



We Care. We Aspire. We Belong.

Milverton Community Primary and Pre-School Curriculum

Early Years Foundation Stage Curriculum



At Milverton Community Primary and Pre-School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

Throughout the Pre-School and Reception class, we embed the Early Years Principles in all aspects of school life.

These principles are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development.

The children develop their skills, expand their knowledge and demonstrate their understanding through 7 areas of learning and development which shape the activities and experiences the children have. These are broken down into prime areas and specific areas.

The three prime areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The four specific area are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Milverton Community Pre-School, practitioners work with the youngest children to ensure they have a strong foundation in the three prime areas. All of our Pre-School practitioners have a secure understanding of the importance of developing children’s language and extending their vocabulary, whilst providing them with opportunities to experience all 7 areas of learning. During the Reception year, all aspects of learning are brought together effectively through playing and talking. Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play that is guided by adults. Well-planned play, both indoors and outdoors, is a key way in which children learn with enjoyment and challenge. When planning, we are sensitive to the individual development of each child. The flexibility of our learning environment encourages us to be innovative in our use of our beautiful school grounds; indeed, they are an invaluable teaching and learning resource. We value the partnership between parents and school and know that by working together we can have a positive impact on the child’s development and learning. Children learn by playing and exploring, being active, and through creative and critical thinking. Children learn through child-initiated and adult-led activities which are set up to cater for individual needs and are inspiring and engaging and linked to individuals interests. All Pre-School and Reception class staff stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interaction, coupled with secure routines for play and learning.

Assessment is on-going through observations and questioning and feeds into next steps planning to ensure that all children reach their full potential. At the end of the Reception year, children are assessed against the expected level of development known as the Early Learning Goals (ELGs). These are the knowledge, skills and understanding children should have at the end of the academic year in which they turn 5. Our Reception class teacher makes a holistic, best fit judgement about a child’s development and their readiness for Year 1. These judgements are made using the teacher’s knowledge of the child and their own expert professional judgement. Further information regarding EYFS Learning and Development from ‘The Statutory Framework for Early Years Foundation Stage’

In addition to this, our School Values of **We Care, We Aspire, We Belong**, underpin our bespoke Early Years curriculum goals. Our ambitious curriculum aims to secure a wide range of knowledge, skills and experiences that we aspire to offer our children before the move into Key Stage 1.

Together, we are building a community of creative successful life-long learners. We challenge ourselves to achieve whilst sustaining spiritual, moral, emotional and economic well-being. The world is our classroom!

Milverton Community Primary and Pre-School
 Early Years Curriculum Goals
 Pre-School
 Our curriculum goals link with our school values: We Care, We Aspire, We Belong. It is our aim that by the end of their time at pre-school all children will be able to achieve the following goals:

We show that we care for others and ourselves by knowing how to:

- Independently manage my self-care needs.
- Set up our own coat including zips, poppers and buttons.
- Safely use cutlery to eat a meal.
- Grow and care for a vegetable for harvesting in the Reception year at Milverton School.

We will aspire to:

- Hear the sounds in words and break and build them to orally blend and segment.
- Understand in depth the numbers to 5.
- Ride a balance bike confidently around obstacles.
- Make our own playdough.
- Explore different materials to create our own piece of artwork.

We will show we belong to our school and local community by:

- Being able to communicate about our home, town and family.
- Clearly articulating our needs and wants.
- Being able to retell at least 2 nursery rhymes to others in our community.

Milverton Community Primary and Pre-School
 Early Years Curriculum Goals
 Reception Year
 Our curriculum goals link with our school values: We Care, We Aspire, We Belong. It is our aim that by the end of their time in Reception all children will be able to achieve the following goals:

We show that we care for others and ourselves by knowing how to:

- Take turns with a small group of children to play a board game without adult support.
- Change into our PE kit independently, including shoes and socks.
- Safely using scissors to cut complex shapes.
- Care for animals that live in our school pond by understanding their life cycle.

We will aspire to:

- Read simple sentences containing phonemes and digraphs.
- Understand in depth, the numbers to 10, including number bonds.
- Ride a two-wheeled pedal bike confidently.
- Make vegetable soup from the vegetables grown at pre-school.
- Find out about a famous artist and recreate their style.

We will show we belong to our school and local community by:

- Being able to ask questions about the home lives and family of others.
- Showing determination and resilience to complete a new goal.
- Being able to retell at least two traditional tales to others in our community.

English Curriculum



Reading

At Milverton Community Primary and Pre-School, we love reading and value the many benefits that it provides. We believe it is key for academic success and it plays a big part across our curriculum on a daily basis. We promote a reading culture that inspires children to love reading, allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to express themselves effectively.

We have developed a reading spine of core books for all classes from Pre-School to Year 6. This list of essential reads are books that will be shared with the children throughout their learning journey at Milverton. We are passionate about sharing read aloud books with our children and ensure that daily reading takes place in all classes. Reading stories aloud to children builds language and a greater vocabulary; stories also develop imagination. Sharing common stories also supports the children in feeling they **belong** to our community at Milverton, as stories are a collective and deeply imagined common experience.

Each class in school has a bookcase full of books appropriate to their age group and level of reading. These books are regularly evaluated as we look to ensure they are up to date, exciting and motivating for children to want to read. Children still reading within the phonics phases read phonetically decodable books, which align to our Pearson Bug Club Phonics scheme. This is regularly assessed by adults in school to ensure the children are at the appropriate level of books.

