

Our Curriculum 2022-2026

Small school, big heart, aiming higher together!

What we believe

At Sutton-on-the-Forest CE Primary School we believe in an all-encompassing and creative curriculum, with the principle feature being that learning is relevant and purposeful. We value all subjects and strive to equip our children with a depth and breadth of knowledge and skills in all areas of the curriculum, which will enable each child to fulfil their potential. We understand that the importance of getting our curriculum right; a rigorous curriculum matched to the needs of our children allows them to flourish – both academically and socially. In order to achieve this, we provide a curriculum that is broad, balanced, relevant and able to provide for varied needs.

We aim to deliver a curriculum that:

- Recognises the potential in every child and nurtures individuals.
- Supports and challenges all pupils to achieve success in and out of the classroom, using outdoor provision to enrich the curriculum.
- Helps to develop positive, kind and resilient individuals who are prepared to make a positive contribution to their own community and wider society.

We are determined that any child should reach their goals and excel in any area of the curriculum and we want our children to foster a lifelong love of learning where they question, persevere and succeed in reaching their goals. As such, children's Social, Moral, Spiritual and Cultural (SMSC) development, and their Personal, Social, Citizenship and Health Education (PSCE) is at the heart of our curriculum approach. Our four school values; respect, compassion, friendship and perseverance, are woven through all that we do at Sutton-on-the-Forest CE Primary School.

At Sutton School we understand the way knowledge is stored as a complex, interconnected web or 'schema'. Every time a pupil encounters a word they have previously learned, but applied in a new context, it adds to the complexity of their understanding of that concept. In other words, they develop a deeper understanding of that concept and enhance their capacity to use that concept in their own thinking. Where pupils lack prior knowledge, they may find it difficult to learn new knowledge or skills, because their short-term, working memory is likely to become temporarily overloaded. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress. Research shows that we learn by relating new knowledge to what we already know. Therefore, the more pupils know, the more they have the capacity to learn. Our sequential curriculum is designed to develop children's schemas – through progressive content and interconnecting themes across subjects.

Subjects have two different kinds of knowledge attached to them:

- **Substantive knowledge** – subject 'facts' and understanding
- **Disciplinary Knowledge** – learning 'how' substantive knowledge is formed – and that you cannot be taught all that there is to know about a subject.

Each curriculum area is led and overseen by an enthusiastic Subject Leader. Subject leaders play an important part in the success of the curriculum by ensuring a regular programme of monitoring, evaluating and reviewing their subject. They celebrate good practice, equip high quality teaching and are committed to further evolution and improvement.

Each curriculum area incorporates the statutory requirements of the National Curriculum 2014. Maths, English and Science are core subjects. The foundation subjects are history, geography, art, design technology, computing, PE, languages (KS2 only – Year 3,4,5,6) and music. PSHE is delivered via the Jigsaw PSHE scheme in weekly lessons. RE is also required in all year groups; for this we follow the NYCC Agreed Syllabus. All children have access to regular outdoor learning sessions.

We believe that by enriching our curriculum, the learning for each child becomes real and relevant. We want to nurture our children's enquiring minds, follow their interests and include a wide variety of experiences throughout their time at Sutton-on-the-Forest CE Primary School.

Educational visits, which feed into the learning within the classroom are planned for throughout the year and we explore our local community of Sutton and York, linking with our focus on Local History in the autumn term. We like to be adventurous, letting our children take risks and discover new things through outdoor learning. We create opportunities to welcome visitors into school, both specialist educational visitors and visitors from our local community and we ensure that the children have experiences, such as having a Viking Day in school or tasting chocolate linked with mindfulness.

As part of our enrichment, we also offer extra-curricular activities for all age groups. Lunchtime clubs are run by our Wellbeing Champions and these range from mindful colouring through to comic club and skipping. Teachers deliver clubs after school and aim to ignite and discover talents in sport, STEM, languages and more. We also have specialist sports coaches such as York City Knights Rugby or Hockey Heroes to deliver high quality sessions for the children but also as a CPD opportunity to develop teachers' expertise.

Our aim is that, in following this curriculum, children will progress through Sutton-on-the-Forest CE Primary School as happy, confident, resilient learners and responsible individuals who are well prepared for secondary school and life beyond – we enable our children to be the best they can be, to be lifelong learners.

Sutton on the Forest CE Primary School

Long Term Plan 2022 - 2026

Our vision is to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential in a caring and secure environment.

This vision is rooted in our Christian values of respect, compassion, friendship and perseverance that are at the heart of our school.

YEAR A					
2022-23 & 2024-2025					
EYFS					
The EYFS themes may be adapted at various points to allow for children's interests to flow through the provision					
All About me! Starting school My new class New Beginnings My family What am I good at? Being kind / staying safe	Where we live! Walk around our local area Maps of our country Talk about the natural world around us Forest school visits	Amazing Animals! Life cycles Farm Animals Animals around the world Hibernation Mini Beasts Night and day animals	Come Outside! Looking after our planet Recycling Plants & Flowers Weather / seasons The great outdoors Planting seeds	Ticket to ride! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present	Fun at the Seaside! Under the sea Off on holiday Where in the world shall we go? Send me a postcard! Fossils Seasides in the past Compare: Now and then! Seaside art
Year 1/2					
History - How was school different in the past? Geography - What is it like here? Science - Animals inc humans (Y1) Art - Craft and Design DT - Structures Music – Listening, beat, pitch snapshot 1 PSHE - Being in my world/Celebrating		History – What is a monarch? Geography – What is it like to live in Shanghai? Science – Everyday materials Art - Painting and Mixed Media DT - Textiles		History - How have explorers changed the world? Geography - What is the weather like in the UK? Science – Seasonal change & Plants Y1 Art - Sculpture and 3D DT - Food Music Dynamics, rhythm, tempo snapshot 3 PSHE – Relationships/Changing me	

