Our Curriculum 2026 - 2028

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 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, Health Education (PSHE) 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, Skip2BFit and 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 2026 - 2028

Our vision is to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential and live life in all its fullness.
This vision is rooted in our Christian values of respect, compassion, friendship and perseverance that are at the heart of our school.

YEAR A 2026-2027					
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 Natural world 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 Seaside 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/Seasonal Change **Art** - Painting and Mixed Media **DT** - Textiles **Music** – Beats, rhythm patterns snapshot 2 **PSHE** – Dreams & Goals/Healthy me		**History** - How have explorers changed the world? **Geography** - What is the weather like in the UK? **Science** – Plants Y1, Living things and habitats Y1 **Art** - Sculpture and 3D **DT** - Food and Nutrition **Music** Dynamics, rhythm, tempo snapshot 3 **PSHE** – Relationships/Changing me	

PE – Gymnastics 1/Football/Handball/Fitness **Computing** - E-Safety/Chromebook Skills/Mouse and Keyboard Skills/Internet Research/Digital Art **RE -**Who do Christians say made the world? (Creation) & Why does Christmas matter to Christians? (Incarnation)	**PE** – Dance/Dodgeball/Gymnastics 2/Orienteering **Computing** - Introduce Programming/Design/Recognise Uses of IT **RE:** Who is Jewish and how do they live? (God, Torah, the People) & What do Christians believe God is like? (God)	**PE** – Netball/ Tennis or Badminton/Athletics/Rounders **Computing** - E-Book Creation/Music Creation/Introduce Data Handling **RE** What does it mean to belong to a faith community? (Thematic) & How should we care for the world and for others, and why does it matter? (Thematic)
Year 3/4		
History – The Stone Age: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? **Geography** -Antarctica: Who lives in Antarctica? **Science** - Light & Forces **Art -** Developing Drawing Skills **DT -** Structures **Music** – Pentatonic, beat, rhythm, snapshot 1 **PSHE** - Being in my world/Celebrating difference **PE** – Football/Handball/Gymnastics 1/Swimming **Computing** - Computer Systems: Connecting Computers/Branching Databases **RE** What is it like for someone to follow God? (People of God) & What does it mean to be a Hindu in Britain today? **French -** Phonics (Lesson 1&2), I'm Learning French, Animals	**History** – Childhood: How have children's lives changed? **Geography** – Volcanoes: Why do people live near volcanoes? **Science** – Animals inc Humans (Y4) **Art -** Painting and Mixed Media **DT -** Food and Nutrition **Music** – Rondo, call and response, **PSHE** - Dreams & Goals/Healthy me **PE** – Dance/Fitness/Gymnastics 2/Rounders **Computing** - Creating Media: Stop Frame Animation/Programming A: Sequencing Sounds **RE** How do festivals and worship show what matters to a Muslim? & How do festivals and family life show what matters to Jewish people? **French** - I can, Fruits	**History** – Ancient Egyptians: What did Ancient Egyptians believe? **Geography** - Rivers: What are rivers and how are they used? **Science** – Rocks & Plants **Art** - Craft and Design **DT -**Textiles **Music** – Pitch, Rhythm patterns, Structure **PSHE** - Relationships/Changing me **PE** – Netball/Badminton/Athletics/Orienteering **Computing** - Creating Media: Audio Production/Programming A: Repetition in Shapes **RE** What do Christians learn from the creation story? & How and why do people try to make the world a better place? **French**- Presenting myself, At the cafe.
Year 5/6		

History - What was the impact of WW2 on the people of Britain? **Geography** –Would you like to live in the desert? **Science** – Forces and Investigations Art - Craft and Design **DT** - Food and Nutrition **Music** – Sea Shanties Snapshot 1 (Sing Up) **PSHE** – Being in my world/Celebrating difference **PE** – Fitness/Handball/Football/Gymnastics 1 **Computing** - E-Safety/Data Handling/Computers and their Networks/Image Editing **RE** - What does it mean if Christians believe God is Holy and loving? & What does it mean to be a Muslim in Britain today? French - Phonics (1&2), The Weather, Family	**History** – Unheard histories **Geography** - Where does our energy come from? **Science** – Properties and changes of materials (Y5) **Art** - Sculpture and 3D **DT** - Textiles **Music** – Islamic Song Snapshot 2 (Sing Up) **PSHE** - Dreams & Goals/Healthy me **PE** – Gymnastics 2/Dance/Orienteering/Dodgeball **RE** - Why is the Torah so important to Jewish people? & Creation and science, conflicting or complementary? **Computing** - Programming and App Design French - Pets, The Olympics	**History** – How did the achievements of the ancient Maya impact their society and beyond? **Geography** – Why does population change? **Science** – Living things & their Habitats (Y5) & Animals inc Humans (Y5) **Art** - Painting and Mixed Media **DT** - Digital World **Music** – Lullabies Snapshot 3 (Sing Up) **PSHE** - Relationships/Changing me **PE** – Athletics/Rounders/Netball/Tennis or Badminton **RE** - How can following God bring freedom and justice? & What matters most to Humanists and Christians? **Computing** - Virtual Reality and Music Creation French - At school, The weekend

