

‘OPEN DOORS’ subject specific intent

Our intention is to ‘**Open Doors**’ for all our children with a knowledge-rich, engaging and progressive curriculum so that every child has access to great learning as a foundation for a better life for themselves and others

Each subject in each year group will give access through these doors for all of our children as we deliver and continue to develop our ‘Open Doors’ (post-lockdown) approach

	Key Skills	The World	Healthy Lives	Creativity	Communication & Language
English	<p>Read easily, fluently, widely and with good understanding</p> <p>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p> <p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p> <p>Elaborate and explain clearly their understanding and ideas when speaking</p>	<p>Read about current events and events from around the world and focus on celebrating diversity, other cultures and religions.</p> <p>Write in different viewpoints and character roles to develop empathy and understanding of people from all cultures, diversities and background</p> <p>Debate, discuss and engage with current issues around the world</p>	<p>Good English skills unlock opportunities for a healthy flourishing life.</p> <p>Access to high quality texts that support good self-image and empathy with others</p> <p>Explore the role of the media and social media and the influence and impact this can have.</p>	<p>Creativity in writing for a range of purposes and audiences including engaging with poetry, fiction and plays</p> <p>Drama (including visiting performers), Art and Music bringing texts to life and inspiring creative thought and response with language skills that facilitate creative expression</p> <p>Using the creative power of language whether spoken, written or read.</p>	<p>Using an increasingly broad and rich vocabulary and well-crafted language skills</p> <p>Debate, persuade, discuss, perform, present and respond verbally at all points of the school curriculum</p> <p>Reading out their work or from key texts, explore different ways of communicating relevant for specific purposes and audiences</p>
Maths	<p>Develop reading / question comprehension skills to understand Maths word problems</p> <p>Develop proficiency in all aspects of Maths in order to engage with Maths in everyday life</p>	<p>Identifying ways in which Mathematics is used around the world (e.g. in architecture, economics, commerce, trade, work, data & science)</p> <p>Identify key figures in Mathematical history and cultural contributions to Maths (e.g. Archimedes, Katherine Johnson; forms of counting)</p>	<p>Use of Maths in healthy living (data, medical/health/fitness statistics)</p> <p>Building Maths confidence and financial confidence (use of Maths in budgeting)</p>	<p>Identify Maths in creative arts e.g. pattern in art and music, and in design (e.g. architecture)</p> <p>Develop creative problem-solving</p>	<p>Developing Mathematical vocabulary</p> <p>Use of statistics and data when presenting arguments and attempting to persuade</p>
Science	<p>Developing and using key maths skills when approaching scientific investigations (e.g. data, measurement, calculations)</p> <p>Reading for information non-fiction texts related to key concepts and topics</p> <p>Writing up key information and recording investigations in an appropriate way with suitable clarity for the reader of the report</p>	<p>Enquire, investigate and question the world around them.</p> <p>Spend time outside exploring and understanding our environment.</p> <p>Look at the impact of humans on our world and how we can play a vital role in protecting our planet.</p>	<p>Focus on the human body and how it works.</p> <p>To have a good understanding of themselves and what is going on as they grow and develop</p> <p>How exercise, or lack of it, affects our body and mind</p>	<p>Recording and reporting in a variety of ways using drama, ICT, models, art and observational drawing.</p> <p>Work practically as often as we can and celebrate new ways of recording and sharing our work.</p>	<p>Scientific vocabulary can be seen throughout school</p> <p>Think and explain like a scientist</p> <p>Discussion and questioning is used in every lesson</p> <p>Use key scientific language in their discussion and explanation.</p>

