

# Glade Primary School

“Growing, Learning, Achieving with Dedication and  
Enthusiasm”



Subject Intent Statements

Developing Skills for Life.

**Written: February 2019**

**Review: Sept 2021**

**Next review: Sept 2022**

## **Art**

We believe Art & Design are vital parts of a broad and balanced curriculum. All staff are encouraged to utilise Art & Design in rich and positive ways.

Art and Design gives children the opportunity to present their sense of vision through observation, experimentation and illustration. Through our progressive scheme of work and themed annual 'arts week', they are taught the skills and techniques in mark making, drawing, painting, print making, sculpture and textiles. Our pupils are given the opportunity to use their imagination with a wide range of media such as pencil, paint, ink, fabric, clay, paper, wood and recycled materials.

Manipulative skills are developed as well as an awareness of colour, texture, design and dimension. Children study the work and techniques of a range of diverse artists and research art forms from other cultures. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our Art & Design work at Glade Primary and present our efforts in our annual exhibition in the summer term.

## **Computing**

Our computing curriculum is designed to equip children with skills and understanding to live in a technological world. We have a discreet timetable for the development of ICT skills and promote the use of creating transferable skills across subjects. Sessions are taught by a specialist teacher in KS2 and all teachers use 'Switched On' (scheme of work) to support the teaching, planning and assessment across all year groups. The children develop their skills, with the use of laptops and other hardware such as cameras and iPads. ICT starts as early as Nursery and Reception with mouse control, keyboard skills, saving and printing work.

They also become familiar with some software programmes use in school and also create a home school link. Both KS1 and KS2 use the internet to carry out research, however KS2 progress to more complex skills such as data analysis, programming and coding. This includes being able to use a variety of computer software and coding programmes with an ongoing emphasis on the importance of Online Safety for all year groups.

The impact of our ICT curriculum will enable our children to leave school as young computer literates and be creative thinkers, particularly in terms of applying ICT to present their work in a range of ways. As well as use the knowledge to select programmes for different purpose, children will become confident with using computational vocabularies and be able to use this in their everyday lives. Through the teaching of internet safety, children will become aware of the risks and consequences involved, and be able to seek support from the appropriate places.

## **Design Technology**

Glade Primary school we intend to build a Design and Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children learn and understand more.

At Glade we intend to design a Design Technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design and Technology of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

In Design Technology children are taught to use tools correctly and safely to combine their designing and making skills alongside their knowledge and understanding in order to construct products that satisfy needs and challenges.

## **Geography**

It is our intent for the Geography element of our school curriculum, to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We use the Learning Challenge Curriculum to ensure that children develop a range of deep transferable skills. Our teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. At Glade, we enable children to develop into global citizens, who understand their role in the world and feel represented within the curriculum. They explore how their actions have an impact on the world (Conservation Project: Clean Air Project).

Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our geography lessons will help children to develop a sense of identity and promotes responsible citizenship.

## **History**

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children at Glade Primary in allowing them access to a much wider world.

Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond.

History lessons are underpinned by our History pillars in order to not only provide children with knowledge but also develop historical skills, allowing them to know more and do more, and encourage children to work as historians. History units are planned to

ensure that lessons are built upon the key ideas in the History pillars and units always work towards children developing this knowledge and skills.

- Develop the pupils as historical enquirers
- To develop an understanding of chronologically and concept of time
- Develop the use of sources
- To develop understanding of local, national and international history
- To offer comparisons across historical periods and make links.

We intend for our children to have real life experiences and learn about History in an active and creative way and therefore visitors and trips form a fundamental part of our curriculum. Links to Geography and other subject areas are also explored. The planning of learning always begins with the skills and knowledge that needs to be taught in order to build upon prior learning and enrichment opportunities and opportunities to apply learning are carefully designed through the planning process.

### **History Key Concepts**

Alongside our History pillars which underpin good practice in History, children explore key concepts as they move through the school. Our curriculum is laid out in such a way that the children will initially learn about their immediate history, that being their family and location. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global history. As a child moves through our school, their historical knowledge and understanding will deepen as it would have been built on the foundations laid in the previous years. The concepts that children explore are revisited in different units allowing children to apply new knowledge to the concept in order to prepare them for future learning and life.

### **Modern Languages**

Our vision is for all pupils to become lifelong language learners.

The focus language at Glade is French, although, the choice of language is secondary to the nurturing of confidence, enthusiasm and a love of languages. Through cross-curricular and positive language learning experiences, we aim to facilitate the development of effective and transferable language learning skills that will provide a gateway to the wider world.

Our aim is to be able to remove any barriers to learning. To achieve this, consultations (*customer satisfaction surveys*) with our pupils are invaluable in ensuring all our learners are immersed in stimulating teaching and learning activities which capture their imagination and interest, whatever their social background or ability.