YEAR B

2027-2028

EYFS

The EYFS themes may be adapted at various points to allow for children's interests to flow through the provision

All About me!	**Where we live!**	**Amazing Animals!**	**Come Outside!**	**Ticket to ride!**	**Fun at the Seaside!**
Starting school My new class New Beginnings My family What am I good at? Being kind / staying safe	Walk around our local area Maps of our country Talk about the natural world around us	Life cycles Farm Animals Animals around the world Hibernation Mini Beasts	Looking after our planet Recycling Plants & Flowers Weather / seasons The great outdoors Planting seeds	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world?	Under the sea Off on holiday Where in the world shall we go? Send me a postcard! Fossils Seasides in the past

	Forest school visits	Night and day animals		Vehicles past and Present	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? **Science** – Animals including Humans (Y2) & Use of Everyday Materials Y2 **Art** - Painting and Mixed Media **DT** - Structures **Music** –Beat, Rhythm, Pitch, Echo **PSHE** - Being in my world/Celebrating difference **PE** - Hockey/Tag Rugby/Gymnastics 1/Fitness **RE** - What is the good news Christians believe Jesus brings? & What is the good news Christians believe Jesus brings? **Computing** - E-Safety/Chromebook Skills/Text and Images/Digital Art/Comic Creation		**History** - How have toys changed? **Geography** -Why is our world wonderful? **Science** – Living things and their habitats **Art** - Sculpture and 3D **DT** - Mechanisms **Music** –Duration (crotchet, quavers, crotchet rest) Unison Round **PSHE** - Dreams & Goals/Healthy me **PE** – Gymnastics 2/Dance/Golf/Orienteering **RE** - Who is a Muslim and how do they live? & Why does Easter matter to Christians? **Computing** - Developing Programming		**History** – How did we learn to fly? **Geography** - What is it like to live by the coast? **Science** – Plants **Art** - Drawing **DT** - Textiles **Music** – 2-part singing, Structure, Timbre **PSHE** - Relationships/Changing me **PE** – Basketball/Volleyball/Athletics/Cricket **RE** - Who is a Muslim and how do they live? & What makes some places special to believers? **Computing** - Introduction to Animation	
Year 3/4					
History – Why did the Romans settle in Britain? **Geography** -Why are our Rainforests important to us? **Science** – – Animals inc Humans (Y3) & Living things and habitats (Y4) **Art** - Sculpture and 3D **DT** - Digital World		**History** –How hard was it to invade and settle in Britain? **Geography** – Are all settlements the same? **Science** – Electricity & Sound **Art** - Drawing **DT** - Electrical Systems		**History** – Vikings. Were the Vikings raiders, traders or settlers? **Geography** - Where does our food come from? **Science** – States of Matter (Y4) **Art** - Craft and Design **DT** - Mechanical Systems	

Music –Pentatonic scale, Gospel music, Off-beat, Rhythm, Call-and response **PSHE** - Being in my world/Celebrating difference **PE** – Hockey/Tag Rugby/Swimming/Dance **Computing** – Computer Systems: The Internet/Intro to Microbits French - Phonics (1&2), Shapes, Musical Instruments **RE –** What kind of world did Jesus want? & For Christians, when Jesus left; what was the impact of Pentecost?	**Music** – Chords, Structure, Ensemble playing and singing **PSHE** - Dreams & Goals/Healthy me **PE** - Gymnastics 1/Golf/Gymnastics 2/Cricket **Computing** – Creating Media:Desktop Publishing/Programming: Events and Actions French – Musical Instruments & Vegetables **RE –** What do Hindus believe God is like? & Why do Christians call the day that Jesus died 'Good Friday'?	**Music** –Pentatonic scale, Different musical traditions and cultures **PSHE** - Relationships/Changing me **PE** – Basketball/Volleyball/Athletics/Orienteering **Computing** – Creating Media:Photo editing/Programming B: Repetition in games French - In class, My Family **RE –** For Christians, when Jesus left; what was the impact of Pentecost? & How and why do people mark the significant events of life?
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 **RE –** Christians and how to live: what would Jesus do? & Why do Christians believe that Jesus was the Messiah? French - Phonics (3&4), Date, My Home	**History** –What was life like in Tudor 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 **RE –** Why do Hindus want to be good? & What difference does the resurrection make to Christians? 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 **RE –** For Christians, what kind of king is Jesus? & How does faith help people when life gets hard? 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 to 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.