		Regular trips, residential and visitors in school to get different experiences and perspectives of science in the wider world	How to keep our bodies healthy thinking about diet, exercise but also what might be harmful to us.		
PSHE	<p>Develop reading and comprehension skills when reading for information about key issues and concerns (including First News and texts appropriate to age of pupils)</p> <p>Write diary accounts, information about key aspects covered, reports on key issues, reviews of current concerns</p> <p>Mathematical analysis of statistics for issues related to PSHE e.g. health statistics, voting about key issues</p>	<p>Show respect for all cultures and in doing so, to promote positive attitudes towards other people.</p> <p>Enable children to understand their community, develop good relationships and help them feel valued as part of this community.</p> <p>Help children grow into reliable, independent and positive and active citizens within a democratic society.</p> <p>To help children understand and demonstrate British values, SMSC and the school values.</p> <p>To raise children's aspirations, their career opportunities, an awareness of climate change and the importance of earning and saving money.</p> <p>To encourage children to think about the religious and cultural attitudes around sex and relationships.</p>	<p>PSHE focuses on the importance of a healthy lifestyle.</p> <p>Enable children to become confident, resourceful, enquiring and independent</p> <p>Foster children's self-esteem and respect for themselves and others.</p> <p>Equips children with the knowledge and skills to make choices</p> <p>To build positive relationships with other people and to understand what makes a good relationship.</p> <p>Develop children's self-respect and respect for the ideas, attitudes, values and feelings of others.</p> <p>To understand and value their bodies as well as develop positive attitudes and values towards their individuality.</p> <p>To keep themselves safe, protect themselves from harm and abuse and to know where they may get help and advice (online and offline).</p>	<p>Explore PSHE (including emotions) through the arts (e.g. paintings, music, sculptures, poetry) and identify how emotions, relationships and aspects of PSHE have been expressed over the ages (e.g. Munch the Scream, moods in songs and music, portraits)</p> <p>Develop children's ability to express their own feelings and relationships creatively</p>	<p>Expand children's vocabulary in talking about issues of relationships, health, emotions ensuring they have increasingly sophisticated words to express their ideas with increasing effect</p> <p>Develop their ability to listen to others (sharing experience and valuing each other's opinions and ideas)</p> <p>Provide forums for healthy and respectful debate around key topics discussed during PSHE sessions</p> <p>To understand the reproductive process in humans and animals, using the correct vocabulary for body parts in line with the Science National Curriculum and the schools Safeguarding policy</p>
RE	<p>Develop reading and comprehension skills when reading for information about other Faiths and beliefs, and interacting with key religious texts</p> <p>Write reports, recounts, poems, letters or diaries in response to religious beliefs, narratives and accounts</p>	<p>Show respect for all cultures, beliefs and traditions and, in doing so, to promote positive attitudes towards other people.</p> <p>Enable children to understand their community and to value the lived experience of others (including through visits / visitors)</p> <p>Help children grow into positive citizens taking their example from</p>	<p>Help our children to build positive relationships with other people from other cultures, faiths and traditions through understanding and dialogue</p> <p>Encourage children to respect the ideas, attitudes, values, beliefs, traditions and feelings of others.</p> <p>Explore what each religion believes about a healthy lifestyle.</p>	<p>Explore religious expressions of faith through the arts (e.g. paintings, music, sculptures, poetry) and identify how religious beliefs have been expressed over the ages (e.g. Handel's Messiah, Islamic art, Hindu temples & architecture)</p> <p>Develop children's ability to express their own beliefs creatively</p>	<p>Expand children's vocabulary in talking about faith traditions ensuring they have increasingly sophisticated words to express their ideas and beliefs with increasing effect</p> <p>Develop their ability to listen to others (sharing experience and valuing each other's beliefs, opinions and ideas)</p>