The school utilises SSE School Library Service by loaning both fiction and non-fiction texts. Reception to Year 6 have been allocated an author of the term, which gives the children a specific author to focus on. This awareness of authors and the books they read allows our staff to promote reading and ensure that children meet inspirational authors throughout their learning journey at Milverton. We believe that listening to stories from different authors can make children **aspire** to be the best they can be and **care** about a variety of topics. We also loan a selection of books directly linked to topics. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic.

All children from Reception to Year 6 have reading record books or folders. Adults will regularly listen to children read in school working on fluency and comprehension. We expect families to regularly read with their children at home and to make comments and sign their record books or folders. Any children not on track with their reading are listened to read in school by adults and their reading is regularly assessed to help inform teaching and learning needs.

All children from Pre-School to Year 6 take part in whole class reading sessions. In Pre-School and Reception this is in the form of story sharing with class discussions. In Years 1 and 2, the children will continue with whole class reading with adults recording children's answers before the children begin to record their own written responses. In Key Stage 2, the children take part in weekly whole class reading sessions, recording their own responses following whole class, group and paired discussions. Small group guided reading work is used by teachers alongside whole class work and is dependent on the needs of the children. We use a set of progressive resources for whole class reading that allow the children to meet a range of texts whilst also developing key comprehension skills.

Phonics

At Milverton Community Primary and Pre-School, we firmly believe that all of our children can become fluent readers and writers, the direct teaching of which, starts with Phonics. Therefore, children in the Pre-School participate in planned speaking and listening activities that are closely matched to their developing needs. Adults draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.

In Reception and Year 1, children follow Pearson Bug Club Phonics, which is a Department for Education validated systematic and synthetic phonics programme. The programme ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

At Milverton, we model the application of the alphabetic code through phonics, in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we understand that vocabulary, speaking and listening are crucial skills for reading and writing in all subjects.

At Milverton, we value reading as a crucial life skill. By the time children leave us, we expect that all children will have acquired the skills necessary to read confidently for meaning and regularly enjoy reading for pleasure and purpose.

Through a relentless and rigorous approach to the teaching of phonics and early reading, our readers are equipped with the tools to tackle unfamiliar words as they read. More detailed information can be found in our Phonics and Early Reading Policy.

Writing

At Milverton Community Primary and Pre-School, we strive to create a love for writing in our children. Our Writing curriculum provides children with the opportunities to develop into articulate, creative and imaginative communicators, who are well equipped with the basic skills they need to become life-long learners.

Our children meet a range of text types covering a variety of topics to allow them to open their eyes to the world around them. We expect the highest standards of writing every time a child writes in any subject and place great importance on the planning, drafting, editing and rewriting process when writing at length. We also expect children to support each other in this writing process, developing **care** for others and a sense of **belonging**.

In Key Stage 1, the children meet traditional tales and other short stories to begin their story-writing journey. The children understand the key structures of stories and use these to create their own. This work continues in Key Stage 2 in which the children meet a variety of stimuli including books, film and audio recordings to inspire them in their work. Non-fiction units are met on more than one occasion in the children's learning journey, which allows the children to master the specific features expected in each text type.

As well as listening to a range of poetry from our reading spine, the children will complete at least one poetry unit in each year group. These units include visual, narrative and free verse poetry and give the children the opportunity to write and perform a range of poetry in their time at Milverton.

We base our writing units on high-quality model texts, which encourage the children to be aspirational in their outcomes. The modelled texts include key elements of grammar from the specific year group using it. Children analyse the text at the start of a unit focussing on reading skills and seeing grammar used in context. At the end of each unit, the children will complete a finished piece of work, which shows the knowledge and skills developed.

Maths Curriculum



Our aim at Milverton Community Primary and Pre-School is to deliver a Mathematics curriculum that places the child at the heart of the process. We want to develop our children's understanding of the principles of mathematics, promote curiosity and fascination and help them to become an active learner with a passion for mathematics. We deliver a well-rounded curriculum, informed by the National Curriculum and the EYFS, KS1 & KS2 Mathematics programmes of study, which exposes children to carefully designed lessons with opportunities to explore concepts and challenge themselves.

Our Mathematics curriculum is based on small steps teaching, allowing the majority of children to progress together and building in opportunities for challenging and deepening understanding. We use the White Rose Maths scheme from Year 1 to Year 6, from which our teachers use their expertise to enhance and adapt the content to meet the needs of their class, whilst ensuring a consistent approach to the use of models designed to support children in their understanding. Our teaching is richly supported by the use of concrete and pictorial resources throughout all year groups, before moving to the abstract. Children will draw on all three aspects throughout their time at primary school. The White Rose Maths approach supports our cumulative curriculum, so that once a topic is covered, it is met many times again in other contexts. We believe that this gives children of all backgrounds the best opportunity of success, developing and building upon their schemas from prior learning, especially those from disadvantaged backgrounds. The small steps to progression approach helps children to gradually develop their skills, allowing time and flexibility for children to fully master a concept before moving on.

Our School Values of **We Care, We Aspire, We Belong** are supported through our Maths curriculum in a number of ways. Pupils are encouraged to embrace the value of learning from mistakes as a starting point for deepening their understanding, caring for others by supporting them in peer assessment and learning from the explanations of others. They learn to aspire by showing initiative in solving problems in a wide range of contexts, thinking independently and persevere when faced with challenges. The inclusive nature of our mathematics teaching ensures all pupils feel that they belong to the class and are able to access the same learning as their peers, even if their journey to the outcome may differ.