Whole-Class Reading in KS2

All children from Year 3 upwards take part in whole-class reading four times per week. Teachers plan their whole-class reading sessions based on their class topics, using a range of short extracts from different books and authors. These lessons teach a range of skills ensuring the National Curriculum reading domains are delivered. 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

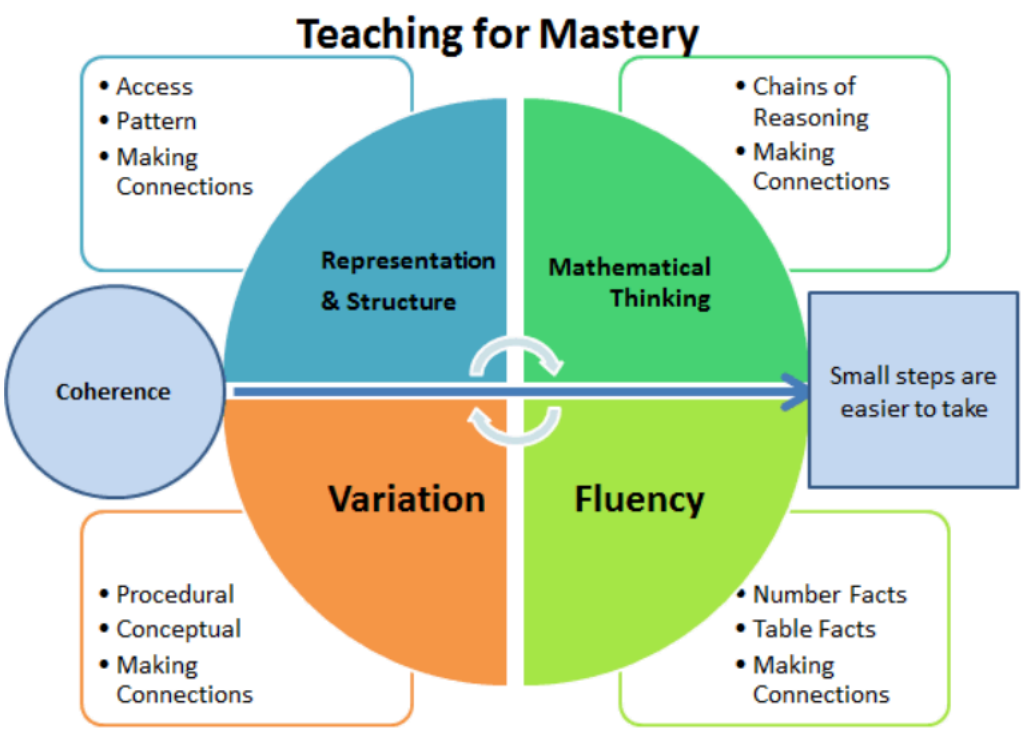
At Sutton on the Forest CE Primary School, we believe that mathematics is an essential life skill and a powerful tool for understanding and making sense of the world. We want all children to develop a positive and confident attitude towards mathematics and to see themselves as capable mathematicians who are willing to explore, question, reason and persevere.

Our mathematics curriculum is ambitious and designed to ensure that all pupils develop secure, connected and increasingly sophisticated mathematical knowledge and understanding. In line with the aims of the National Curriculum, we intend for all pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice, developing conceptual understanding alongside the ability to recall and apply knowledge accurately and efficiently.
- Reason mathematically by exploring patterns and relationships, making conjectures and generalisations, and explaining and justifying their thinking using precise mathematical language.
- Solve problems by applying their mathematical knowledge to a range of routine and non-routine problems, selecting appropriate strategies and persevering when solutions are not immediately apparent.

We recognise mathematics as an interconnected subject. Our curriculum is designed to help pupils make meaningful connections between mathematical ideas, move fluently between different representations and build upon prior learning so that knowledge becomes increasingly secure over time.

Central to our approach are the 5 Big Ideas of mastery in mathematics: coherence, representation and structure, mathematical thinking, fluency and variation. We aim to develop deep and lasting understanding rather than simply procedural knowledge.



Mathematics also provides opportunities for children to develop our school values of Perseverance, Respect, Friendship and Compassion. Children are encouraged to embrace challenge and learn from mistakes, share and explain their thinking, listen to the ideas of others and work collaboratively.

Ultimately, we want every child to leave Sutton on the Forest with a secure foundation in mathematics, confidence in their own ability and the knowledge, skills and attitudes needed to succeed at the next stage of their education and beyond.

Implementation

Mathematics is taught daily through a carefully sequenced curriculum that builds knowledge progressively and provides regular opportunities for pupils to revisit and consolidate previous learning.

