future prosperity, and we believe that all pupils should be taught essential aspects of the knowledge, methods, processes and uses of Science. Through building up a body of key skills which enable pupils to work scientifically, as well as foundational knowledge and concepts, our pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are also encouraged to understand how Science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

We follow the National Curriculum for Science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the progressive learning of the specific disciplines of Biology, Chemistry and Physics ensuring that children are guided to make links in their learning to enable them to make good progress
- progressively develop the knowledge and understanding of key skills regarding the **nature, processes and methods of Science** by learning different types of science enquiries and ways of recording / using their data to help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of Science, today and for the future.

Scientific Knowledge and Conceptual Understanding

The programmes of study describe a progressive sequence of knowledge and concepts. It is vitally important that pupils develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage and that they are able to develop their long term memory by revisiting core skills and concepts.

At Hanslope we aim to teach pupils to be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely; they should build up an extended specialist vocabulary. Our pupils are also given opportunities to apply their mathematical knowledge to their understanding of Science, including collecting, presenting and analysing data. Outdoor learning is used as a pedagogical approach, where appropriate: to enhance learning, help pupils make links in their learning and aid development of long term memory of science concepts.

In the Foundation Stage, the teaching of Science is based on the objectives stated within the new Statutory Framework for the Early Years Foundation Stage (EYFS) in the area of learning 'Understanding the World' where children have the opportunity to explore the natural world around them using the Foundation Stage outdoor area as well as our Conservation Area. They also learn about important changes and processes in the natural world including the seasons and changing states of matter. Much of the learning at Hanslope school is play based and the children are encouraged to experiment and investigate through this play.

In KS1 and KS2, science is taught as a discrete subject through weekly lessons. Where possible we encourage the children to make links with their other areas of learning including that which is topic based. Each year children will learn about a significant British scientist and

their discoveries in order to help them understand about the history of Science as well as to excite and engage them.

The Nature, Processes and Methods of Science

'Working scientifically' specifies the understanding of the nature, processes and methods of Science for each year group. It is embedded within the content of Biology, Chemistry and Physics, focusing on the key features of scientific enquiry, so that our pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils are encouraged to seek answers to questions through collecting, analysing and presenting data.

English

The National Curriculum for Science reflects the importance of developing pupils' key skills in English. Texts of appropriate challenge will be used alongside reciprocal reading. Basic skills of spelling, grammar and writing will be reinforced through cross-curricular science writing. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Computing

Purpose of Study

At Hanslope we believe that a high-quality computing education equips pupils to understand and change the world through logical thinking and creativity, including by making links with Mathematics, Science, and Design and Technology. Computing is integral to computer science and our pupils are taught the principles of information and computation, and how digital systems work. Computing equips our pupils to use information technology to create programs, systems and a range of media. It also ensures that they 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.

Aims

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

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

At Hanslope, Computing knowledge is grown through progressive skill development. Each child is given opportunities to access their learning through using both electronic equipment and 'unplugged' activities. Outdoor learning is used as a positive approach to enhance the children's knowledge, application and understanding.

A range of core subjects are used creatively to strengthen the children's learning, Math and English. Skills will be developed through the appropriate and regular use of specialised vocabulary: debugging, algorithm etc. as well as by offering opportunities for children to use their Computing skills in other areas of the curriculum. This promotes and improves developing a long term memory through sustained exposure, repetition and building of practical application.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

At Hanslope we aim to give children opportunities to understand their place in a world that seems increasingly dominated by technology.

Key Stage 1

Pupils are taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- recognise common uses of information technology beyond school.

Key Stage 2

Pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Modern Foreign Languages

Purpose of Study

At Hanslope we believe that it is important for children to learn about other languages and cultures from around the world. We aim to give our pupils a broad experience in language learning which will enhance their skills and develop a love for learning a language from an early age. French is taught to all pupils in Lower Key Stage 2 and Spanish is taught to children in Upper Key Stage 2. Children receive one 30-minute lesson each week.

Aims

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

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

Knowledge, Skills and Understanding

In accordance with the National Curriculum, pupils are taught to:

- listen attentively to spoken language and show understanding by joining in and responding and to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. This means speaking in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. This includes being able to present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing. They should appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. This should lead to writing phrases from memory, and adapting these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Teaching should be in the target language as much as possible and include a variety of games to promote a love for learning another language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus will be on practical communication.