Throughout their time at Milverton School, the children will learn the following in each year group:

EYFS - children will count confidently, develop a deep understanding of the numbers to 10, use a variety of manipulatives to organise counting, and develop their mathematical vocabulary. They will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Year 1 - children will explore numbers to 100, identifying and representing those using objects and pictorial representations. Children will look at basic fractions, shapes and measurements, applying their new knowledge to the world around them.

Year 2 - children will use place value and number facts to solve problems using addition and subtraction, recall and use multiplication and division facts, recognise a variety of fractions and shapes and use measurement.

Year 3 - children will count in varying difficulties of multiples, fractions, develop their time telling, use Roman Numerals and interpret data using varying charts.

Year 4 - children will solve number and practical problems, use formal addition and subtraction methods, solve multiplication problems, continue working on fraction knowledge, convert between units of measurement, classify geometric shapes and look at translation of shapes.

Year 5 - work with numbers to at least 1,000,000, use the formal method with increasingly formal written methods, use rounding to check answers, identify prime and square numbers, compare and order fractions, convert between measurements, identify and problem solve with missing angles and interpret information in tables.

Year 6 - use rounding to compare numbers, determine the value of digits up to 8 digits, use wider knowledge to solve fraction problems, use formal multiplication methods, solve problems involving relative size, ratio and proportion, calculate missing numbers, master properties of shapes, describe positions on the full coordinate grid and interpret and construct pie charts and line graphs.

Parents and Carers can find out more about what Maths their child is learning via our termly Quest Overviews and Letters.

Science Curriculum



Through the science that is embedded in our phase quests, our eco-schools work and forest school learning at Milverton Community Primary School and Pre-School, we aim to give all our children an understanding of the world around them from the moment they join us as both an entitlement and a pleasure. We want them to develop a love of hands on, practical learning in and around the school.

When children are studying science at the primary level, they should be acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes, develop a sense of excitement and curiosity about natural phenomena and also an understanding of the uses and implications of science, today and for the future. At Milverton, this learning is progressive and is detailed in our 'intent' documents for science.

At Milverton Community Primary School and Pre-School, our children build their expertise of science in two main forms of knowledge. The first is 'substantive knowledge – themes, ideas and language', which is knowledge of the products of science, such as models, laws and theories. The second category is 'disciplinary training', which is knowledge of the practices (skills) of science. This teaches pupils how scientific knowledge becomes established and gets revised. Importantly, this involves pupils learning about the many different types of scientific enquiry. It should not be reduced to learning a single scientific method. The knowledge is carefully sequenced to reveal the interplay between the substantive and disciplinary. This ensures that pupils not only know 'the science'; they also know the evidence for it and can use this knowledge to work scientifically.

Children begin their formal science education in the Early Years Foundation Stage (EYFS). This involves learning foundational knowledge primarily through the 'understanding the world' area of learning which involves a range of observational, practical explorations. This provides a number of rich contexts for pupils to learn a wide range of vocabulary. In Key Stage 1 children will begin to ask simple questions and recognise that they can be answered in a variety of ways. Children will develop their skills in working scientifically through using their observations and ideas to suggest answers to questions. They will gather and record data to help them in answering scientific questions. Children will look at: identifying wild plants and describing the basic structure of a variety of common plants, identifying the five main groups of organisms, define carnivores, herbivores and omnivores, label the human body, look at everyday materials and observe the changing seasons throughout the year. They will also look at: exploring the differences between things that are living, dead and those that have never been alive, identifying habitats, simple food chains, describing what plants need to thrive, the basic needs of animals and comparing the properties and suitability of everyday materials.

In Lower Key Stage 2 children pupils will be working scientifically by asking relevant questions, setting up simple practical enquiries, making systematic and careful observations, recording findings and using results to draw simple conclusions. They will progress further in order to make comparative and fair tests, use simple scientific language, drawings and charts, report findings from enquiries, use results to make predictions whilst suggesting improvements. Children will be encouraged to raise further questions and use straightforward scientific evidence to answer their questions. Children will also: identify and describe the function of plants, investigate the way in which water is transported in plants, identify the needs and structures of animals, compare and group together rock and soil types, explore light and shadows and look into the effect of forces. Children will also: recognise living things can be grouped in a variety of ways, use classification keys, describe the functions of the human body, identify food chains, identify how sounds are made and investigate electricity.

During Upper Key Stage 2, children will work scientifically by planning different types of scientific enquiries, taking measurements, recording data and results, using test results to make predictions and identifying scientific evidence that has been used to support or refute ideas or arguments. The children will show progress in working scientifically by: recognising and controlling variables, increasing the accuracy and precision of taking measurements, recording results of increasing complexity, making predictions to set up further comparative and fair tests and reporting and presenting findings. Children will also: describe life cycles, group together everyday materials, demonstrate the changes of materials, begin learning about Earth and Space and investigate how to increase the effects of forces. They will also: describe how living things are classified, identify human needs and the impact of diet, exercise drugs and lifestyles, recognise that living things change over time, identify how animals are adapted to suit environments, explore light and investigate electricity with increased complexity.

All children are encouraged to develop and use a range of skills including observing, planning and investigating. Specialist vocabulary for topics is taught and developed, and effective questioning to communicate ideas is modelled and encouraged. Regular use of the key features of scientific enquiry reinforce the key concepts so that pupils learn to use a variety of approaches to answer relevant scientific questions.

At Milverton Primary School and Pre-School we aim for our children to develop an interest, enthusiasm and love for Science. We promote the subject alongside our school values to **care** about, to **aspire** to improve and to **belong** to the world in which we live.