<p>PE – Gymnastics 1/Football/Handball/Fitness</p> <p>Computing - E-Safety/Chromebook Skills/Mouse and Keyboard Skills/Internet Research/Digital Art</p>	<p>Music – Beats, rhythm patterns snapshot 2</p> <p>PSHE – Dreams & Goals/Healthy me</p> <p>PE – Dance/Dodgeball/Gymnastics 2/Orienteering</p> <p>Computing - Introduce Programming/Design/Recognise Uses of IT</p>	<p>PE – Netball/ Tennis or Badminton/Athletics/Rounders</p> <p>Computing - E-Book Creation/Music Creation/Introduce Data Handling</p>
Year 3/4		
<p>History – How have children’s lives changed?</p> <p>Geography -Who lives in Antarctica?</p> <p>Science - Light & Forces</p> <p>Art - Drawing</p> <p>DT - Structures</p> <p>Music – Pentatonic, beat, rhythm, snapshot 1</p> <p>PSHE - Being in my world/Celebrating difference</p> <p>PE – Football/Handball/Gymnastics 1/Fitness</p> <p>Computing - E-Safety/Chromebook Skills/Document Editing and Creation/Internet Research/Comic Creation</p> <p>French - Phonics (Lesson 1&2), I’m Learning French, Animals</p>	<p>History – Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Geography – Why do people live near volcanoes?</p> <p>Science – Rocks & Plants</p> <p>Art - Painting and Mixed Media</p> <p>DT - Food</p> <p>Music – Rondo, call and response,</p> <p>PSHE - Dreams & Goals/Healthy me</p> <p>PE – Dance/Dodgeball/Gymnastics 2/Orienteering/Swimming</p> <p>Computing - Programming and 3D Design</p> <p>French - I can, Fruits</p>	<p>History – What did Ancient Egyptians believe?</p> <p>Geography - What are rivers and how are they used?</p> <p>Science – Animals inc Humans (Y4)</p> <p>Art - Craft and Design</p> <p>DT -Textiles</p> <p>Music – Pitch, Rhythm patterns, Structure</p> <p>PSHE - Relationships/Changing me</p> <p>PE – Netball/ Tennis or Badminton/Athletics/Rounders</p> <p>Computing - Infographics/Data Handling/Music Creation</p> <p>French- Presenting myself, At the cafe.</p>
Year 5/6		
<p>History - What was life like in Tudor England?</p> <p>Geography –Would you like to live in the desert?</p> <p>Science – Forces and Investigations</p> <p>Art - Craft and Design</p> <p>DT - Food</p> <p>Music – Sea Shanties Snapshot 1 (Sing Up)</p>	<p>History – Unheard histories</p> <p>Geography - Where does our energy come from?</p> <p>Science – Properties and changes of materials (Y5)</p> <p>Art - Sculpture</p>	<p>History – Why did the Mayan civilisation decline so quickly?</p> <p>Geography – Why does population change?</p> <p>Science – Living things & their Habitats (Y5) & Animals inc Humans (Y5)</p> <p>Art - Painting and Mixed Media</p>

PSHE – Being in my world/Celebrating difference PE – Fitness/Handball/Football/Gymnastics 1 Computing - E-Safety/Data Handling/Computers and their Networks/Image Editing French - Phonics (1&2), The Weather, Family	DT - Textiles Music – Islamic Song Snapshot 2 (Sing Up) PSHE - Dreams & Goals/Healthy me PE – Gymnastics 2/Dance/Orienteering/Dodgeball Computing - Programming and App Design French - Pets, The Olympics	DT - Digital World Music – Lullabies Snapshot 3 (Sing Up) PSHE - Relationships/Changing me PE – Athletics/Rounders/Netball/Tennis or Badminton Computing - Virtual Reality and Music Creation French - At school, The weekend			
YEAR B 2023-2024 & 2025-2026					
EYFS					
The EYFS themes may be adapted at various points to allow for children's interests to flow through the provision					
All About me! Starting school My new class New Beginnings My family What am I good at? Being kind / staying safe	Where we live! Walk around our local area Maps of our country Talk about the natural world around us Forest school visits	Amazing Animals! Life cycles Farm Animals Animals around the world Hibernation Mini Beasts Night and day animals	Come Outside! Looking after our planet Recycling Plants & Flowers Weather / seasons The great outdoors Planting seeds	Ticket to ride! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present	Fun at the Seaside! Under the sea Off on holiday Where in the world shall we go? Send me a postcard! Fossils Seasides in the past Compare: Now and then! Seaside art
Year 1/2					
History –How am I making history? Geography - Would you prefer to live in a hot or cold place?		History - How have toys changed? Geography -Why is our world wonderful? Science – Living things and their habitats Art - Sculpture		History – How did we learn to fly? Geography - What is it like to live by the coast? Science – Plants Art - Drawing	

<p>Science – Animals including Humans (Y2) & Use of Everyday Materials Y2</p> <p>Art - Painting</p> <p>DT - Structures</p> <p>Music –Beat, Rhythm, Pitch, Echo</p> <p>PSHE - Being in my world/Celebrating difference</p> <p>PE - Hockey/Tag Rugby/Gymnastics 1/Fitness</p> <p>Computing - E-Safety/Chromebook Skills/Text and Images/Digital Art/Comic Creation</p>	<p>DT - Mechanisms</p> <p>Music –Duration (crotchet, quavers, crotchet rest) Unison Round</p> <p>PSHE - Dreams & Goals/Healthy me</p> <p>PE – Gymnastics</p> <p>2/Dance/Golf/Orienteering</p> <p>Computing - Developing Programming</p>	<p>DT - Textiles</p> <p>Music – 2-part singing, Structure, Timbre</p> <p>PSHE - Relationships/Changing me</p> <p>PE – Basketball/Volleyball/Athletics/Cricket</p> <p>Computing - Introduction to Animation</p>
Year 3/4		
<p>History – Why did the Romans settle in Britain?</p> <p>Geography -Why are our Rainforests important to us?</p> <p>Science – – Animals inc Humans (Y3) & Living things and habitats (Y4)</p> <p>Art - Sculpture and 3D</p> <p>DT - Digital World</p> <p>Music –Pentatonic scale, Gospel music, Off-beat, Rhythm, Call-and response</p> <p>PSHE - Being in my world/Celebrating difference</p> <p>PE – Hockey/Tag Rugby/Gymnastics 1/Fitness</p> <p>Computing - E-Safety/Inside a Computer/ E-Book Creation</p> <p>French - Phonics (1&2), Shapes, Musical Instruments.</p>	<p>History – How hard was it to invade Britain?</p> <p>Geography – Are all settlements the same?</p> <p>Science – Electricity & Sound</p> <p>Art - Drawing</p> <p>DT - Electrical Systems</p> <p>Music – Chords, Structure, Ensemble playing and singing</p> <p>PSHE - Dreams & Goals/Healthy me</p> <p>PE - Gymnastics</p> <p>2/Dance/Golf/Orienteering</p> <p>Computing - Programming and 3D Design</p> <p>French - Vegetables, Ancient Britain</p>	<p>History – Were the Vikings raiders, traders or settlers?</p> <p>Geography - Where does our food come from?</p> <p>Science – States of Matter (Y4)</p> <p>Art - Craft and Design</p> <p>DT - Mechanical Systems</p> <p>Music –Pentatonic scale, Different musical traditions and cultures</p> <p>PSHE - Relationships/Changing me</p> <p>PE – Basketball/Volleyball/Athletics/Cricket</p> <p>Computing - Video Editing/Graphic Design/Branching Databases/Animation</p> <p>French - In class, Goldilocks</p>

Year 5/6

History – What does the census tell us about our local area?

Geography - What is life like in the Alps?

Science – Animals inc humans (Y6) & Living things and their habitats (Y6)

Art - Craft and Design

DT -Mechanical Systems

Music – Swing Music Progression Snapshot 1 (Sing Up)

PSHE - Being in my world/Celebrating difference

PE – Hockey/Tag Rugby/Gymnastics 1/Fitness

Computing - E-Safety/HTML/Web Design

French - Phonics (3&4), Date, My Home

History –What was the impact of WWII on the people of Britain?

Geography – Why do oceans matter?