Curriculum Planning and Progression

In EYFS, we use Mastering Number to develop a strong foundation in number, alongside White Rose Maths to support wider mathematical learning. Mathematical understanding is developed through adult-led teaching and purposeful opportunities within continuous provision, both indoors and outdoors. Ongoing assessment is used to identify and address gaps in children's early mathematical knowledge.

In Year 1, we use Mastering Number alongside White Rose Maths planning, supporting the continued development of strong number sense, fluency and confidence.

Across Key Stage 1, teaching follows White Rose Maths planning. Across Key Stage 2, teaching follows the updated White Rose Mixed-Age planning, providing a coherent framework for our mixed-age classes.

White Rose planning provides the structure for our curriculum; however, teachers use ongoing assessment and professional judgement to adapt the pace of learning where necessary. Pupils may require longer to develop secure understanding of a concept, while curriculum coverage is monitored to ensure that any missed learning is revisited or completed.

Teaching for Mastery

Our teaching is underpinned by a mastery approach. Wherever possible, pupils work together on the same key mathematical concepts, with support and challenge adapted to ensure that all children can access and make progress in their learning.

Learning is broken down into carefully sequenced small steps, enabling pupils to build new knowledge on secure prior understanding. We use a Concrete, Pictorial and Abstract (CPA) approach, with manipulatives and representations available to support and deepen understanding from EYFS to Year 6.

Pupils who need additional support, including those with SEND or gaps in prior learning, may receive additional teaching, pre-teaching, targeted practice and adapted resources. Where significant gaps in foundational knowledge are identified, teaching may draw upon earlier stages of the mathematics curriculum to help pupils build the essential knowledge needed for future learning.

Pupils who demonstrate secure understanding are challenged through deeper thinking, rich problems, in-depth questioning and appropriate stretch within both teacher input and tasks. White Rose Fluency, Stretch and Challenge resources, alongside other appropriate materials, are used to promote depth and increasing independence.

Fluency, Reasoning and Problem Solving

Mathematics lessons provide regular opportunities for pupils to develop fluency, reasoning and problem-solving skills.

Children develop fluency through purposeful practice and the secure recall and application of key mathematical knowledge and facts. They develop reasoning by explaining their thinking, identifying patterns and relationships, making generalisations and justifying their answers. They develop problem-solving skills by applying their mathematical knowledge to increasingly complex and unfamiliar situations and selecting appropriate strategies.

Mathematical vocabulary is explicitly taught, modelled and revisited. Teachers use precise mathematical language and stem sentences where appropriate to help pupils communicate their thinking with clarity and accuracy.

Retrieval and Fluent Recall

Regular retrieval helps pupils retain, consolidate and connect their mathematical knowledge. Although White Rose Maths is organised into blocks of learning, pupils are given opportunities to revisit previous concepts and apply earlier learning within new contexts.

We use White Rose Flashback 4 and Vocabulary Ninja Fluent Five activities to support the retrieval and consolidation of recent and previously taught learning.

Children are also provided with regular opportunities to develop fluent recall of key number facts through practical activities, games and fluency practice, including the use of Maths Shed and/or One Minute Maths. A particular focus is placed on securing multiplication tables knowledge by the

end of Year 4, supported through regular practice and low-stakes assessment, including Times Tables Rock Stars.

Inclusive Practice and Assessment

We are committed to ensuring that all children can access and succeed in mathematics. Teachers carefully consider pupils' prior learning and use appropriate scaffolding, representations, questioning and adaptations to reduce barriers to learning.

A range of resources may be used to provide additional support, practice and challenge, including White Rose resources, Testbase, Classroom Secrets, Twinkl and Grammarsaurus.

Assessment is an integral part of mathematics teaching. Teachers use questioning, observation, discussion, pupils' work and live feedback to identify understanding and misconceptions and adapt teaching accordingly. Pupils complete appropriate White Rose end-of-block and termly assessments, including arithmetic, reasoning and problem-solving. Assessment materials may be adapted where necessary to reflect pupils' learning and stage of understanding.

Impact

The impact of our mathematics curriculum is seen in pupils who develop secure, connected and increasingly sophisticated mathematical knowledge as they progress through the school.

We want children at Sutton on the Forest to become confident and resilient mathematicians who:

- demonstrate secure understanding of the mathematical knowledge appropriate to their stage of learning;
- develop increasing fluency and recall and apply key facts, concepts and procedures accurately and efficiently;
- move flexibly between concrete, pictorial and abstract representations;
- use precise mathematical vocabulary to explain, reason and justify their thinking;
- recognise patterns, make connections and apply previous learning to new situations;
- approach routine and non-routine problems with confidence, selecting appropriate strategies and persevering when faced with challenge;
- demonstrate increasing independence and confidence in their mathematical learning;
- recognise mistakes as an important part of learning and respond positively to challenge and feedback.