Art and Design Curriculum



At Milverton Community Primary and Pre-School, Art and Design plays a valuable role in the ethos of the school and the children's overall enjoyment of the curriculum. As well as developing their skills as artists and designers, Art and Design provides the children with an outlet for their imagination, for self-expression and brings fun and enjoyment to their learning. It allows children of all abilities to work independently and collaboratively, building self-esteem and social skills.

Our curriculum is designed to engage and inspire children, allowing them all to be creative and to challenge themselves to be the best artists, sculptors and designers they can be. In each Phase, children study specific artists and artworks, and gain an understanding of how art reflects humanity through time, culture, belief and emotion. Often, the artists and artworks link with our 'Quests' – as cross-curricular lessons.

Art and Design lessons are planned through the four progress objectives:

- 1. **Generating Ideas:** The skills of designing and developing ideas
- 2. **Making:** The skills of making art, craft and design
- 3. **Evaluating:** The skills of judgement and evaluation
- 4. **Knowledge:** Knowledge of both technical process and cultural context

Art and Design skills are taught explicitly, ensuring children make significant progress as they move up through the school. The six areas of art; Drawing/Sketching, 2D Colour, Printmaking, Textiles, Collage and 3D Artwork are taught in each phase, with Drawing/Sketching and 2D colour having a greater emphasis. The 'Progression of Skills' document ensures that children build on previous skills, learning further techniques each time they work with a particular medium. Every year the children create a self-portrait in the style of a particular artist. This provides a wonderful way to see how they are developing as individuals and as artists.

As artists they will:

- Be explorative, creative, imaginative and expressive
- Have their own artistic style
- Pay attention to detail, showing an eye for colour, pattern, tone and texture
- Have favourite artists and artworks
- Be able to talk about how artworks make them feel and that it can provoke thought and emotion in others
- Have a preferred medium
- Understand how Art and Design is in so many aspects of our everyday lives

Through active involvement in appreciating, experimenting, imagining and creating artworks we hope all children develop a love of art that will be life-long.

Computing Curriculum



At Milverton Community Primary School and Pre-School, we believe Computing is a subject that enriches and engrosses pupils' learning. We recognise the rapidly-changing, technological world in which we live in and understand that technology plays a pivotal part in pupils' lives. Therefore, we believe 'Computational Thinking' is a crucial skill that the children will learn and develop in order to participate positively, safely and responsibly in the digital world, aspiring to be masters of technology.

Our Computing curriculum is designed to promote children's curiosity, creativeness and enthusiasm with technology and technological concepts. Computing is taught as a discrete subject, however we utilise opportunities for our children to develop their digital literacy through embedding computing opportunities across our curriculum. We recognise computing has deep links with mathematics, science and design and technology concepts and believe computing supports children in learning and developing transferable qualities such as problem solving, critical thinking and evaluation.

Why is the Computing curriculum important at Milverton?

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education, which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Pupils will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers. By the time they leave Milverton, children will have gained key knowledge and skills in the three main areas of the Computing curriculum: **computer science** (programming and understanding how digital systems work), **information and communication technology** (using computer systems to store, retrieve and send information) and **digital literacy** (evaluating digital content and using technology safely and respectfully).

Our curriculum offers breadth and progression for pupils and the objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. We aspire for our pupils to be fluent with a range of tools to best express their understanding and for them to have the confidence and independence to choose the best tool to fulfil the task and challenge set.

Online Safety teaching and learning is embedded within the whole school curriculum, in addition to being taught discretely during Computing curriculum lessons. We ensure that the Computing curriculum encompasses opportunities to link, to reflect and to discuss our School Values, **We Care, We Aspire, We Belong.**

Design and Technology Curriculum



At Milverton Community Primary School, we value Design and Technology (DT) as a creative subject that supports children in developing the technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We use DT as a subject through which children can learn problem solving skills and engineering-based techniques to explore real world issues and find solutions within the classroom environment. Furthermore, the subject allows children to express themselves creatively echoing the significance of caring about each individual in the school.

Each unit is based around real problems and initially encourages discussions in a practical and creative manner by building and applying a repertoire of vocabulary and understanding. Further to this, each lesson instils and develops collaborative work – allowing our school value of **belonging** to shine through - and an investigative approach to the children’s studies. They are given the opportunity to discover their practical potential in a creative and innovative way building prototypes and creating preliminary sketches to help.

The children begin their exploration of DT in the EYFS where they learn safe use of construction tools, such as scissors, to create models out of a variety of materials. They build the foundations of understanding how to select “the right tool for the job”. Through their play, they spend time planning, making and evaluating their creations which begins to develop essential critical thinking skills that are required for later success across the entire curriculum.

In Key Stage 1 and 2, DT lessons are teacher led through an initial taught input supported by practical tasks, demonstrating techniques and ensuring an understanding and respect for safety techniques is embedded. Underpinning each unit is a research, design, make and evaluate process that encourages and allows every child to be successful without fear of failure; allowing children to **aspire** to be the best they can be. Success within DT may take many forms. Children can experience the joy of problem solving, the satisfaction at designing a new or improved existing product, and the excitement of revealing a finished product made using the skills developed throughout each year group.

We also offer each year group the opportunity to access cookery where they will develop an understanding of the principles of nutrition and build practical cooking skills to bring a recipe together and create a delicious finished snack.