Science – Electricity (Y6) & Light (Y6)

Art - Painting and Mixed Media

DT - Structure

Music – 3 Part Rounds, Latin Music Progression Snapshot 2 (Sing Up)

PSHE - Dreams & Goals/Healthy me

PE - Gymnastics

2/Dance/Golf/Orienteering

Computing - Programming and Binary Code

French - Clothes, Planets

History – What did the Greeks ever do for us?

Geography – Can I carry out an independent fieldwork enquiry?

Science – Evolution and Inheritance & Earth and Space (Y5)

Art - Drawing

DT - Electrical Systems

Music – Indian Music Progression Snapshot 3 (Sing Up)

PSHE - Relationships/Changing me

PE – Basketball/Volleyball/Athletics/Cricket

Computing - Graphic Design/Physical Devices and Data Detectives

French - Regular verbs, Me in the World

English – Reading

Intent

At Sutton on the Forest Primary School, we value reading as a key life skill and we are dedicated to enabling our children to become life-long readers. We believe reading is key to academic success and fundamental in ensuring that children can access all areas of the curriculum.

By the time children leave our school we strive to ensure that they are competent and resilient readers who can read fluently and have a secure understanding of what they have read. We want our children to develop the habit of reading widely and often, for both pleasure and information and for them be able to recommend books to their peers.

We ensure that our children have a wealth of opportunities to develop a thirst for reading a range of genres including poetry and that they participate in discussions about books including evaluating an author's use of language and the impact this can have on the reader. It is our intention that through reading and discussing a wide-range of high-quality literature, our children are exposed to new language and that they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and when speaking.

Implementation

At Sutton on the Forest Primary School, reading is taught daily in EYFS and KS1 and four times per week in KS2. Children read in as many situations as possible, not just in reading lessons. Reading takes place in all lessons, using books and electronic devices. All children read and are read to so that they develop a love of reading. Books are selected by the teachers and English leads to ensure they are high quality and, where possible, link to other curriculum areas.

Our whole curriculum is shaped by our school vision which aims to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential in a caring and secure environment. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Reading for pleasure

We believe fostering a love of reading and encouraging children to read for pleasure is very important. We promote reading for pleasure in many different ways across school. Children who have been working hard on their reading at school or at home are awarded a bedtime box in our celebration assembly. In the box is a carefully chosen story for their age group and hot chocolate and biscuits for the children to enjoy with their family. Each half term the English and Early reading Lead plan a fun and engaging reading afternoon for the whole school to enjoy reading. As well as this, each class has a class story which is read to them every day. Class stories are selected by teachers according to their class topic and class interests.

Early reading in EYFS and KS1

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At our school, we use the Little Wandle phonics programme to teach our children in EYFS and KS1 the core skills of segmenting and blending and to start them on their 'reading journey'. Little Wandle is an inclusive programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for

reading and spelling. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. Any child who is struggling to keep up with their peers is offered Little Wandle keep up intervention small group sessions helping ensure progress for all children.

In EYFS and KS1 children participate in reading practice groups three times per week focusing on the key skills of decoding, prosody and comprehension. Reading the same book three times ensures children become fluent at reading the book with expression and have a secure understanding of the text. Children then take their Little Wandle reading book home on a Friday to read for a fourth time with parents. Children also receive a bonus decodable book to read to parents at home and a 'book to love' which is a bedtime story which parents can read to their children to encourage reading for pleasure.

Whole-Class Reading in KS2

All children from Year 3 upwards take part in whole-class reading four times per week following Fred's Teaching planning. These sessions are based on a weekly theme and children are exposed to a few short extracts from different books/authors. These lessons teach a range of skills ensuring the National Curriculum reading domains are delivered. However the key reading skills taught are vocabulary, retrieval and inference.

Whole class reading is inclusive of all children and children with SEND needs take part in whole class reading activities with adult support or differentiated/scaffolded tasks. Children who still require decoding support receive rapid catch up from the Little Wandle programme and extra one to one reading with an adult outside of whole class reading sessions.

In KS2 reading is an important part of homework and KS2 children are expected to read regularly at home. We have a wide selection of Big Cat books for years 3 – 6 and a fully stocked library from which children can choose a home reading book.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two and the NFER reading tests in years 3 - 5. These results are measured against the reading attainment of children nationally.

By the end of KS1 and KS2 the number of children achieving the expected standard or above in reading has been in line with the national average for the last three years. The majority of children who attend our school leave as competent and confident readers ready for secondary school.

At Sutton on the Forest Primary, we firmly believe that reading is essential to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We strive to provide all children the opportunity to enter the magical worlds that books open up to them. We strongly promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

English – Writing

Intent

At Sutton on the Forest Primary School, we believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing, thus writing is a fundamental part of our curriculum. We aim to bring the fun back into writing lessons and encourage children to play with language and be creative. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

In addition, we want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a consistent, joined, handwriting style. We believe that all effective writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Implementation

Our whole curriculum is shaped by our school vision which aims to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential in a caring and secure environment. We strive to bring the fun back into English lessons and want our children to look forward to writing. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to vocabulary and teachers model how to use ambitious and imaginative vocabulary through modelling and shared writing. Teachers clearly model writing skills and document the learning journey through working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Talk 4 Writing

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a 'Talk for Writing' approach. At the beginning of a writing unit teachers plan a 'hook' to engage learners in the text. Through the use of model texts, teachers provide creative learning experiences that engage and inspire children. Following a 'Talk for Writing' approach allows teachers to model using ambitious vocabulary and how to be playful and imaginative with language which children can apply in their own writing. Through the use of 'boxing up' and the 'Talk for writing' toolkits children learn the skills of a writer which allows them to confidently write for different audiences and purposes. Children are given frequent opportunities to

develop their skills in writing in different genres which they can apply across the curriculum. Pupils are taught punctuation and grammar skills, appropriate to their year group, within our 'Talk for Writing' approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

Spelling

At Sutton on the Forest Primary school, spelling is taught regularly in focused sessions within each class. In EYFS and KS1 children follow the Little Wandle phonics program and children are systematically taught the range of graphemes for each phoneme and practise these repeatedly. In KS2 spelling is taught through the Spelling Shed program. Children are taught a different spelling pattern each week and are encouraged to apply these rules in their writing. Spellings are sent home in each year group (apart from EYFS) as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the Talk 4 Writing sequence being established and taught across the school, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will improve and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Maths