French is taught primarily through The Primary French Project, a progressive scheme designed by Catherine Cheater, through which children are given many opportunities to increase their knowledge. The sustained practice of reading, writing, speaking and listening in the different learning modules will help develop the pupils' long-term memory in the subject.

Spanish is taught by a specialist teacher using a bespoke scheme of work that ensures our older children, who have previous experience of French, can make accelerated progress, building on their language skills from Lower Key Stage 2. Lessons will include sources from Spain as well as Latin America.

Art

Purpose of study

At Hanslope School we recognise that art and design plays an important role in the development of all children. Through it, children find ways to express themselves creatively and imaginatively through different areas of the curriculum. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. English skills will be developed progressively throughout the subject. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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

- produce creative work, exploring their ideas and recording their experiences with knowledge growing through progressive teaching of skills
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Teaching and learning will take place outdoors as and when appropriate
- Long term memory will be developed using sustained practise of skills

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

In the Foundation Stage, these outcomes are achieved through the EYFS area of study: *Expressive Art and Design*. Children have the opportunity to use, create and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. They will also share their creations, explaining the process they have used.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design and Technology

Purpose of study

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

Aims

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

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

In the Foundation Stage, these outcomes are achieved through the EYFS area of study: *Expressive Art and Design*. Children have the opportunity to safely use and explore a variety of materials, tools and techniques. They also share their creations, explaining the process they have used.

Key Stage One

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Key Stage Two

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

History

Rationale:

At Hanslope Primary School, we encourage our pupils to develop their skills as historians by being curious about their own heritage (personal and local history), as well as the wider world. We strive to develop their understanding of chronology, by ensuring that they question and weigh up evidence, consider where the information has come from and keeping possible biases in mind. It is vital that pupils are able to make connections in history and understand how events or significant people from the past have shaped our lives today.

At Hanslope Primary School, we are currently using the Kapow Primary's History scheme of work. They aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. The curriculum allows pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

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

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

Knowledge, Skills and Understanding

In Key stage 1 and 2, history units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.

- Historical interpretations.
- Sources of evidence.

EYFS

At Hanslope Primary School, The Early Years Foundation Stage Curriculum supports pupils' understanding of History through the planning and teaching of 'Understanding the World'. This aspect covers how pupils find out about past and present events in their own lives, their families and other people they know. Pupils are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present

Key Stage One

In Key Stage One, history skills are taught using the Kapow scheme. Lessons are taught once a week every other half term. This is in connection with English topics, class books and continuous provision (in year 1). Floor books are used to show a learning journey and are available to recall previous learning.

Key Stage Two

In Key Stage Two, history skills are taught using the Kapow scheme. Lessons are taught once a week every other half term. Class books and English topics, where appropriate are connected with history topics to enrich learning opportunities. As in Key Stage One, floor books are used to show a learning journey and are available to recall previous learning.

Geography

Purpose of study

In line with the school's vision, we aim to provide all children with high-quality learning in each curriculum area. Our geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer.

We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Aims

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

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

The National curriculum organises the geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

EYFS

At Hanslope Primary School, The Early Years Foundation Stage Curriculum supports pupils' understanding of Geography through the planning and teaching of 'Understanding the World'

Key Stage One

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

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Religious Education

Religious Education at Hanslope Primary School is used to help pupils to understand the world in which they live. We follow the aims and objectives as defined in the Milton Keynes Agreed Syllabus for Religious Education through the Oxford Diocesan Scheme of Work.

Aims:

An integrated approach is used in the delivery of the RE curriculum, making stronger links between:

- **believing** a faith and its texts and teachings
- **belonging** to a faith and to other believers; and
- **behaving** in a way that is required by the texts and teachings of each faith.

RE is taught so that pupils not only have a secure grasp of these three areas and the links between them, but also to ensure that pupils have opportunity to make their own responses and reflections to the learning that comes from a study of each of these key strands of religious practice.