Geography Curriculum



At Milverton Community Primary and Pre-School we strive to deliver a Geography curriculum that encourages pupils' curiosity and fascination about the world and the people within it. We help children develop a sense of place along with a range of investigative and problem-solving skills, both inside and outside the classroom. We aim to equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As the children progress into Key Stage 2, their knowledge and understanding of different landscapes and environments broadens and they explore the Earth's features at different scales, appreciating how the Earth has been shaped, interconnected and changed over time.

Our Geography curriculum links to our School Values, **We Care, We Aspire, We Belong**, by inspiring our pupils to explore environmental issues, form their values as global citizens and understand their rights and responsibilities, within their locality and wider world. Geography teaching throughout the school is enriched through the use of external visits which enable the children to explore the world around them. Fieldwork trips within the local area ensure the children have the opportunity to put their geographical skills and locational knowledge into practice. Pupils draw comparisons between their own environment and the wider world, as well as considering similarities and differences between themselves and others and learn to celebrate these and understand how they belong to a global community. We encourage pupils to consider their impact on the environment and how they can care for the world around them through our geography studies and eco schools commitment.

Children in our Reception class begin to explore basic geographical and fieldwork skills in the form of map reading, following 1 and 2 step instructions and observing their environment. From this early stage we introduce pupils to the diversity of the world we live in, whilst supporting pupils in describing their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils begin to learn to explain some similarities and differences between life in this country and life in other countries. An introduction to early map work supports pupils in understanding what a map is and how to use them, ready for later Map and Fieldwork skills in Key Stage 1 & Key Stage 2. Understanding of their immediate surroundings acts as a precursor to drawing comparisons between different places and helps pupils begin to understand the concepts of climate change, healthy living, caring for the world around us and global citizenship.

In Key Stage 1, pupils follow a two year curriculum rolling programme building on their learning in the early years. In-depth studies of the locality of Milverton, identifying landmarks, exploring physical and human features and devising simple maps and keys enables pupils to engage in hands on experiences that develops their understanding of their immediate location. In-depth study of the British Isles, through focusing on naming, locating and identifying the main characteristics of the 4 countries of the British Isles, provides locational context for pupils, broadening their knowledge and experience beyond their immediate locality. Knowledge of the continents and oceans enables pupils to place themselves in the wider world and begin to draw comparisons between their own lives and those around the globe. Studying weather patterns, looking at data and recording this, as well as gaining basic compass skills, introduces key geographical skills that pupils will further develop in Key Stage 2. As pupils gain knowledge of the wider world they can engage in detailed comparative studies through their work comparing Milverton and Tocuaro, enabling pupils to draw comparisons and make observations between rural life in England and rural life in Mexico. The diversity of experiences studied, including cultural festivals, climate, language and settlements, enables pupils to deepen their understanding of their role within our world, introducing geographical comparisons across the globe. Highlighting physical and human features that are similar and different to those in the UK introduces pupils to how physical geography influences human decisions and success and builds on their knowledge and understanding of their role as global citizens.

In Lower Key Stage 2, pupils follow a two year curriculum rolling programme further developing their knowledge and understanding of different places around the world and the geographical significance of the similarities and differences between these places. Pupils deepen their knowledge and understanding of the regions across the UK including exploring the capital city of London, and the pre-historic Scottish village of Skara Brae, which, when combined with local field study, enables pupils to secure their knowledge of settlement, population and diversity. Pupils are provided with the opportunity to look in-depth at similarities and differences between the UK and other European Countries by completing a self-chosen geographical enquiry exploring the environmental regions, key physical and human characteristics and major cities of their chosen place. Pupils explore a variety of mapping techniques, developing their map and fieldwork skills including the use of compasses and grid references. They develop their use of maps, atlases, globes and digital mapping through an in-depth study of Greece, deepening their understanding of other countries around the world and their understanding of physical geographic features and land patterns, how these have influenced aspects of our world and trade & commerce, and how these have changed over time. Study of tourism and coastal settlements look at climate change and its effect on the weather. Knowledge of key physical geographical aspects such as volcanoes, mountains and earthquakes, deepens knowledge and understanding of how natural disasters have an impact on the human and physical world and helps pupils to describe and understand key aspects of physical geography and how these impact human geography. Through their geography work pupils will develop their understanding the water cycle, including the study of a local river, which supports their understanding of the relationship between geographical processes, landforms and people, and enables them to draw comparisons between our locality and regions across the UK.

In Upper Key Stage 2, pupils follow a two year rolling programme which builds on pupils' knowledge of a variety of mapping techniques, including digital and computer based mapping, depth of locational knowledge and field work skills essential for a confident geographer. Developing pupils' understanding of climate zones, biomes and vegetation belts aids their knowledge of the human impact on ecosystems and the influence this has on changing physical environments, both on a local and global level. Focusing on developing fieldwork skills through a detailed local settlement study of Wellington, ensures that pupils are able to understand the status of settlements, leaving pupils with an interest and curiosity about how places change over time and how they are influenced by key national or infrastructure developments, which secures and consolidates their settlement study skills. Expanding knowledge of UK rivers and mountains ensures pupils have a secure overview of the physical features that influence and shape the UK's landscapes, both in terms of specific locations and general principles, and that they understand the relationship between geographical processes and landforms and people. Pupils engage in a comparison study of the River Tone and the River Nile which ensures that pupils also appreciate the significance of physical features in shaping human geography on a local and global scale. Using 8-point compass directions, the key, four-figure and six-figure grid references, scale and contour lines enables pupils to explore areas of the globe that they have not been to. The use of digital mapping to investigate an area of the world we cannot visit strengthens locational knowledge, including capital cities, rivers and landmarks. This focuses on developing pupil understanding of a range of geographical maps and understanding how geographical information is communicated. Orienteering helps to hone these skills as pupils interpret an OS map to answer questions about our locality. An in-depth study of North and Central America ensures pupils appreciate the diversity of the population and the rich heritage of cultural diversity of the continent, stretching back over centuries. Pupils study features of human and physical geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Through using a range of skills to analyse and interpret data that shows changes over time, pupils will become confident in geographical enquiry ready for future geography studies in Key Stage 3.