Through feedback from secondary schools and the attainment of our pupils when they leave primary school we are confident our learners become responsible and effective contributors to a changing world with an understanding and appreciation of cu At Glade Primary our aim is to instil a love, knowledge and skill of music and musicianship that children can carry with them all of their lives. Music education brings together intellect and feeling and enables personal expression, reflection and emotional development.

### **Mathematics**

Our intent is to design a mathematical curriculum which is accessible to all, and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and

competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. In order to actively promote resilience, we encourage children to learn from mistakes.

The aims of our Mathematics curriculum are that all learners:

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

As a Money Sense accredited school, we also aim to ensure that our learners have a good understanding of everyday spending, saving and budgeting skills, as well as financial security and safety.

The impact of our Mathematics curriculum is that by the end of each learning journey, the vast majority of pupils have sustained mastery of the content, that is, they show a good recall and fluency. EYFS and end of Key Stage data is available to view on the results page of our website.

## **Music**

Our Music curriculum is designed to progressively develop children skills in all areas of music. They will use their voices expressively in songs from around the world and in a variety of musical styles. Pupils will also be taught to play a variety of instruments and are encouraged to play together in ensemble groups.

Music lessons are cross curricular and support deep transferable skills as well as learning and understanding in a range of many other subjects including literacy and numeracy.

We encourage children to focus on the work of great musicians across a variety of genres and periods of history for inspiration and exploration, and to build up a repertoire of techniques and approaches that they can apply in their own compositions.

We also have a varied programme of extra-curricular activities to develop children's love and skills and musicianship. These are apparent in consistent attendance at clubs and pupil voice.

## **Oracy (Speaking and Listening)**

Intent- We believe in Oracy as curriculum rather than pedagogy. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask and answer questions. We encourage children to consider audience and purpose when speaking

and so provide a range of speaking experiences and opportunities. Spoken language is at the core of all aspects of our curriculum. Implementation- Speaking opportunities are built into planning for all subjects. Children regularly work in pairs and mixed ability groups to discuss aspects of their work and report on their learning and the opinions of others. Staff model and teach pupils to speak clearly, to convey ideas fluently and to ask questions. Vocabulary is developed systematically and is reinforced using cross-curricular themes.

Impact- Pupils have a strong general and subject specific vocabularies and are confident speakers. They are able to express themselves and ask relevant questions to demonstrate and advance their learning across the curriculum.

### **Outdoor Learning**

The positive memories and lasting benefits of outdoor learning opportunities impact academic achievement, new skills, personal and social development, care for the environment, wellbeing and mental health.

At Glade we teach outdoor learning so that children have hands on experiences through which they develop their understanding and application of our school values and successful learning skills. All outdoor learning is planned around the curriculum currently being studied, which gives depth, enrichment and an outdoor perspective for our children. We want children to have the opportunity to be able to explore and learn outside throughout the year, experiencing the seasons and changing nature around them.

We recognise that many of our children do not get the equal opportunities outside school to experience the outdoors and nature. This is why outdoor learning is being promoted as part of our curriculum.

We teach the National Curriculum, supported by a clear skills and knowledge progression. Outdoor learning is planned to enrich and enhance the children's in-school learning experiences.

Children also have opportunities to learn specific outdoor skills which link closely to successful learning/learning to learn. For example, exploring local and school environments and the local flora and fauna; this teaches them respect for the environment, themselves and others; working within safe boundaries which they learn to recognise and manage themselves; self-regulation - all this works supports and promotes the rights of a child.

Outdoor learning takes place on our school grounds as well as local woods and surrounding area.

### **Impact:**

By the time children leave our school they will: Have enjoyed hands on experiences learning outdoors which will add to their understanding and learning of a wide variety of curriculum areas

Have developed imagination and creativity through exploration of the outdoors

Have developed resilience through challenging activities and working in all weathers

Have developed co-operation skills through teamwork.

Have an understanding of nature, the world around us, growing plants and vegetables

Have contributed to the development of our school grounds and looking after the world around us

### **Physical Education**

Our high-quality physical education curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. It teaches core skills and builds on these, allowing children to apply their knowledge in competitive sport both in and out of

school and evaluate their performance. We provide many opportunities over the course of an extended school day for pupils to be physical in a way which supports their health and fitness and helps to embed values such as fairness and respect.

An active lifestyle is also promoted through our travel plan, as evidenced through our acquirement of a TfL STARS silver award.

We use lessons from the Rising Stars Champions scheme of work as well as the use of specialised coaches across all year groups. These, as well as regular attendance on PE courses and staff INSETs, support the professional development and skills of teachers. The impact of PE is seen through pupil interviews, teacher/coach evaluations, data regarding active travel to and from school, attendance at clubs and from performance in competitions.