		people of faith or no faith and identifying how their faith position affects how they relate to the world			Provide forums for healthy and respectful debate around key topics of belief
MUSIC	<p>Develop reading and comprehension skills when reading for information about music and musical figures over the ages</p> <p>Write reviews of music including descriptions using musical vocabulary and respond to music in writing e.g. in poetry</p> <p>Write lyrics to accompany melody / soundscapes</p> <p>Identify patterns in music and how Maths is important for music in scales, metre and patterns</p>	<p>Encourage respect for all cultures, and traditions through experiencing musical aspects of each culture, tradition, community and group (local, regional, national and global)</p> <p>Identify places in the world where certain music genres and styles originated from (and how the musical tradition is related to the geography and history of the community)</p> <p>Identify ways in which music is used to reflect and express response to key historical events (e.g. war requiems, folk protest songs, messages in modern pop music, anti-apartheid and anti-segregation songs etc)</p>	<p>Build positive perspective about people from other cultures, faiths and traditions through musical connection (singing together, joining with others to sing, play) and with each other</p> <p>Music builds confidence and self-esteem impacting mental and emotional well-being in a positive way (e.g. when learning to play an instrument or when participating in a shared singing/musical activity)</p> <p>Consider ways in which musical knowledge and skill can lead to a future career – look at careers in the music industry</p> <p>Use musical references / songs to support themes of healthy relationships</p>	<p>Children listen to and respond to a wide range of musical genres from all periods and cultures</p> <p>Children express themselves musically (moods, ideas, messages, sound-scapes) using their voices and/or instruments</p> <p>For children to use music in combination with other subjects understanding how music can add to all other creative expressions and add to experiences (e.g. Year 6 ‘piano’ writing)</p>	<p>Expand children’s vocabulary when discussing music (genres and compositions) with technical vocabulary linked to musical terms and also using music as a way of helping children describe emotions and expand emotional vocabulary</p> <p>Develop their ability to listen to others when playing music in a group or when discussing thoughts about music</p> <p>Develop their ability to speak about music in increasingly knowledgeable and technically versatile ways</p>
PE	<p>Reading instructions for sports / games</p> <p>Reading about key figures in sports</p> <p>Writing instructions for others to follow</p> <p>Maths analysis of sports / health data</p> <p>Measurement (e.g. measuring long jump and other events)</p> <p>Using Maths to calculate scores (addition / subtraction)</p>	<p>The dance curriculum enables pupils to respond to spiritual and cultural opportunities from around the world including music from different cultures and genres</p> <p>Appreciation of sport from around the world and use it as an opportunity to locate places (national and global)</p>	<p>Learn about the benefits of exercise and healthy eating and how to make informed choices about exercise and health eating.</p> <p>Use their knowledge of health and fitness (& links with Science, PSHE and DT) and about the different types of Fitness and about exercise safe practice.</p> <p>Develop strong social relationship skills through team sports and team-skills – developing respect, co-operation and healthy competition.</p> <p>Discuss careers linked to sport/PE (financial health)</p>	<p>Our dance and gymnastic units enable children to work as part of groupings (pairs or small groups) to create, plan and perform dances or gymnastic sequences using various stimuli (including music, art and imagery)</p> <p>Children are expected to respond to stimuli with increasingly creative expressions / sequences</p>	<p>Our PE curriculum encourages children to describe what they have done.</p> <p>They discuss how they might improve their performance and the performances of others.</p> <p>Children are expected to use increasingly complex subject specific vocabulary linked to each unit of PE</p>