History Curriculum



At Milverton Community Primary and Pre-School we see history as a subject to enhance pupils' curiosity about the past and gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe that high quality history lessons inspire children to want to know more about the past and to think and act as historians. Pupils will discover how the past influences the present and, in doing so they develop an understanding of chronology. Essential skills of asking perceptive questions, thinking critically, researching and analysing evidence and developing perspective and judgement, as well as presenting their point of view are key in history; skills that are also essential in life. History opens our eyes to the diversity of human experience; it provides us with opportunities to learn more deeply about society and ourselves, and knowledge of the great events of the past help to bring context to our everyday experiences.

Our History curriculum links to our School Values, **We Care, We Aspire, We Belong**, by enabling our pupils to empathise with the experiences of others, understand how the actions of the past influence our future decisions and opportunities to develop a deeper knowledge and understanding of their place in society and the wider world.

At Milverton Community Primary and Pre-School pupil receive a well-rounded education in history, which builds on prior knowledge, vocabulary and skills from EYFS to Year 6 and prepares them for learning into Key Stage 3 and beyond. We believe that stories play an integral part of introducing the key concepts of being a historian. Through their exploration of past and present events pupils will consider similarities & differences between lives now and in the past and will explore evidence through museum loans and visits and interpretation of oral history.

Children in our Reception class begin to learn the concept of history as they talk about past events in their own lives. This provides an initial introduction to chronology, which plays an important role in helping pupils to understand what is meant by 'a long time ago' or 'before living memory', using their own lives, experience and interests to support this. They will talk about the lives of the people around them and their roles in society and understand the past through settings, characters and events encountered in books read in class and storytelling. This introduction to chronology in the early years helps to build vocabulary and knowledge that things do not always remain the same and supports an understanding of changes over time that are further explored in Key Stage 1 and beyond.

The History curriculum in Key Stages 1 and 2 seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in local, national and world history. This will ensure that pupils leave primary school with an understanding of how historical events, characters and periods of time have had an impact nationally and internationally and knowledge of aspects of life that are the same and different to the past.

In Key Stage 1 pupils follow a two year curriculum rolling programme. Learning about significant events that happened before the children's living memory will allow them to empathise with people from the past through their growing understanding of home life, communities and culture. Pupils develop knowledge and understanding of significant individuals and their impact on society such as Florence Nightingale and Mary Anning, as well as a detailed local study on the Duke of Wellington. This enables pupils to draw comparisons between different periods of time such as Georgian and Victorian Britain and today's society, as well as providing specific chronological reference points in history. Through their work on Castles, Kings and Queens, pupils will be introduced to events beyond living memory, with a focus on monarchy. Through hands-on experience and oral history, pupils begin to develop an understanding of how history has shaped life in Britain today and sets the basis for exploring continuity and change throughout Key Stage 2.

In Lower Key Stage 2 pupils follow a two year curriculum rolling programme further developing their understanding of chronology through studying ancient civilisation and their legacy on Britain today. Pupils develop a secure knowledge of the Stone Age to the Iron Age as well as Anglo Saxons, Viking, Romans and Ancient Greeks and how their invasions caused changes in British society. Pupils will develop their knowledge of empire; democracy and politics; trade, industry and money; war & peace; culture; religions, philosophy and beliefs; home life; education; transport; communication, health and wellbeing and design and technology, as well as exploring the validity of historical interpretations. Legends, myths and stories from these periods will support the development of their historical vocabulary. Children will build on their introduction to monarchy in Key Stage 1 by studying Tudor monarchs and making comparisons with modern day as well as completing a local history study to build a wider understanding of connections within the local community.

In Upper Key Stage 2 pupils follow a two year rolling programme which builds on their previous knowledge and understanding of chronology and different periods of time. This includes further study on ancient civilisations through studying the Ancient Egyptians and Maya and building on pupils' knowledge of trade, transport and technology, as well as enabling comparisons and contrasts between time periods. Pupils will secure their knowledge of the Victorian Era, giving a greater depth and broadness to their understanding of monarchy and developing knowledge of class, war and health. Pupils will study Darwin and Evolution, World War II and the Space race, providing knowledge and understanding of significant turning points in national and global history, adding further knowledge of significant scientific discovery, technological developments and conceptual understanding and complexities of war and peace.

Languages Curriculum



At Milverton Community Primary School the learning of a foreign language allows children the opportunity to speak, read and write a foreign language with enthusiasm, confidence and competence. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. They develop their understanding of cultural similarities and differences between the foreign language and English, exploring these in creative ways. The study of a foreign language provides a valuable educational, social and cultural experience for all pupils.

Our curriculum offer for French links to our School Values, **We Care, We Aspire, We Belong**. They aspire to learn the rich and varied language and culture of another country. They are proud of their learning and achievements and celebrate as a collective. They work as a team and support each other with their learning.

Year 3 is the starting point for the children's language journey through Key Stage 2. Throughout the year, the children are immersed in the joys of language learning as they begin to build their understanding of cultural similarity and differences. The majority of learning in Year 3 is through listening and speaking (conversation and pronunciation) and the recognition that all nouns are categorised as masculine or feminine. They learn to greet each other, count to 10, give and receive verbal instructions, about Christmas and Easter, pets, colours, days of the week, the alphabet and food and drink.