## **PSHE**

### **PSHE (Personal, Social, Health & Economic) + RSE**

PSHE or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and personal well-being (UNCRC Article 24). As part of a whole school approach, PSHE (including RSE) develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We promote a deeper understanding of the UN convention and ensure that children and adults in school uphold and appreciate the rights of all children. Our curriculum prepares children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they develop in all subjects to practical, real-life situations, helping them to feel safe and secure enough to fulfil their academic potential.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. Children are supported to understand financial issues through Moneysense workshops. All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of peers. Pupils learn about similarities and differences between people and cultures through participating in a variety of cultural events over the year. We promote an understanding of healthy living, enabling children to develop good eating habits, an awareness of harmful substances and know the importance of exercise. National guidance is followed in the teaching and learning of Relationships and Sex Education (see separate RSE policy).

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>

## **Reading**

Intent- We aim to develop a love of books and reading from the beginning of child's learning journey with us and value the role of parents as partners in this vital task. Our pupils are encouraged to read for pleasure and read widely. We hear our children read regularly both individually and in groups. We also value reading for its impact on vocabulary development and comprehension skills.

Implementation- Children are heard reading both individually and in groups regularly. Guide Group Reading sessions are carefully planned and questioning is used to assess and extend children's learning. Guided Group Reading sessions expose children to a wide range of texts including fiction, non-fiction, classic and contemporary literature. Guided reading sessions also develop comprehension skills. Parents are given clear expectations about reading, have access to our library (which has a large stock of dual language texts) and are able to attend parent training and skill sharing sessions.

Impact- Pupil voice shows children enjoy reading for pleasure and use school library facilities regularly. Children understand and can answer questions on the texts that they read. Pupil progress can be seen through termly and year end data.

### **R.E – Religious Education**

At Glade Primary School, pupils and staff are linked to many parts of the world and come from a wide range of faith groups. We wish to celebrate this diversity and offer a welcoming and inclusive environment, for all of our pupils and families. We believe that Religious Education (R.E.) provides an opportunity to celebrate and foster awareness of these differences at the school and in the wider world.

At Glade Primary School, we use the local authority agreed syllabus as the basis for planning religious education and we make links, wherever possible, to the context of our themes. We celebrate the major religious festivals, including: Christmas, Eid, Hanukkah, Diwali and Guru Nanak's Birthday. As part of our school and community values we emphasise tolerance, respect and understanding as a significant aspect of the teaching of major world faiths and beliefs, including those without a faith, in Modern Britain and the world.

Each Year group focuses on a big question with regards to religion and over the years they will have learnt about all of the major religions which will involve an Educational Visit to a Place of Worship.

Religious education lessons are also supported by our assembly themes to celebrate religious festivals and celebrations.

### **Science**

As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires. At Glade Primary School we aim to recognise the importance of Science in every aspect of daily life

Our curriculum is aimed at increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science that allow children to explore the world around them. We endeavour to teach children those transferable skills that enable them to reach other areas of the curriculum by providing opportunities for critical evaluation of evidence and at the same time try to use scientific learning to help support basic skills such as data handling and explanation. Science allows the natural curiosity of the child to develop and we aim to promote this discovery whilst allowing children to use and respect the world around them: both the physical environment and the living organisms. We encourage outdoor learning where possible by using the woodland areas at Glade and other outdoor spaces in the local area.

At Glade Primary School our science teaching offers opportunities for children to develop scientific knowledge and conceptual understanding through the specific topics covered. Through the use of varied teaching methods we hope that our children will be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. Lessons include the use of a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts. We expect the children to develop a

respect for the materials and equipment they handle with regard to their own, and other children's safety.

All our year groups use the National Curriculum to provide a structure and skill development for the science curriculum being taught across the school.

We strive to ensure that the impact of the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences. This confidence is displayed through our annual science week and science fair. Assessment of these skills are also evidenced using both individual class books and class learning journals.

### **Writing and Grammar**

**Intent:** The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught to acquire a wide range of sophisticated vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. We develop writing skills so that our pupils have the stamina and ability to write at or above the age expected standard.

**Implementation:** To support children in developing as independent writers, we provide a wide range of activities, including drama and role play, use of film and imagery, modelled, shared and guided writing, peer/self-editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and develop and use sophisticated vocabulary. The understanding of grammar and knowledge of linguistic conventions for writing is developed, which then provides opportunities for writing for purpose and audience, along with encouraging pupils to see themselves as authors. In addition, pupils are taught how to plan, revise and evaluate their writing. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Pupils also learn the correct grammatical terms in English and that these terms are integrated within teaching. Handwriting sessions are taught explicitly and also incorporated into English lessons. A range of extra activities are used to promote literacy within the school including World Book Day, National Poetry Day and author visits.

**Impact:** Children develop a pupil voice and are able to articulate their ideas clearly. They have a real love for writing and enjoy writing for different purposes and a range of audiences. Through end of year data and evidence of work in books, a high quality range of purposeful writing will be shown.