			Discuss how exercise helps mental and emotional well-being		
MFL (Spanish)	<p>Reading and writing in Spanish (with a focus on grammar and phonics)</p> <p>Reading (research) and writing (information) about Spanish culture, traditions and life</p>	<p>Celebrating Spanish culture including food and traditions (and culture and language of other people groups – especially those in our own school)</p> <p>Identifying where Spain is in relation to the rest of the world (identifying key landmarks, places of interest, cities and notable features of place)</p> <p>Being familiar with notable figures and periods in Spanish history</p>	<p>Develop Spanish conversational skills to support healthy relationships</p> <p>Building the confidence that comes from knowing another language</p> <p>Supporting potential international career by learning another language</p>	<p>Exploring, responding to and celebrating Spanish ‘high culture’ (e.g. Spanish music, art, architecture)</p> <p>Use Spanish culture as an influence on their own artistic expressions</p>	<p>Developing an ability to communicate (speak and listen) effectively in another language</p> <p>Developing a love for learning new words in Spanish and increasing vocabulary</p>
Computing	<p>Using and embedding skills in Reading, Writing and Maths to fully access the digital world around them</p> <p>Use computing to read an online blog, write and build a website, build a pictogram, use a spreadsheet, making a graph and writing an email.</p>	<p>Conducting information searches using the internet</p> <p>Using computing to support studies in the environment and analysing data</p>	<p>Computing is strongly linked to future aspirations.</p> <p>Access future learning and high quality jobs in computing</p> <p>Opens a world of skills and knowledge for the work-place</p> <p>Enables healthy connection with people around the world</p> <p>Empowers pupils to seek on-line help and support for a healthy life</p>	<p>To help children anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go</p> <p>Computing opens up a world of creative thinking through coding, animation and creating pictures.</p> <p>Computer generated graphic design</p>	<p>Acquiring rich, varied and essential vocabulary alongside increasingly sophisticated and mature ways of engaging socially in conversation, presentation and writing appropriate to the audience and context on-line</p> <p>Through presentations, blogging, emails and making posters</p>
DT	<p>Reading, following, devising, writing instructions</p> <p>Reading about great designs and designers</p> <p>Using a variety of maths skills (including measuring, angles, calculations) to plan and produce designs</p> <p>Writing reports when reviewing and evaluating their designs including developing speaking and listening skills when presenting their product</p>	<p>Develop a critical understanding of the impact of their designs on daily life and the wider world</p> <p>Explore ways in which high-quality design and technology makes an essential contribution to the creativity, culture, wealth and well-being of the local area, nation and the world</p> <p>Consider ways in which innovation in design and technology is helping to have a positive impact on the environment</p>	<p>To produce ideas and technology that will support and encourage people to be healthy and have a better quality of life</p> <p>Food technology units focus on a healthy diet and keeping safe in the kitchen</p> <p>Children test and make improvements on the products they create so they are safe and work well for their target market.</p>	<p>DT begins with the creativity and imagination of our children. New and innovative ideas are encouraged and children are free to think and develop designing and making skills using the equipment they need.</p> <p>Design and technology is found in all creative areas (instruments, tools, ways of presenting, set design etc) and thought is given to the visual as well as practical impact of products</p>	<p>Children are encouraged to question and find out the needs of the consumer in order to develop their product. They need to be able to establish, through listening and research, the wants, needs and values of the consumer and use this to lead their design</p> <p>Vocabulary is used throughout the design and making process and particularly when explaining why their product is fit for purpose.</p>