Throughout Year 4 the learning establishes the children's ability to confidently communicate through simple conversations. It builds on their skills in listening and responding. It enriches and extends the language and their ability to communicate personal information. Children will be able to recognise similarities and differences in the origins of language. The alphabet is taught so that pupils recognise that different letters make different sounds in other languages. They will recognise that days of the week and months of the year are not capitalised unlike the English language. The learning builds on greetings and instructions taught in Year 3. Numbers are consolidated 0 – 10 and extended to 21. It moves from Christmas traditions onto Christmas songs. They develop understanding of Easter traditions and identify similarities and differences with UK traditions. Following on from animals and colours in year 3, they focus on word order within a sentence.

As the children move into Year 5, they continue their development of listening and speaking. They explore language through phonics teaching and start on gaining greater knowledge and application of grammatical structures and how it differs from the English language. They learn more instructions, colours and classroom objects and the difference between masculine and feminine spellings. Children will continue to develop their knowledge of number and counting in French. Children demonstrate their knowledge of numbers in French by applying this to work on money in the context of shopping. Through their work on Christmas children will further develop their cultural knowledge of French traditions and pre-teaches vocabulary associated with food. Children learn the vocabulary associated with clothing, food and drink. They learn weather and do map work. The units of work link to previous work taught.

In Year 6, Children will continue to develop their knowledge of number and counting in French, building on previous work, which will support their work on time and the 24 hour clock. French school and work on expressions will build on previous work on days of the week and instructions. Through their work on Christmas children will further develop their cultural knowledge of French traditions and consolidate their learning on greetings. Children will explore sports and hobbies and will learn to express opinions about what they like and dislike. They will further develop their work on grammatical structures and word classes by exploring verbs. They will build on earlier studies on locality and maps and the weather.

Many of our French units of work link to other curriculum areas. For example, Maths with numbers, time and money; RE with Christmas and Easter; English with phonics, plurals and grammatical structures; PSHRE for setting goals; Geography with map work, local studies and case studies of other countries; Eco-schools work on transport and global citizenship.

French was our chosen language because as a staff we showed that we had the most expertise in teaching French. The staff delivering the French curriculum are confident with the language and with teaching it with confidence and competence.

Music Curriculum



At Milverton Community Primary and Pre-School, music plays a valuable role in the ethos of the school and the children's overall enjoyment of the curriculum. As well as developing their skills as musicians and performers, music contributes to the well-being of children through singing and listening to music. Composing and improvising lessons allow children to work collaboratively, building their self-esteem and social skills. Music enables children of all abilities to be successful, use their imagination and express themselves.

Our curriculum at Milverton Community Primary and Pre-School is designed to engage and inspire children, allowing them all to be creative and to challenge themselves to be the best singers, performers, composers and improvisers that they can be. In each Phase, children study specific composers, instruments and musical works, and gain an understanding of how music reflects humanity through history, culture and emotion. Often, musical opportunities link with our 'Quests' – as cross-curricular lessons.

Lessons are planned for the three main facets of music:

- 1. Listening and Appraising
- 2. Improvising and Composing
- 3. Performing

Music skills are taught explicitly, ensuring children make significant progress as they move up through the school. The 'Progression of Skills' document ensures that children build on previous skills, learning further techniques each time they improvise, compose and perform. As music is such an expressive and emotive subject, a focus on enjoyment, self-esteem and self-belief is paramount in every lesson.

As musicians they will:

- have favourite songs and pieces
- Have an appreciation of a wide range of music
- Enjoy performing on instruments, independently and as a group
- Enjoy performing through singing together with others
- Have a sense of rhythm
- Understand how music is put together
- Have an understanding of basic music notation

Through active involvement in appreciating, creating and performing we hope all children develop a love of music that will be life-long.

Physical Education Curriculum



At Milverton School the children learn the fundamental skills which will enable them to become physically competent and confident. Children will begin to build a platform for essential skills like team work, respect and determination to aid future participation, both in competitive sporting events and life beyond the classroom. It helps them to communicate, to deal with winning and losing, perseverance, how to deal with emotions and mistakes, to build confidence and social skills and how to work out tactics/plans to succeed as well as leadership roles and much more. They develop a better understanding of healthy diet and lifestyle which enables them to make good choices and understand what constitutes a healthy lifestyle.

In all classes we try to cover as many curriculum topics as we can as well as offering some enrichment to give the children a wide variety of new sporting opportunities and to keep them engaged in physical activity. They learn new sports and skills through enrichment sessions, do multi-skills, gymnastics, dance, swimming, orienteering, forest school and outdoor educational visits.

In addition, we have adopted the REAL PE scheme of work, which gives children the physical literacy, emotional and thinking skills to achieve in PE, sport & life. This is planned in for use with every year group. It creates clear, shared learning journeys, provides quality personal opportunities and shifts responsibility towards the learner. The tools and programmes are designed to include challenge and support all children to measure and evidence the impact we make. It is an inclusive scheme of work, which allows all children to succeed and create personal goals. The resources are engaging and broad. The provision of activities to support the skills are progressive and engaging. There are built in opportunities to assess key fundamental skills.