Intent

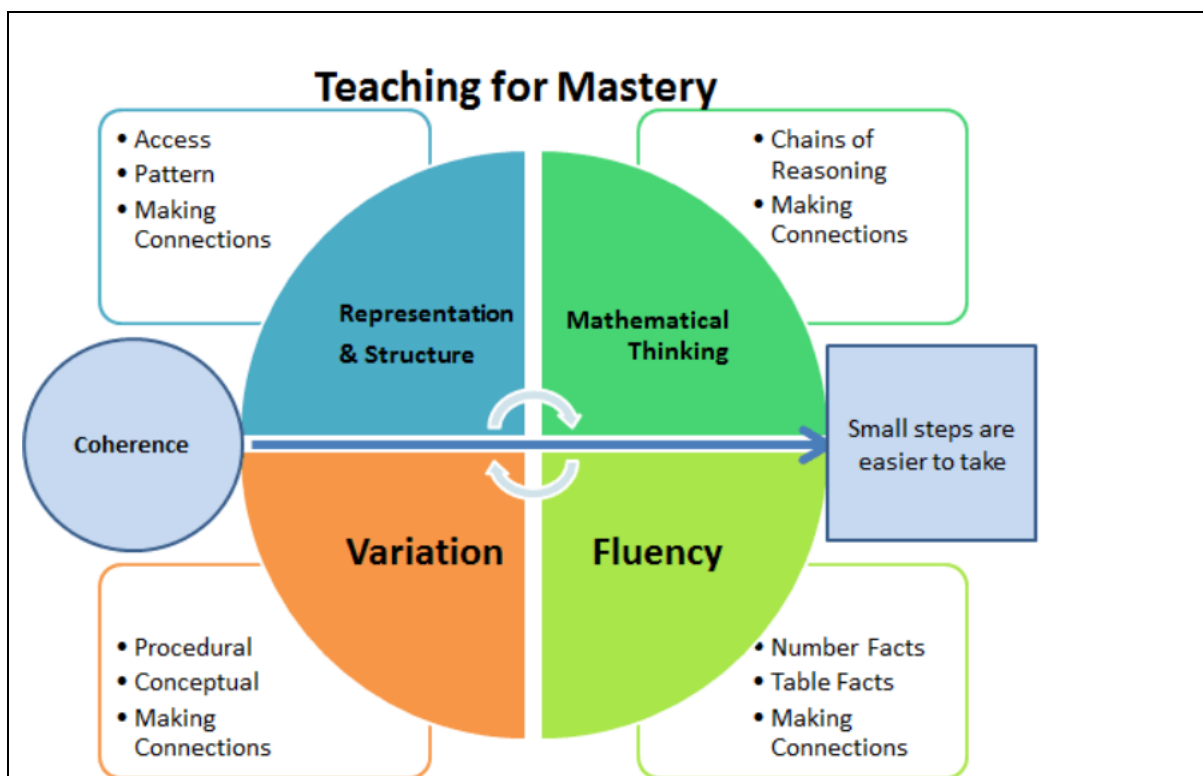
Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy. A sound knowledge and understanding of mathematics is vital for young people seeking employment and securing a qualification in mathematics is a fundamental requirement for the majority of employers. A high-quality maths education therefore provides a foundation for understanding the world and is a cornerstone in providing young people with opportunities. It should develop the ability to reason mathematically, an appreciation of the beauty and power of maths and a sense of enjoyment, confidence and curiosity about the subject.

In line with the National Curriculum Objectives for Mathematics, our intent is that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and 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 across the curriculum.

Central to our approach are the 5 Big Ideas which underpin mastery in mathematics.



It is our intent that through the learning of mathematics, children are able to develop and demonstrate the core values of our school (Perseverance, Respect, Friendship, Compassion). In particular, the maths curriculum is designed to challenge children and encourage them to demonstrate perseverance when tackling new learning and to develop this when practising skills in solving more complex problems, whilst being supported through the use of a small steps approach which breaks the learning into small, achievable steps. Our curriculum is designed with the intent that children will develop skills in explaining mathematical reasoning and in doing so show these core values by working collaboratively with others and listening and responding to the ideas of their peers in a way which demonstrates respect, friendship and compassion

Implementation

At Sutton on the Forest children study mathematics daily following the White Rose Maths scheme of learning (WRM). WRM is a blocked scheme, which allows for depth and breadth of learning within each strand of mathematics, using a mastery approach.

Hallmarks of our Mastery Approach

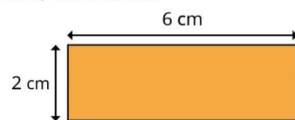
- **Concrete, Pictorial and Abstract Learning:** Children engage with a wide a varied range of concrete manipulatives, pictorial representations and abstract methodologies in their maths lessons. Manipulatives are used by all children of all ages in the school and are a fundamental part of our mastery approach. Concrete and pictorial references scaffold and strengthen understanding and are widely used as a teaching and learning tool from Foundation Stage to Year 6.



- **Fluency, Reasoning and Problem Solving:** Learning sessions include the opportunity to develop fluency skills, construct chains of reasoning using relevant knowledge alongside relevant terminology and solve increasingly complex problems in a systematic and coherent way.
- **Mathematical Vocabulary:** Sessions include explicit reference to vital mathematical vocabulary and the use of stem sentences to support and encourage all children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding.
- **Interleaved learning:** We want to ensure that children have the opportunity to revisit and consolidate prior learning as this has a significant positive impact on learning retention. WRM is a blocked learning scheme and as a consequence certain strands of maths are not covered until later in the school year or are not explicitly revisited. To ensure frequent revisiting of concepts, the WRM scheme is designed to ensure that prior concepts are combined in existing blocks through the design of questions and problems.

For example, questions are designed to use prior learning of money, fractions, measurement alongside current learning as shown in the below example which draws on prior learning of measurement whilst learning skills of multiplying by 100.

A designer draws a plan of a room.





The length and width of the actual room are 100 times the size of the plan.

What is the length and width of the room?

Give your answer in metres.

To further support children to revisit and consolidate prior learning, we also use the WRM Flashback 4 resources which provide children with practice activities taken from recent learning

Flashback 4 Year 2 | Week 10 | Day 4

- 1) What is $\frac{3}{4}$ of 16?
- 2) What fraction is shaded? 
- 3) How many edges does the next shape have? 
- 4) Work out the missing number.
 $100 - \square = 37$

White Rose Maths

as well as learning from previous topics.

- **Fluent Recall:** We are committed to ensuring that pupils secure their knowledge of Times Tables by the end of Year 4. Our pupils take part in regular practise and low stakes testing through the use of Times Tables Rock Stars to practise fluent recall. We are also focussed on developing secure knowledge and recall of key number facts and children in all classes are provided with regular opportunities to practise and develop fluent recall of these number facts through the use of hands on activities, games, fluency practice and the use of the Maths Shed and/ or One Minute maths.



EYFS at Sutton on the Forest

We understand the importance of early experiences of maths and follow the WRM scheme in our Early Year classroom which is aligned to the EYFS Early Learning Goals. This approach places a significant emphasis on developing a strong grounding in number – understanding that this is a necessary building block for children to excel in the subject.

Concrete manipulatives are a key focus within sessions, as is the use of pictorial representations including Tens Frames and Part/Whole Models. Children are actively encouraged to use mathematical terminology within their understanding, with a focus on developing positive attitudes and interest in the subject and opportunities to develop their mathematical understanding are embedded within the provision provided in the EYFS classroom and outdoor areas.

Inclusive curriculum

At Sutton on the Forest we are committed to ensuring our maths curriculum is inclusive to all children. We use key strategies of quality first teaching across the curriculum to ensure that all lessons are planned and delivered in a way that is most accessible to all children.