Pupils progress through the curriculum based on the security of their understanding and readiness to move forward. Those who demonstrate secure understanding are challenged through deeper thinking and rich problems, while pupils who require further support or additional time are given opportunities to consolidate essential knowledge and address misconceptions.

The impact of our curriculum is monitored through formative and summative assessment, low-stakes assessment of key facts and multiplication tables, scrutiny of pupils' work, pupil voice, lesson visits and subject monitoring. This evidence is used to identify strengths and areas for development and to inform future teaching, intervention and professional development.

Ultimately, children leave Sutton on the Forest with the mathematical knowledge, fluency, reasoning and problem-solving skills needed to succeed at the next stage of their education. They leave with confidence in their ability as mathematicians and an understanding of the value, relevance and enjoyment of mathematics.

Mathematics Long-Term Plan

EYFS–Year 6 | Sutton on the Forest CE Primary School

Planning note: This overview combines the school's agreed Key Stage 2 mixed-age sequence, White Rose yearly overviews for Years 1 and 2, and an EYFS approach in which Mastering Number provides the core number progression while White Rose Maths is used to ensure coverage of space, shape and measure. Suggested timings are flexible and should be adapted to meet pupils' needs and school term dates.

EYFS / Reception

In Reception, Mastering Number provides the core long-term progression for number. It is taught regularly across the year through short, focused sessions, with opportunities to embed learning in routines and continuous provision. The programme develops children's number sense, including subitising, counting and cardinality, comparison and the composition of numbers. White Rose Maths planning is used alongside this to ensure coverage of space, shape and measure.

Whole-School Planning Principles

- Mastering Number provides the core number progression in EYFS and is embedded through focused sessions, routines and continuous provision.
- In EYFS, White Rose Maths planning is used alongside Mastering Number to ensure coverage of space, shape and measure.
- White Rose provides the core structure and sequence for mathematics teaching in Years 1 and 2.
- In Years 3/4 and 5/6, the mixed-age plans provide the agreed long-term sequence for teaching.

EYFS

Term	Mastering Number – core number focus	White Rose – space, shape and measure
Autumn	Establishing strong number sense through subitising, counting and cardinality, comparison and early composition of numbers.	Shape and spatial reasoning, including exploring and building with shapes, positional language and early pattern. White Rose planning also supports early measure experiences.
Spring	Developing fluency and flexibility with numbers, including comparison, composition and decomposition, and increasingly secure understanding of the relationships between numbers.	Mass and capacity; length, height and time; continued spatial reasoning and exploration of shape.

Summer	Consolidating number sense and applying understanding of subitising, counting, comparison and composition. Extending understanding beyond 10 where appropriate.	Exploring and manipulating 2-D and 3-D shapes, composing and decomposing shapes, sharing and grouping, visualising and mapping, and making connections between mathematical ideas.

EYFS planning remains responsive to children's development. Ongoing assessment is used to identify gaps and provide additional opportunities for children to develop secure understanding before moving on.

Year 1

Term	Suggested timing	Block of learning
Autumn	Weeks 1–5	Place value (within 10)
	Weeks 6–10	Addition and subtraction (within 10)
	Week 11	Shape
	Week 12	Consolidation
Spring	Weeks 1–3	Place value (within 20)
	Weeks 4–6	Addition and subtraction (within 20)
	Weeks 7–8	Place value (within 50)
	Weeks 9–10	Length and height
	Weeks 11–12	Mass and volume
Summer	Weeks 1–3	Multiplication and division
	Weeks 4–5	Fractions
	Week 6	Position and direction
	Weeks 7–8	Place value (within 100)
	Week 9	Money
	Weeks 10–11	Time
	Week 12	Consolidation

Year 2

Term	Suggested timing	Block of learning
Autumn	Weeks 1–4	Place value
	Weeks 5–9	Addition and subtraction
	Weeks 10–12	Shape
Spring	Weeks 1–2	Money
	Weeks 3–7	Multiplication and division
	Weeks 8–9	Length and height
	Weeks 10–12	Mass, capacity and temperature
Summer	Weeks 1–3	Fractions
	Weeks 4–6	Time
	Weeks 7–8	Statistics

	Weeks 9–10	Position and direction
	Weeks 11–12	Consolidation

Years 3/4

Taught by Mrs Pye 1 day a week rather than blocked together in weeks

Term	Suggested timing	Block of learning
Autumn	Weeks 1–4	Place value
	Weeks 5–8	Addition and subtraction
	Weeks 9–11	Multiplication and division A
	Week 12	Area
Spring	Weeks 1–3	Multiplication and division B
	Weeks 4–5	Length and perimeter
	Weeks 6–8	Fractions A
	Weeks 9–10	Mass and capacity
	Weeks 11–12	Fractions B
Summer	Weeks 1–2	Time
	Weeks 3–5	Decimals
	Weeks 6–7	Money
	Weeks 8–9	Shape
	Week 10	Position and direction
	Weeks 11–12	Statistics