EYFS, YEARS 1 & 2

Our first curriculum topic is always multi-skills, working on the fundamentals of movement looking at agility, balance and coordination before applying this to specific sports. Other topics are gymnastics and dance which help the children develop creativity and control in large and small movements, to build their confidence and strength and how to negotiate space indoors and around equipment safely. We look at the specific sports topics like striking and fielding and sports day events where the children must communicate, select and prepare appropriate resources, play and use a range of skills cooperatively, taking in turns and working together and dealing with competition. Children in EYFS learn to ride a bike using the Balanceability scheme, run by trained staff. Children in Year 2 have a term of swimming. When possible, we offer enrichment sessions, for example: taekwondo, soft archery, tri-golf, soft fencing, curling, table tennis and boccia

YEARS 3 to 6

PE is developed through different topics each term: invasion games, Outdoor Ed, Dance, Gymnastics, Striking and Fielding, Net and Wall and Athletics and swimming for Years 3 & 4 plus additional swimming for some Year 6 children. The children will work within different pairs and teams throughout the year. Dance themes will link to the topics. When possible, we offer an enrichment block of different sports for the children to try something new: taekwondo, fencing, archery and orienteering have been taught recently. Additional enrichment offers include: foil fencing, lacrosse, tri-golf, kinball, curling, table tennis and boccia.

Extra-curricular activities and sporting events

We provide extra-curricular sporting activities for pupils every night of the week to enhance their learning and skills within sport. This includes an 'Alternative Sports Club' for less active children. We run active lunch time clubs for Key Stage 1, some of which are planned and led by our Year 6 Sports Leaders. We run a School Games Day every summer term, where Year 6 leaders have the opportunity to support in the leading of activities. We also use specialist coaches to provide enrichment competitions. We are involved in the whole SASP programme which means teams are entered to go and compete in different sports against different schools throughout the year and we participate in the School Games Mark award scheme.

Personal development

Every child participates in the Golden Mile. They run miles and receive certificates for their achievements. Children are signposted to clubs linked to enrichment as well as other clubs in the area.

Religious Education Curriculum



At Milverton Community Primary School, we see the study of religion, beliefs and values which constitutes RE as important. RE enables pupils to engage with some of the bigger questions in life and consider the views of different religions and beliefs. The lessons taught in RE equip children for life in a multi-cultural world, as pupils encounter different customs, traditions and religious beliefs from across the globe. Through a better, deeper understanding of RE we can support pupils to have a greater understanding of diversity, overcome prejudices and negative stereotypes, and celebrate difference. RE at Milverton promotes integrity, respect and a thorough appreciation and acceptance of all cultures and beliefs.

This links to our School Values, **We Care, We Aspire, We Belong**, by enabling our pupils to empathise with the experiences of others, understand how the actions of belief can influence decisions and provide opportunities and develop a deeper knowledge and understanding of their place in society and the wider world.

Children in Reception class are prepared for future RE learning throughout their everyday curriculum, especially through knowledge and understanding of the world. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to the opinions of others in a respectful manner.

In Key Stages 1 and 2 RE is taught for an hour a week following the Somerset Agreed Syllabus 'Awareness, Mystery and Value'. In Key Stage 1, children learn about Christianity and Judaism. In Key Stage 2, children learn about Christianity, Judaism, Islam, Hinduism and Humanism.

Each unit of the Somerset Agreed Syllabus ensures that:

Children have knowledge of different religions locally, nationally and globally

Children can develop their ideas, values and identity

Children can ask challenging questions about meaning and purpose of life

Children can weigh up the value of wisdom from different sources

Children can agree and disagree respectfully

Children can participate positively in our society, with its diverse religions and beliefs

Each unit also develops the skills below –

- Children have knowledge of different religions locally, nationally and globally
- Children can develop their ideas, values and identity
- Children can ask challenging questions about meaning and purpose of life
- Children can weigh up the value of wisdom from different sources
- Children can agree and disagree respectfully
- Children can participate positively in our society, with its diverse religions and beliefs

The lessons taught in RE are especially necessary in life, as pupils meet people from different backgrounds, traditions and religious beliefs from across the world. Through a better, deeper understanding of RE we can support pupils to have a better understanding of diversity and overcome prejudices and negative stereotypes. RE at Milverton promotes integrity, respect and a thorough appreciation of all cultures and beliefs.

Personal, Social, Health and Relationship Curriculum



At Milverton Community Primary School, the intent of our PSHRE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. As a result of this, they will become healthy, independent and responsible members of society who understand how they are developing personally and socially. It will give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to the school life and the wider community.

The school helps the children to develop an inner discipline and encourages children to not just follow the crowd, they will make up their own minds and be ready to accept responsibility for what they do. They will be supported through making choices and want to be honest to themselves and others. Consequently, their independence will grow.

The children have weekly PSHRE (Personal, Social, Health and Relationships Education) and through these lessons we support the children to –

- Adopt fundamental British Values
- Understand life in modern Britain
- Develop awe and wonder
- Be responsible citizens with strong moral standards
- Be able to contribute to society
- Show resilience without the fear of failure
- Learn to work and co-operate with others respectfully
- Develop meaningful relationships
- Keep themselves safe

PSHRE lessons are centred on a growth mind-set approach, which promotes positive behaviour, mental health, well-being, resilience and achievement. We believe there is a link between children's health and wellbeing and their academic progress, therefore, promoting health and wellbeing is an important part of their overall education to make them well rounded members of our school community and the community in which they live.

Teachers will talk with children about expectations during these lessons and think about these in relation to the School Values of **We Care, We Aspire, We Belong**, as these lessons are often about sensitive issues.

Our curriculum meets the requirements of statutory Relationships and Sex Education.