By the end of each focused topic, it is intended that pupils will have made substantial progress in:

- acquiring and deepening their knowledge and understanding of Christianity and other principal religions represented in Britain and the world
- enriching their understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- growing a respectful and positive attitude towards other people, honouring their right to hold beliefs different from their own and enabling them in living in a society of increasingly diverse religious character
- making reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Britain
- enhancing their spiritual, moral, social and cultural development by:
 - increasing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to and inform them
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

These aims are achieved by focusing study through the three themes of **believing, belonging and behaving**:

- **Believing** includes enquiry into, and investigation of, the nature of religion, its beliefs and teachings, sources, practices and forms of expression, and as such, requires accurate and respectful teaching of the core beliefs of each religion. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues, especially from the texts and sources of the religion studied. Aspects for investigation include the nature of God, teachers and teaching within each religion, key texts, sacred writings and scriptures and what is believed in each faith about the value of life, the nature of truth, the soul and life after death.
- **Belonging** includes enquiry into, investigation of and reflection on the identity of a believer, the diversity within each faith tradition, the values and beliefs held in common in religious communities and the way those communities express themselves in the world. It leads to an understanding of how religious adherents become adherents, and studies religious and

none-religious ideas about human individuality and society. Relationships in religious communities, inter faith dialogue, conflict, the nature of humanity and religious experiences all present themselves as fruitful areas of study under in this strand of religious practice.

- **Behaving** includes enquiry into, investigation of and reflection on the way that adherents of religions put their beliefs into practice. It studies the links between religious belief and ethical actions and the impact of those beliefs on people's lives. It includes the skills of interpretation, analysis and explanation, and pupils learn to communicate their growing understanding using specialist vocabulary.
- **Reflecting and responding and making links** between these three areas will lead to a deepening understanding that links content and response in a fuller way than with the previous division into "learning from" and "learning about" religion. Carefully teaching pupils to notice, develop and affirm those links in their learning will develop skills of application, interpretation and evaluation of what they learn about religious belief, identity and behaviour. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments. In all these aspects, it is vital that pupils are taught accurately about the core beliefs of practices of the faiths whose beliefs, behaviour and sense of identity they are studying. The key question for any teacher to ask is "would a devoted adherent of this faith recognise in my teaching a respectful means for a pupil to gain understanding of her/his religion?"

Where deemed appropriate, to enrich the children's experiences, an outdoor approach will be fostered. This may include educational visitors and outdoor visits.

The sustained practice of reading, writing, speaking and learning will help develop the pupil's long term memory in Religious Education.

The Foundation Stage

RE in the Foundation Stage is taught through Understanding the World (People, Culture and Communities). Children will be developing knowledge and understanding and appropriate vocabulary about where they belong within their family and the wider community, different religions and the different ways of expressing and celebrating faiths.

They will begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Key Stage 1

The focus in Key Stage 1 should be on Christianity and Judaism, but referring to other faiths where appropriate, particularly if there are members of other faiths in the class. All questions should be addressed in the teaching of Christianity. In the teaching of other faiths teachers should choose the focus that best suits them and their class.

The questions for this key stage are as follows:

Believing

- What do people believe about God, people and the natural world?
- Who am I?

- How and why are some stories and books sacred and important in religion?

Behaving

- What can people learn from religious leaders and teachers?

Belonging

- What does it mean to belong?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Key Stage 2

In this Key Stage, Christianity should again be the main faith taught in each year group, alongside Hinduism and Islam, but where appropriate, opportunity should be taken to refer back to the faiths and topics covered in KS1. All questions must be addressed in the learning about Christianity, but for other faiths teachers must choose questions suitable for their classes.

The questions for this key stage are as follows:

Believing:

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?

Behaving:

- Why and how are people influenced and inspired by others?
- What influences the ways people behave and what is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Belonging:

- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?
- How and why are religious and spiritual ideas expressed and in the ways they are?

WITHDRAWAL

Parents can withdraw pupils from part of, or all Religious Education. Parents wishing to withdraw their children from RE must state so in writing to the Headteacher stating their reasons. Parents will then be invited to meet with the Headteacher to discuss the matter.

PSHE and Wellbeing

Purpose of study:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Hanslope we teach PSHE and RSE (Relationships, Sex and Health Education), which are, as of September 2020, statutory aspects of the National Curriculum. Teachers draw on good practice and follow the KAPOW scheme, which runs in line with the current curriculum and links intrinsically with the Science Curriculum.

PSHE is taught both explicitly and implicitly throughout this school, either indirectly through relevant topics or directly through curriculum-guided lessons, with a focus on building life-skills. One PSHE lesson per week is timetabled throughout KS1 and KS2, although teachers are able to use their judgement to adapt this as necessary. All lessons are focused on working towards developing children's positive mental health long-term through sustained practise. There are many other opportunities where children are involved in PSHE outside of the direct lessons, including assemblies and debates where a range of themes are covered. Some other discreet links include assemblies, visitors from different faiths and backgrounds, cross-curriculum teaching, the school council and Year 6 house captains. At this school, pupils are taught and encouraged to have a Growth Mindset and praise is given when children are seen to be resilient, perseverant, learning through mistakes etc.