Years 5/6

Term	Suggested timing	Block of learning
Autumn	Weeks 1–3	Place value
	Week 4	Addition and subtraction
	Weeks 5–6	Multiplication and division A
	Weeks 7–10	Fractions A
	Weeks 11–12	Multiplication and division B
Spring	Week 1	Multiplication and division C
	Weeks 2–4	Fractions B
	Weeks 5–6	Decimals A
	Weeks 7–8	Area, perimeter and volume
	Weeks 9–10	Decimals B
	Weeks 11–12	Fractions, decimals and percentages
Summer	Week 1	Ratio
	Weeks 2–3	Algebra
	Weeks 4–6	Shape
	Weeks 7–8	Position and direction
	Weeks 9–10	Statistics
	Weeks 11–12	Converting units

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.

Impact

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.

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).

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.

Children at Sutton School will:

- 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.

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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.

Alongside digital skills, pupils are taught how to stay safe online through Project Evolve online safety units. These lessons link directly to PSHE units where learning about online bullying, online relationships and misinformation can be reviewed and built upon further.

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 Teach Computing scheme which provides resources and planning across the school. 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 develop their digital literacy through cross-curricula opportunities. For example, pupils are provided with the opportunity to develop their typing skills, use of efficient commands and search skills in English, Mathematics and during topics lessons, to conduct research, create graphs and present writing.

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 reception 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

Learning is recorded on Google Drive, Seesaw and in a Computing scrapbook for monitoring and assessment purposes. 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. We measure the impact by assessing

the following:

- **Communication**: Pupils can use various apps and software to present ideas and information.
- **Evaluate**: Pupils can detect and correct errors in programmes, software and searches.
- **Online Safety**: Pupils can recognise potential online dangers, the consequences of this and how to report concerns about content.

It is our aim that the children leave Sutton on the Forest as rounded digital citizens with an understanding of safe online conduct and how to utilise the digital world 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 in Key Stages 1 and 2 are formally recorded via our school 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 our display books and boards 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.

We are rigorous in ensuring that the Kapow Primary Art and design scheme of work is meeting the needs of all children in our school and the expectations of the National Curriculum. This means that that our 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 via the assessment 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, 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. Both of these allow us to monitor and track the subject to ensure there is full coverage of the National Curriculum. 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 in Key Stages 1 and 2 are formally recorded via our 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.

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.

Following the Kapow Primary Design and technology scheme of work ensures 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 via the 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.

Religious Education

Intent

Our RE curriculum is underpinned by our locally Agreed R.E. Syllabus and we use the NATRE REToday resource to support delivery. Through R.E. our pupils will develop religious literacy and knowledge of significant religions including Christianity, Islam, Judaism and Hinduism. Pupils will develop their abilities to articulate the beliefs and practices of the major religions and diversity within a religious community. They will be taught to question thoughtfully, and to compare compassionately, in order to celebrate the diversity of thinking across the globe. They will be taught to respect the rights of others to hold diverse opinions and participate in culturally different practices. Pupils will be able to defend ideas and/or practices with which they do not necessarily agree. They will develop their ability to make morally based decisions, and to behave with respect and compassion to fellow citizens.

Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing, 'living' and 'thinking' to scaffold learning". These are underpinned by the locally Agreed Syllabus**.** R.E. is taught in weekly discrete lessons. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, usually at the discretion of the class teacher. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about religions and worldviews.

The following set out the content of the religious education curriculum at our school. Our religious education curriculum follows the North Yorkshire Agreed Syllabus.

The aim of RE in our school

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and worldviews

A.2 Aims and purposes of Religious Education in the Church school

This principal aim incorporates the following aims of Religious Education in Church schools.
To enable pupils:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- to engage with challenging questions of meaning and purpose raised by human existence and experience.
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

- to explore their own religious, spiritual and philosophical ways living, believing and thinking.