<p>History</p>	<p>Develop reading and comprehension skills when reading for information about key periods and figures in history</p> <p>Interact with key historical texts (reading for information and developing skills of inference)</p> <p>Write reports, recounts, letters or diaries in response to historical events</p> <p>Use Maths data skills when comparing historical facts (e.g. changes in population)</p>	<p>Develop knowledge of people from various periods of time across cultures (identifying similarities and differences; using common skills / procedural knowledge to explore the movement and settlement of people around the world).</p> <p>Enable children to develop a knowledge of the history the local community of Leyland and of wider communities (comparing and contrasting)</p> <p>Enabling children to identify the wider historical context of more specific historical events.</p>	<p>Enable children to identify ways in which health provision has developed over time and the historical context and lessons to be learnt from periods in history (e.g. epidemics, Crimean war, Florence Nightingale)</p> <p>Knowledge of key historical sporting moments (e.g. Olympics)</p> <p>Identify jobs and careers linked to History (e.g. museum curator, archaeologist, historian)</p>	<p>Explore how historical events have been represented and can be understood through the arts (e.g. paintings, music, sculptures) and how the arts can be used to commemorate or recall local, national and international historical events.</p> <p>Think creatively about the past considering perspectives of figures that may support deeper understanding of the past.</p> <p>Consider ways of representing historical events using art, craft and creative media.</p>	<p>Expand children's vocabulary in talking about historical events ensuring they have increasingly sophisticated words to express their historical ideas with increasing effect</p> <p>Develop their ability to listen to others (opinions and ideas about events in the past)</p> <p>Provide forums for healthy and respectful debate around key topics of belief</p>
<p>Geography</p>	<p>Develop reading and comprehension skills when reading for information about countries, cultures and information texts about geographical features and landmarks</p> <p>Write in a variety of genres about places, environment, cultures (e.g. information booklets / brochures)</p> <p>Use Maths data skills when comparing countries and cultures (e.g. population, economic data)</p>	<p>Develop knowledge of countries, cultures and peoples from around the world (identifying similarities and differences; using common skills / procedural knowledge to explore people groups, geographical features and landmarks around the world).</p> <p>Enable children to develop a knowledge of the Geographical features around the local community of Leyland and contrasting areas.</p> <p>Develop knowledge of place and location.</p> <p>Awareness of changing Geography as a result of climate change and pollution.</p>	<p>Identify jobs and careers linked to Geography (e.g. town planner, hydrologist, ecologists, environment agency)</p> <p>Awareness of economy dependent on Geography (e.g. fishing, farming, tourism, alternative energy such as wind power)</p> <p>Identifying how Geography of an area can affect health and well-being (e.g. closeness to sea, flood plains, pollution)</p>	<p>Explore how Geography and geographical features can be represented through the arts (e.g. paintings, music, sculptures, architecture) and how the arts can be used to enhance areas locally, nationally and globally.</p> <p>Think creatively about climate change and issues around the environment considering ways in which to help the planet and people living in various parts of the world.</p> <p>Explore the countries and cultures of famous artists, musicians etc and how their art is impacted by their culture.</p>	<p>Expand children's vocabulary in talking about countries, cultures, environment and geographical features ensuring they have increasingly sophisticated words to express their historical ideas with ideas.</p> <p>Develop their ability to listen to others (opinions and ideas about geography and environment)</p> <p>Provide forums for healthy and respectful debate around topical issues around the world.</p>
<p>Art</p>	<p>Develop reading and comprehension skills when reading for information about Art and Artists over the ages</p>	<p>Encourage respect for all cultures, and traditions through the Art of each culture, tradition,</p>	<p>Help our children to build positive relationships with other people from other cultures, faiths and</p>	<p>Children respond to a wide range of Art from all periods and cultures</p>	<p>Expand children's vocabulary when discussing Art (styles and specific pieces of Art) with technical vocabulary linked to</p>

	<p>Write about and respond to works of Art including descriptions using Art-specific vocabulary</p> <p>Identify patterns in Art and how Maths is important for Art in design and various styles, periods and genres</p>	<p>community and group (local, regional, national and global)</p> <p>Identify places in the world where Artistic styles originated from (and how the Art is related to and expresses the geography and history of the community)</p> <p>Identify ways in which Art is used to reflect and express response to key historical events (e.g. battles scenes, famous people, Black Lives Matter etc)</p>	<p>traditions through Art (e.g. Islamic Art)</p> <p>Art builds confidence and self-esteem impacting mental and emotional well-being in a positive way (e.g. when producing a piece of art or when participating in a shared Art activity)</p> <p>Consider ways in which Art can lead to a future career – look at careers in the Art industry</p> <p>Consider how Art reflects and portrays positive relationships</p>	<p>Children express themselves in Art (moods, ideas, messages) using a variety of styles</p> <p>For children to use Art in combination with other subjects understanding how Art can add to all other creative expressions and add to experiences (e.g. in writing or reading such as illustration)</p>	<p>Art terms and also using Art as a way of helping children describe emotions and expand emotional vocabulary</p> <p>Develop their ability to listen to others when discussing thoughts about Art</p> <p>Develop their ability to speak about Art in increasingly knowledgeable and technically versatile ways</p>
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