Across both key-stages, children will take part in outdoor learning activities to build characteristics such as positive teamwork strategies and respect for the environment around them in order to become further prepared for their future as respectful and caring adults. There will also be a variety of opportunities for children to develop their reading skills; children may consider: moral tales in order to develop positive values; religious/cultural texts in order for children to understand and appreciate varying cultures and attitudes and fiction/non-fiction texts for a suitable age range which address real-life situations/difficulties that children may find themselves privy to.

General aims:

- To develop a set of personal values and attitudes/develop principles for distinguishing between right and wrong;
- To develop self-esteem/promote pupils' self-esteem and emotional well-being;
- To develop positive relationships/help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- To support pupils to make informed choices and decisions;
- To encourage pupils to take responsibility for their own actions;
- To develop skills and knowledge to understand personal health and growth;
- To develop positive attitudes towards health;
- To support pupils to become increasingly prepared for adult life/help them to be responsible and caring citizens;
- To develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- To promote equal opportunities and challenge discrimination and stereotyping;
- To enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- To begin enabling pupils to deal effectively and efficiently with a range of financial decisions in their present and adult life;
- To develop pupils' ability to relate to others and work for the common good.

Foundation Stage:

The PSED (Personal, Social and Emotional Development) area within the Early Years Framework supports children to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and to persist and wait for what they want. They will also learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts. This is done through a variety of child-led and adult led activities.

Knowledge, Skills and Understanding in Key Stage 1

Pupils are taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at
- how to set simple goals.

Preparing to play an active role as citizens

Pupils will be taught:

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils will be taught:

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils are taught:

- to recognise how their behaviour affects other people

- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Knowledge, Skills and Understanding in Key Stage 2

Developing confidence and responsibility and making the most of their abilities

Pupils will be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils will be taught:

- to research, discuss and debate topical issues, problems and events
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- to resolve differences by looking at alternatives, making decisions and explaining choices
- what democracy is, and about the basic institutions that support it locally and nationally
- to recognise the role of voluntary, community and pressure groups
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils will be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread

- about how the body changes as they approach puberty
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils are taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to think about the lives of people living in other places and times, and people with different values and customs
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- to recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support.

Further details can be found in the RSE Policy

Music

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. The high quality music education which is provided at Hanslope School will engage and inspire pupils to develop a love of music by promoting enjoyment, participation and response to all aspects of music. We use music to increase self-confidence, creativity and a sense of achievement through encouraging performances to different audiences and we promote an appreciation and understanding of music as a means of communication. At Hanslope we develop a critical engagement with music, allowing children to compose, and discover various feelings and moods evoked by music and consider the use of different instruments in order to create these. English skills will be also developed progressively throughout the subject.

Aims

The national curriculum for music aims to ensure that listening, and applying 'knowledge and understanding' are developed through the interrelated skills of 'performing', 'composing' and 'appraising'.

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- teaching and learning will take place outdoors as and when appropriate.
- long term memory will be developed using sustained practise of skills.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

In the Foundation Stage, these outcomes are achieved through the EYFS area of study: Expressive Arts and Design through 'Being Imaginative and Expressive' children will learn to sing a range of well-known nursery rhymes and songs. They will have to opportunity to perform songs and move in time to music.

In Key stage 1

Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

- experiment with, create, select and combine sounds using the interrelated dimensions of music

In Key stage 2

Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

How Music is taught

Music is taught regularly throughout the year by class teachers or, occasionally by external Music specialists. Visiting musicians are welcomed to the school and children in Key Stage 2 are given the opportunity to learn an instrument led by peripatetic specialists.

There is a dedicated weekly time for singing which takes place in each Key Stage.

Physical Education

Purpose of study

At Hanslope we believe that a high-quality Physical Education curriculum inspires all pupils to succeed and excel in sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The National Curriculum for Physical Education aims to ensure that all pupils:

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

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Foundation

Pupils will develop their fitness and PE skills in the learning area of 'Physical Development', learning how to improve their gross motor skills by negotiating space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an

understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Cross curricular

Where appropriate, PE lessons will be planned to be cross-curricular to encourage not only active ways of learning but to embed a long, sustained memory. Lessons will ensure to embed skills from the different subjects within the lesson. In addition to this, PE theory (about the body, wellbeing and sport, PSHE and diet) will be looked at within lessons to ensure a whole-body approach for children.