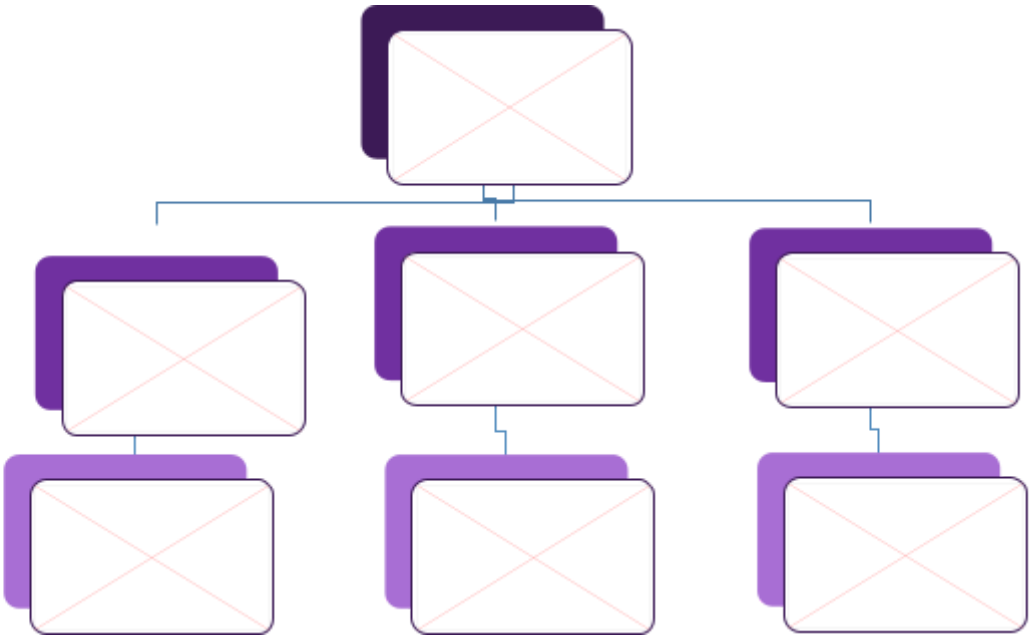
Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Skills in RE

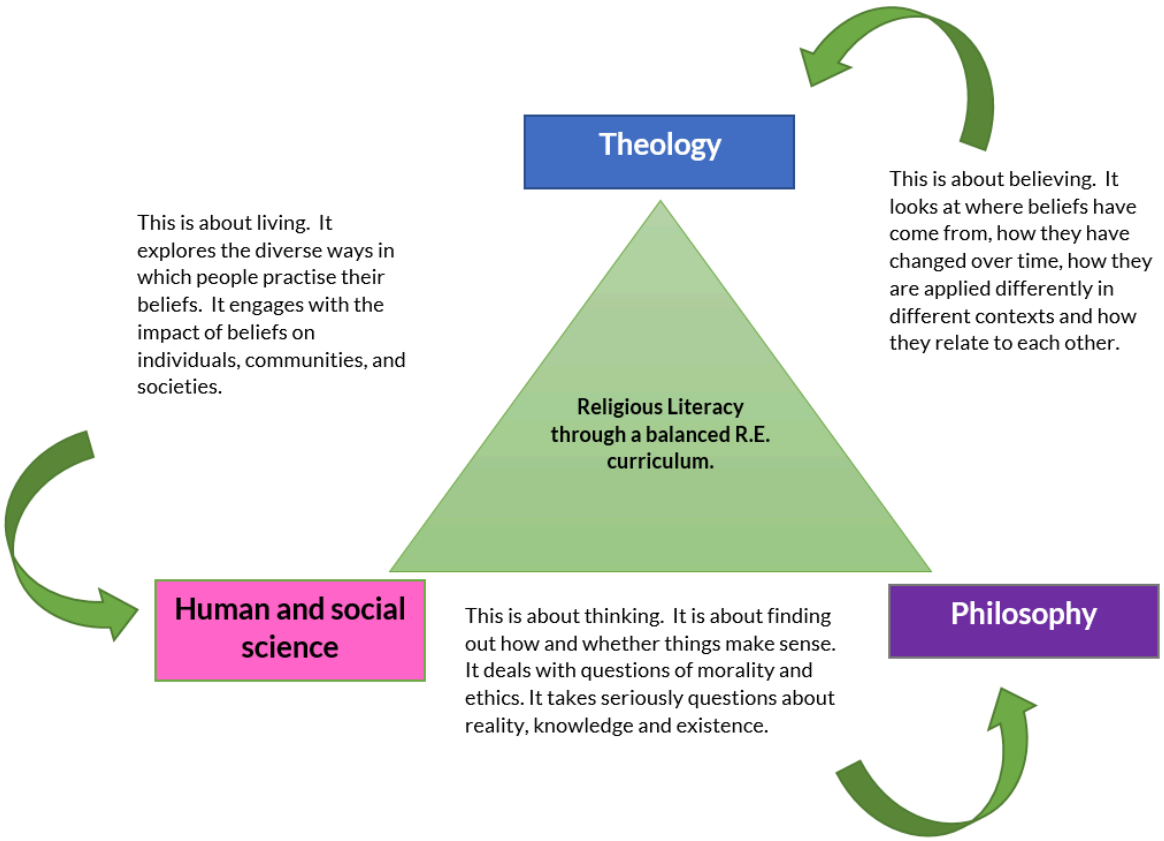
Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

- Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
- Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
- Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
- Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.



Disciplinary RE

These are the “lenses” we look through that help pupils develop specialised knowledge and specialised skills associate with R.E.



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, and independent lives, enabling them to become informed, active, and responsible citizens.