In maths, we use a mastery approach which is based on the premise that, wherever possible, the whole class will work together on a particular area of learning, rather than using differentiated tasks or questions. Instead of differentiating through task teachers ensure that learning is accessible and inclusive for all through use of scaffolding, focussed group support, pre-teaching or additional opportunities to practise or through in-depth questioning and problem solving to challenge children that are ready for this. This is valuable in ensuring increased self esteem and confidence in maths learning. However, when planning lessons, teachers reflect on children's individual prior learning and targets. This process may demonstrate that a child does not yet have the foundational skills needed to access planned work alongside their peers. In instances such as this, lessons are planned to ensure they are working on the same area of maths but adapted where necessary to address and build on gaps in their foundational knowledge.

Concrete resources are routinely made available to and used by all children in the class.

A culture whereby mistakes are embraced and viewed as learning opportunities is important for our curriculum delivery and supports development of resilience and confidence for all learners.

Vocabulary is explicitly taught, explained and re-visited. Actions or visuals are also used to help to develop understanding of new words. Vocabulary is displayed in classrooms on working walls to support learners.

For children with difficulties in literacy, support is given to read and understand problems and questions, for example through use of a reader or through pictorial representations of questions. Teachers ensure that questions are set out in a way that does not overwhelm children.

Teachers and staff use live marking and feedback in lessons. This is important to reassure children they are on the right track and develop their confidence. It also ensures that misconceptions and difficulties are identified quickly and can be immediately addressed.

Enrichment

Our approach to teaching mathematics includes the provision of enrichment opportunities for our children to develop their maths learning as well as developing curiosity and an enjoyment of maths. We therefore look for opportunities to provide enrichment days or activities for our children such as Maths Rockstar Days, Barvember challenges and extra-curricular clubs.

Impact

At Sutton on the Forest, we aim for each child to be confident in each yearly objective and develop their ability to use the knowledge to develop a greater depth understanding to solve varied fluency problems and well as problem solving and reasoning questions. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems and in depth, higher level questioning before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding through additional practice before moving on.

Formative Assessment: Teachers carry out formative assessment through assessment for learning in each session and feedback is given to children verbally, through live marking and/ or through self assessment. Teachers use this assessment to influence their planning of each session. Children are rapidly identified as needing further support or additional challenge and we work to ensure this is provided in a timely manner.

Timely interventions: Teachers have high expectations and believe that all children can succeed in maths. Children are taught in mixed ability groups using a whole class teaching approach. Children identified as needing extra support are given support through targeted booster/ pre-teaching sessions in a timely manner to ensure they are ready to move on to the next learning step alongside their peers.

Low Stakes Quizzing and Fluent Recall: We use a range of low stakes quizzes and activities throughout the teaching cycle to assess attainment and progress. These include arithmetic and times tables practice questions and are used to inform planning and to identify and address misconceptions.

Summative Assessments: Children complete the WRM end of block assessments for each phase of learning. In addition, children complete a termly summative assessment using the WRM materials which includes both arithmetic and reasoning and problem solving questions. Results are used to inform planning and allow for tailored interventions where needed.

Subject Monitoring: We monitor the quality and impact of our mathematics curriculum through targeted learning walks, book looks and pupil voice interviews. We use information gathered from these activities to inform future planning and identify and address staff CPD needs.

Science

Intent

At Sutton-on-the-Forest CE Primary School, it is our intention to provide a high quality science education that provides children with the foundations they need to recognise the importance of Science in every aspect of daily life. We give the teaching and learning of Science high prominence.

Our curriculum will enable children to become enquiry based learners collaborating through researching, investigating and evaluating experiences. It will encourage respect for living organisms and for the physical environment.

Teachers will ensure that all children are exposed to high quality teaching and learning experiences. These will hook the children's interest, enabling them to develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to ask questions about the world around them and work scientifically to further their conceptual understanding and scientific knowledge.

Children will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. It will provide opportunities for the critical evaluation of evidence and rational explanation of scientific phenomena as well as opportunity to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. Children will be immersed in key scientific vocabulary, which supports the acquisition of scientific knowledge and understanding.

All children will be provided with a broad and balanced science curriculum which reflects the equality and diversity policies and practice in school.

Implementation

Sutton school uses a range of online resources to plan and deliver the science curriculum (Hamilton Trust, STEM, Explorify, PSST). We provide full coverage of the National Curriculum, following the programmes of study for each year group carefully, providing the right balance between working scientifically and learning scientific facts.

Our curriculum is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point, considering different avenues for further research. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They draw simple conclusions and use scientific language to talk and write about what they have found out.

Each science unit begins with teachers checking on what children already know and then inviting children to think of their own questions. Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners. Children are also asked to review their learning at the end of each topic. These tasks provide children with an opportunity to share their learning more widely with other children and parents through a variety of means e.g. displays, learning presentations, talks, report writing etc.

<u>Impact</u>
<p>The successful approach to the teaching of science will result in a fun, engaging, high quality science education that provides children with the foundations for understanding the world that they can take with them once they complete their primary education.</p> <p>Assessment is teacher based and formed using formal strategies (e.g. periodic year group assessment tasks, quizzes) and informal strategies (Use of concept maps, verbal/written outcomes, reflection tasks/presentations).</p> <p>Formative assessment is used as the main tool for assessing the impact of Science as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure scientific foundations.</p> <p>Children at Sutton School will:</p> <ul style="list-style-type: none">• demonstrate a love of science work and an interest in further study and work in this field• retain knowledge that is pertinent to Science with a real life context.• be able to question ideas and reflect on knowledge.• be able to articulate their understanding of scientific concepts and be able to reason scientifically using rich language linked to science.• demonstrate a high love of mathematical skills through their work, organising, recording and interpreting results.• work collaboratively and practically to investigate and experiment.• achieve age related expectations in Science at the end of their cohort year.

Computing

Intent

At Sutton on the Forest Primary School, we are developing the digital citizens of tomorrow by providing engaging and creative learning opportunities. Our sessions encourage independence and allow pupils to work collaboratively and support each other. From the start of school, pupils are taught to be safe and respectful users of technology. They are encouraged to explore their creativity by using a range of applications.

Implementation

At Sutton on the Forest Primary School, computing is taught weekly from Year 1 - 6. We are currently delivering the National Curriculum through the use of the iLearn2 scheme which provides resources and planning across the school. In conjunction with this scheme, we have also devised our own units to support our learners in developing their skills on the Chromebook. Linked to this is a whole school computing progression document which provides an overview of the key learning objectives and vocabulary needed for each unit.

Pupils access the curriculum using a class set of Chromebooks, and they also have the opportunity to use these to support their learning in the wider curriculum. All pupils from Year 1 - 6 have their own google account with access to the key applications. In addition to this, each class has their own iPad which can be used during lessons and access to a further 10 if needed.

Pupils with SEND have access to adjusted keyboards to make them more user friendly as well as chrome extensions to increase accessibility.

Computing in EYFS

Whilst we understand that computing is not part of the Early Learning Goals, children in EYFS are still given the opportunity to interact with technology in the classroom. This comes in many forms, such as: the interactive whiteboard, taking photos on the iPads and using key apps.

Impact

At Sutton on the Forest Primary School, the computing progression document allows all staff to see the learning journey from Year 1 to Year 6. Therefore teachers know what learning came before and what learning will come next. Where possible, learning is recorded on Google Drive and Seesaw for monitoring and assessment purposes. The children have access to a Computing scrapbook which documents the learning journey from Years 1 - 6. The scrapbook shares photos from all classes and key learning that has taken place.

Pupil voice is used to gather the thoughts and opinions of the children as well as checking their understanding of the taught content. This helps to inform future staff development and any changes to the curriculum.

When appropriate, staff receive updates from the Computing Lead.

It is our aim that the children leave Sutton on the Forest as rounded digital citizens, ready for the next chapter of their lives.

Music

Intent

The national curriculum states: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music is highly valued at Sutton on the Forest CE Primary School. We believe that all children should have access to high-quality music education and have opportunities to develop their own musical potential. Music makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals capable of developing their 'own voice'.

We want all children to develop the self-confidence, skills, knowledge, and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to. We also want teachers to enjoy teaching music and to feel empowered, armed with good subject knowledge and practical music making activity, and confident that what they are teaching will work brilliantly with the children in front of them.

Implementation

At Sutton, we use 'Sing Up Music' as part of our curriculum offer. This is a scheme that is designed and written by subject specialists and it sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. Together, the 80+ units (for Nursery to Year 6) represent a complete and progressive library of resources that meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters.

We use a two-year programme, for mixed-age teaching. This programme for mixed-age teaching is organised into four phases: EYFS, KS1, Lower KS2, and Upper KS2. Within each phase there is a 2-year programme (Year A and Year B), which has been devised to cover the expectations of the National Curriculum for Music and the Model Music Curriculum.

Each phase is organised into 6 lesson and 3 lesson blocks, with the equivalent of 12 weeks teaching each term. Within these blocks are 'Progression snapshot' activity units, included for mixed-age teaching, to assess progress and identify gaps in learning. Over the course of each phase, children will cover the appropriate musical learning, revision of concepts, repetition, and the regular practising of skills that are essential for effective musical learning.

As regular practice is an important factor in the success of any musical learning, we use the Sing Up songs as a focus for our whole school weekly singing assembly.

Throughout a child's music education at Sutton, they will be able to...

- Listen and watch a range of musical performances such as live performances from local musicians, concerts and our own pupils performing.
- Appraise and respond to a range of music.
- Sing a wide range of traditional and contemporary songs from Britain and around the world.
- Play instruments that are tuned and untuned.
- Compose music using symbols and music notation.
- Perform in groups, classes or specialised focused groups.
- History of Music – Gain a knowledge of composers – famous and new.

- Explore culture – Explore different traditions, composers and musicians across a range of genres and styles. This promotes, celebrates and shares our unique cultural diversity.
- Use technology to enhance music provision.

Instrumental Lessons

Peripatetic teachers (visiting music specialists) offer private instrumental lessons: violin clarinet flute piano guitar (classical and electric) drums, vocals. Details of providers and instrument tuition can be found on the school website.

Resources

In support of our policy aims, we believe children should have as wide a range of sounds to explore as possible. Thus, we aim to maintain a comprehensive set of tuned and untuned percussion, keyboards and recorded music.

Choir

The choir is open to children in KS2. Singers meet once a week on Friday and perform regularly at school events.

Impact

- The impact of music teaching at Sutton can be seen in the confidence children gain by participating in the subject. Children are happy learners within Music. During their time here children gain wider audience performance experience; every child will have performed regularly, worked in groups and individually, and composed their own work. These experiences greatly benefit their self-esteem, well-being and confidence and contribute to their ability to communicate with a range of audiences.
- By the end of Year 6, all pupils will have performed on a number of occasions and have a grasp of how to read and record music, with some pupils able to read music fluently.
- Children participate in wider musical activities, many take an active musical role in the school and wider community, preparing them to make the most of opportunities in the next stage of their education.
- Children will have an appreciation of a variety of types of music and have an understanding of how music has developed through history.
- Clear outcomes focus and guide all music development plans and drive improvement.
- Fundamental British Values are evident in Music and children understand how Music can celebrate difference.
- Children have the opportunity to foster their instrumental talent and use this as a form of expression.
- Children have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.

Art and Design

Intent

Our aim is to provide a high-quality art and design education which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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.

At Sutton, our programme of study is carefully organised by each year group through a long term plan and through this we intend for our children to have:

- The ability to make: painting, drawing, printing, creating 2&3D art and crafting.
- The ability to generate ideas and take inspiration from a range of artists and crafts people.
- The ability to skilfully use formal elements: colour, form, line, pattern, shape, texture and tone.
- To gain knowledge of artists' work and techniques.
- To be able to evaluate: critiquing their own work and that of others.
- A passion for and a commitment to the subject.

In all Art and Design activities and lessons, we aim to promote our core values of RESPECT, FRIENDSHIP, COMPASSION and PERSEVERANCE. These are demonstrated by all adults and commended in children. For example, we demonstrate friendship when working collaboratively, we show compassion when evaluating our own and each other's work, we persevere when learning new skills and mastering techniques and we show respect when learning about artists and their work.

Implementation

We use the Kapow Art scheme of work throughout our curriculum for years 1 - 6. This scheme has been written by experts in their field and is designed to meet the National Curriculum end of Key Stage targets.

The content of our curriculum is categorised into five areas:

- Generating Ideas
- Using Sketchbooks
- Making Skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

These strands are revisited in every unit, with increasing complexity as children progress through the school. Key skills are practised and vocabulary is reinforced at every stage. This allows pupils to revise and build on their previous learning in the four key learning areas of Drawing, Painting and Mixed Media, Sculpture and 3D and Craft and Design.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 1 and Key Stage 2 pupils using sketch books to document their ideas.

A whole school display board reflects areas of study on a termly basis, showing both the process of experimentation and skill based learning as well as sharing final outcomes, of which children are very proud. This is then collated into a display book, so learning can be revisited, discussed, shared and enjoyed throughout the year. Work is also displayed in classrooms and shared with the wider community via our Facebook page.

Art and Design shares curriculum time with Design Technology with each being taught for three half terms a year, in some cases linked to the topic of study for that term.

In the foundations stage, the children:

- Have daily access to a range of media and materials eg different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.
- Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.
- Explore colour-mixing through our 'self-service' paint stations.

Throughout the school, assessment is ongoing, via observations of skills in lessons, quizzes and recall activities. Summative assessment is completed at the end of each unit via scrutiny of sketch books (artistic skills and knowledge of artists) and via final pieces of work. In Early Years this is done via the baseline assessment, mid year and end of year profile and also via analysis of work on Tapestry. Achievements are formally recorded via the Impact tracker. This is completed as either meeting national expectations (EX) or working towards (WT) or in exceptional circumstances exceeding (GD). Curriculum leads and class teachers will also use this information to inform future planning to meet the needs of our children appropriately and to inform teachers and school leaders of possible areas for development.

We use See-Saw to document and track each unit of work, to ensure there is full coverage of the National Curriculum.

Impact

At Sutton on the Forest, children's work demonstrates that Art and Design is taught at an age appropriate standard across each year group with opportunities planned in for pupils working towards expectations and at greater depth. Work is of high quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Children can talk with knowledge and excitement about their learning and are hugely proud of their artwork and achievements.