The purpose of our 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, valuing themselves, and respecting others.

- **Develop a healthy, balanced lifestyle** physically, mentally, and emotionally.
- **Contribute to their community and the wider world**, becoming morally and socially responsible.
- **Develop positive relationships** and respect the differences between people.

Relationships and Sex Education (RSE)

Relationships Education is a key aspect of PSHE and is compulsory for all pupils receiving primary education in England. It involves learning about the emotional, social, and physical aspects of growing up. Our curriculum is inclusive of all types of families, helping children understand loving and caring relationships in all their forms. It equips children with the information, skills, and positive values needed to form safe relationships, understand their bodies, and empower them to make informed choices. This learning supports children to develop resilience and know how and when to ask for help.

Sex Education (SE) provides a safe, age-appropriate environment for children to learn the factual aspects of human reproduction and ask questions. Sex Education at Sutton-on-the-Forest forms part of a broader, progressive scheme of work presented in conjunction with Relationships Education (referred to collectively as RSE).

Aims of PSHE and RSE at Sutton

The content in our PSHE curriculum supports the wider work of the school in fostering pupil wellbeing, resilience, and core values fundamental to being happy, successful, and productive members of society.

Our aims are to:

- Promote the spiritual, moral, social, 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, acknowledging and appreciating difference and diversity.
- Teach pupils how to make safe, informed choices and manage risk.
- Prepare pupils to be positive, active members of a democratic society.
- Teach pupils what constitutes a safe, healthy lifestyle (both offline and online).
- Provide a safe, structured framework for sensitive discussions.
- Develop self-respect, confidence, empathy, and correct anatomical vocabulary to describe themselves and their bodies.
- Help pupils identify features of happy, secure relationships and recognise less positive relationships.
- Promote positive emotional and mental wellbeing, including how friendships support mental health.
- Contribute to safeguarding and child protection by teaching children how to stay safe and report abuse.

- Prepare children for the physiological and emotional changes of puberty before they occur, understanding them as natural and normal.

Delivery Through the Jigsaw PSHE Scheme

To deliver a spiral, progressive, and fully compliant curriculum, Sutton-on-the-Forest uses the **Jigsaw PSHE scheme** (ages 3–11). Jigsaw brings together PSHE Education, emotional literacy, social skills, spiritual development, and mindfulness in a comprehensive scheme of learning.

The 6 Jigsaw 'Puzzle Pieces' (Units)

PSHE is taught weekly across all classes. The curriculum is structured around six progressive themes (Puzzle Pieces), taught whole-school each academic year:

Term	Jigsaw Puzzle Piece	Core Focus
Autumn 1	**Being Me in My World**	Self-identity, worth, rights and responsibilities, rules, and feeling valued within the school and wider community.
Autumn 2	**Celebrating Difference**	Diversity, bullying/anti-bullying, inclusion, empathy, and appreciating uniqueness in individuals and families.
Spring 1	**Dreams and Goals**	Aspirations, goal setting, resilience, overcoming obstacles, teamwork, and future opportunities.
Spring 2	**Healthy Me**	Physical health, healthy choices, mental wellbeing, safety, emergency aid, and substance/risk awareness.
Summer 1	**Relationships**	Family structures, healthy friendships, conflict resolution, online safety, respect, and emotional regulation.

Summer 2	**Changing Me**	Coping with change, body awareness, puberty, human reproduction (age-appropriate RSE), and transition.

Mindful Approach & Learning Charter

Every Jigsaw lesson follows a structured format that incorporates **Mindful Moments** (using breathing techniques and the Jigsaw Chime) to help children quieten their minds, build self-regulation, and improve focus for learning.

At the start of each academic year, every class creates a **Jigsaw Charter** (class agreement) using the Jigsaw Friend mascot, establishing a safe, respectful environment where conflict can be resolved constructively and sensitive topics discussed openly.

Whole-School Ethos and Enriched Learning

PSHE at Sutton-on-the-Forest extends far beyond the discrete weekly lesson. Whole-school assemblies reinforce the half-termly Jigsaw theme, and children's positive actions and character strengths are recognized during celebration assemblies.

Our PSHE curriculum is further enriched through:

- **Visiting Speakers:** Fire Prevention Officers, Police Officers, and community workers invited into school to demonstrate active citizenship and safety.
- **Active Citizenship & Leadership:** Opportunities including charity fundraising, the **Archbishop of York Young Leaders Award**, and our **Wellbeing Champion** programme.
- **Cross-Curricular Connections:** Links reinforced through Science, PE, RE, Online Safety/E-safety lessons, and Circle Time.
- **Community Engagement:** Participation in local events (such as singing for the Women's Institute), national initiatives like Anti-Bullying Week, and outdoor community events.

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 PSCHE 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

<u>Social Development</u>

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.