The expected impact of adopting the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

The effectiveness of the Kapow scheme will be assessed regularly by the curriculum lead and senior management, via discussions with staff and children, work scrutiny and ensuring children are meeting end of key stage expectations on the Impact tracker.

Design and Technology

Intent

Our aim in Design Technology is to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

At Sutton, our programme of study is carefully organised for each year group through a long term plan. We intend for our children to experience and have a good understanding of the process of design, make, evaluate through the key areas of structures and mechanisms, textiles, food and nutrition and, in KS2, the digital world and electronics.

In all Design and Technology activities and lessons, we aim to promote our core values of RESPECT, FRIENDSHIP, COMPASSION and PERSEVERANCE. These are demonstrated by all adults and commended in children. For example, we demonstrate friendship when working collaboratively, we show compassion when designing products for a purpose, we persevere when learning new skills and mastering techniques and we show respect when evaluating our own and other's work.

Implementation

We use the Kapow Primary DT scheme of work throughout our curriculum for years 1 - 6. This scheme has been written by experts in their field and is designed to meet the National Curriculum end of Key Stage targets.

The Design and Technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

Through Kapow's Design and Technology scheme, children respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Food
- Electrical systems (KS2)
- Digital world (KS2)

Each of these key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Teachers will be informed by previous assessments when planning lessons and Kapow provides differentiated guidance to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. A whole school display board reflects areas of study on a termly basis, showing both the process of experimentation and skill based learning as well as sharing final outcomes, of which children are very

proud. This is then collated into a display book, so learning can be revisited, discussed, shared and enjoyed throughout the year. Work is also displayed in classrooms and shared with the wider community via our Facebook page.

Design and Technology has a combined long-term plan with art with each being taught for three half terms a year, in some cases linked to the topic of study for that term.

In foundation stage the children:

- Have daily opportunities to make their own creations using a wide range of different materials, fixings and tools which are freely available in continuous provision.
- Are taught how to use tools such as scissors, hole punch, string, sellotape, cutters etc.
- Are encouraged to talk about what they would like to make, how they will do it and what they think about it when it is finished.
- Are encouraged to evaluate what they have made and make changes as appropriate.

Throughout the school, assessment is ongoing, via observations of each process in lessons, quizzes and recall activities. Summative assessment is completed at the end of each unit via scrutiny of end products against the design criteria. In Early Years this is done via the baseline assessment, mid year and end of year profile and also via analysis of work on Tapestry. Achievements are formally recorded via the Impact tracker. This is completed as either meeting national expectations (EX) or working towards (WT) or in exceptional circumstances exceeding (GD). Curriculum leads and class teachers will also use this information to inform future planning to meet the needs of our children appropriately and to inform teachers and school leaders of possible areas for development.

We use See-Saw to document and track each unit of work, to ensure there is full coverage of the National Curriculum.

Impact

At Sutton on the Forest, children's work demonstrates that Design and Technology is taught at an age appropriate standard across each year group with opportunities planned in for pupils working towards expectations and at greater depth. Work is of high quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Children can talk with knowledge and excitement about their learning and are hugely proud of their Design and Technology products and achievements.

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

The effectiveness of the Kapow scheme will be assessed regularly by the curriculum lead and senior management, via discussions with staff and children, work scrutiny and ensuring children are meeting end of key stage expectations on the Impact tracker.

History

Intent

At Sutton on the Forest Primary School our history curriculum has been carefully designed to provide a broad and engaging curriculum. Topics are informed by the national curriculum but also take into account our local area and the children's interests. The history curriculum makes full use of the resources in our local area of Sutton on the Forest and York enabling children to develop a deep understanding of the history of their locality.

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Interpretations of History; Historical Enquiry and key vocabulary are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content will be carefully organised by each year group through a long term plan. History is delivered through subject specific teaching organised into blocks. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments

Implementation

Our historians are given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. By the end of Y6 children will have a chronological knowledge of British history from the Ice Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning walls are displayed as a road map in each classroom to display children's learning journey and their sequence of learning over time. The road map provides a scaffold for children and helps them to recall their learning over time.

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is completed to inform teachers and school leaders of possible areas for development.

Impact

At Sutton on the Forest pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupil's work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Geography

Intent

At Sutton on the Forest Primary School we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our geography curriculum seeks to:

- Inspire a life-long curiosity and fascination about the world and its people.
- Promote understanding of diverse places, people, environments and resources.
- Promote a deep understanding of the Earth's key physical and human processes.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Sutton on the Forest enables children to develop knowledge and skills that are transferable to other curriculum areas and which are used to promote their spiritual, moral, social and cultural development. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. We aim to produce well-rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

The curriculum has been carefully designed to develop knowledge and skills that are progressive year upon year and build upon prior learning. To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Locational knowledge; place knowledge; human and physical geography; skills and fieldwork and key vocabulary are all mapped out to ensure that pupils build on secure prior knowledge. Geography is delivered through subject specific teaching organised into blocks. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

Implementation

Geography at Sutton on the Forest is taught in blocks throughout the year so that children can achieve depth in their learning. Our long and medium terms plans identify the key knowledge and skills for each geography unit and consideration has been given to ensure progression throughout topics for every year group across the school.

At the beginning of a geography unit teachers start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

We support learning with trips to inspire our children and widen their cultural experiences. Teachers are also encouraged to use a range of resources such as videos, photographs and newspaper articles during lessons to help create immersive learning experiences.

Learning walls are displayed as a road map in each classroom to display children's learning journey and their sequence of learning over time. The road map provides a scaffold for children and helps them to recall their learning over time.

Geography assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where geography objectives have been covered; an objective tracker is completed to inform teachers and school leaders of possible areas for development.

Impact

At Sutton on the Forest pupil voice shows that pupils are confident and able to talk about what they have learnt in geography using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy geography and are able to recall their learning over time. Pupils work demonstrates that geography is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

French

Intent

Sutton on the Forest Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages into Key stage 3 and beyond.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. Discrete **phonics** teaching will also be used to support pronunciation, spelling and understanding.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Our intent for our language curriculum at Sutton on the Forest school links to our core school values: Perseverance, Compassion, Friendship and Respect. Through learning a foreign language and learning about different cultures, children's respect for individual differences and different cultures will increase and their sense of compassion of others will increase through greater understanding. In addition, they will develop perseverance through their study as they engage with understanding and mastering a different language.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. **Phonics** teaching will also be incorporated into teaching to support children's development of accurate pronunciation and spelling of the language.

All teachers will know where every child is at any point in their foreign language learning journey.

As we work with mixed aged classes at Sutton on the Forest school, we have developed a unit planning overview which ensures that units taught ensure substantial progress and learning is achieved by all children throughout KS2, taking into account the mixed age structure of our school.

Each teaching unit consist of six lessons:

- Each unit and lesson has clearly defined objectives and aims.
- Each lesson incorporates interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons incorporate **challenge sections** and desk-based activities that can be used by teachers allowing for different levels of scaffolding to support children of differing ages and abilities.
- **Reading** and **writing** activities are offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for, if applicable.
- Every unit includes a **grammar concept** which will increase in complexity as pupils move through KS2.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.
- Phonics teaching units are incorporated into our long term plan to ensure that all children receive specific phonics instruction to support their language development.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit they build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression is assessed at regular intervals. Teachers assess each language skill (**speaking, listening, reading and writing**) at the end of each unit of work

Enrichment

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Inclusive Language teaching

Our language curriculum and its implementation is designed to be inclusive for all pupils. Pupils are encouraged to develop self esteem and a sense of belonging through the creation of a learning environment in which mistakes are accepted as part of the learning process. Children's executive function is supported through the chunking of learning into small sections, use of visuals and the opportunity to practise and overlearn. All children learn together and teachers get to know their pupils well, allowing them to adapt learning outcomes to meet the strengths of each learner and to plan to overcome any barriers to learning that may exist for pupils with SEND.

The Language Angels scheme used at Sutton on the Forest includes many elements to support inclusive language teaching. These include a wide variety of activities which can be selected and tailored by

teachers to meet the needs of their class and allow for lessons to be 'chunked' into small, manageable and engaging sections. Rhyme can be very effective to support children in learning languages and this is integral to the Language Angels scheme which includes rhymes and songs for each unit. Visual learning is supported through word mats, flashcards and visually clear and interesting resources. The Language Angels scheme selected provides a multi-sensory approach to language learning.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group. Teachers will be able to record, analyse and access this data easily using the tracking tool in the school data system (Insight). Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

PSHE and RSE

At Sutton-on-the-Forest CE Primary School, we believe that Personal, Social, Health and Economic education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Relationship Education is a key aspect of PSHE and is compulsory for all pupils receiving primary education in England. Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

The content in the PSHE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. The PSHE curriculum aims to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The aims of PSHE at Sutton are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Help children recognise any less positive relationships when they encounter them.

- Create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- Contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Prepare children for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

At Sutton, we use the Jigsaw PSHE scheme to teach PSHE. All classes have a weekly PSHE lesson which follows a whole school wide theme. There are regular assemblies to reinforce the theme and we celebrate children's efforts in PSHE and in demonstrating aspects from the lessons in our celebration assemblies. Children are able to participate in discussions to resolve conflict and each class sets agreed classroom rules of behaviour at the beginning of the academic year.

The school offers the opportunity for children to hear outside visiting speakers e.g. fire prevention officers and Police officers, whom we invite into school to talk about their role in creating a positive and supportive local community. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship, for example, charity fundraising and the Archbishop of York Young Leaders Award.

In addition to this PSHE (including RSE) will be included in many different aspects of school such as assemblies, science lessons, PE, circle time, E-safety lessons, taking part in community activities (such as singing for WI), Anti-bullying Week, and through our Wellbeing Champion programme.

Spiritual, Moral, Social and Cultural Development

SMSC provision in our school is more than curriculum coverage or wider opportunities to develop the 'whole' of our children; it embodies what we do and how we do it. Our school motto of "Small school, big heart, aiming higher together" encapsulates our ethos and school values. Our strong ethos, coupled with our ultimate aim of our children leaving us as 'good people' ensures that the planned opportunities below are utilised to a greater aim than a curriculum opportunity; they are often just the starting point for supporting our pupils to be spiritually, morally, socially and culturally rounded people.

We fully appreciate that some of the strongest SMSC work can come from real life current affairs and local issues – staff do not shy away from these, and neither do our children. Sutton is a confident and open school.

Below is a sample of the approach that we will take at Cambrai to develop our children's skills, knowledge and understanding in order to develop children's character.

Spiritual Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Areas of focus- we will ensure:

- Dedicated RE lessons develop RE skills and importance across school – based on NYCC Local Agreed Syllabus
- Children are encouraged to be confident to share and are proud their family belief systems
- High value of role play in Early Years – to develop imagination, creativity and fascination
- Outdoor learning experiences within the school grounds and Sutton Park. Whole school outdoor education programme, with children appreciating their own locality
- A curriculum which celebrates and promotes creativity and imagination
- Trips and experiences outside of school, fostering genuine spiritual development and a sense of the wider world
- Strong links with the local Church, including visiting school regularly and school visiting them.
- Children value their environment – managing the plants and garden areas through gardening club etc

Moral Development

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Areas of focus- we will ensure:

- A relentless focus on a bullying free school

- A strong PSHE curriculum
- A fair and consistently applied behaviour policy – with a strong start in Reception
- A House Point system tied to Fundamental British Values in action across school – children devised the criteria for this

Social Development

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Areas of focus- we will ensure:

- A friendship Club for those who need it
- Children work harmoniously across school; there are no gender or cultural issues which stop children working together
- Children take the lead across school in various roles and positions; Wellbeing Champions, playground leaders, worship team– children are responsible for their school
- Children are consulted regarding school issues
- Every child represents the school at a variety of sporting events across the year – many festivals and sporting events planned across the sporting calendar: every child is good enough to represent the school
- Charity opportunities across the school calendar: Harvest Food Appeal, Young Minds, Save the Children, local charities
- Links with the Police – improving children's internet safety as well as the development of close ties across the year

Cultural Development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Areas of focus- we will ensure

- Children are confident to share and are proud their belief systems
- Reading and a love of reading is at the heart of our curriculum
- A conscious effort to include a cultural range in teaching materials, e.g music, literature etc
- A well planned out programme of assemblies

Outdoor Learning

Forest School / Outdoor education sessions are an integral part of life at Sutton on the Forest CE Primary School. We are fortunate enough to have large school grounds which include an open field, many mature trees, terraced gardening area for planting and a dedicated forest school area.

Working outside allows children opportunities to gain skills extra to those they learn in the classroom. These may include:

- physical, eg. tree climbing
- social, eg. working and playing together in a relaxed, non-competitive environment
- team building, eg. sharing skills to build a shelter
- appreciation and knowledge of the natural world, eg. observing and listening to a robin which often accompanies us in the forest area.

Some lessons follow the forest school ethos: a child-led, holistic program which supports play, exploration and supported risk taking. Children engage in real-life problem solving, helping to develop resilience and self-belief.

Other sessions may be more teacher-led and linked to the curriculum, eg. Investigating seed dispersal, cooking on an open fire like the Vikings or creating trenches to re-enact times in the trenches. Although these sessions are not pure 'forest school', we aim to maintain the philosophy of developing creative and independent learners.

Our aims:

- To develop curious, creative and independent learners
- To increase self-belief and resilience
- To identify and manage risks
- To develop problem solving strategies, working with others where appropriate
- To use choose appropriate tools and use them safely

Forest Schools and Outdoor Education are taught throughout school on a regular basis.

- Early Years have weekly forest school sessions as well as daily outdoor play.
- KS1 and KS2 have regular a mix of forest schools and outdoor education, as well as regular outdoor activities such as gardening. This is dependent on the area of learning and whether being outside will enhance this. Science has specific opportunities planned in for outdoor learning.

There is no formal recording of Forest School or Outdoor Education unless desired. Teachers often take photos and add to Facebook and/or Seesaw.