



# Sheepscombe Primary School



## Thematic Curriculum Policy

Covering the teaching of:

Science, History, Geography, Music,  
Computing, Art and Design, Design  
Technology, P.E & French

This policy was adopted at a meeting of:	FGB
Held on:	
Date to be reviewed	January 2021
Signed on behalf of the Governors:	
Name of signatory:	
Signed by Head teacher	
Name of Head Teacher	Vicky Barron



**Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.**

**This policy applies to all staff and volunteers within the school.**

**Designated Safeguarding Lead (DSL) - Vicky Barron (Head teacher)**

**Deputy DSL - Tracey Lane**

**Safeguarding Governor - Lynsey Willis**

**Gloucestershire Safeguarding Children Board (GSCB) procedures**

**[www.gscb.org.uk](http://www.gscb.org.uk)**

This policy should be read in conjunction with:

Safeguarding and child protection policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/10/Safeguarding-Policy-2018.pdf>

Equal Opportunities policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/Equal-Opportunities-Policy.pdf>

Accessibility policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/ACCESSIBILITY-PLAN-2017.pdf>

Behaviour policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/Behaviour-policy-Sept.pdf>

Marking and Feedback policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2019/01/Marking-and-Feedback-Policy-1.pdf>

Teaching and Learning policy [http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy\\_Teaching-and-Learning-policy.pdf](http://www.sheepscombeschool.co.uk/wp-content/uploads/2014/08/Policy_Teaching-and-Learning-policy.pdf)

Early Years Foundation Stage Policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/Early-Years-Foundation-Stage-Policy.pdf>



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## 1. Introduction

In developing an effective whole school thematic, creative curriculum, we place emphasis on active learning from the outset by including children in discussion about the theme titles for the terms ahead. We then match their ideas for learning against the requirements of the National Curriculum and assess achievement against our key performance indicators for each year group.

Our subject areas are interlinked. Over the course of the year there will be a range of 'drivers' for example science, geography history, art, DT etc with other subjects studied alongside. This enables us to ensure we have the required coverage but also allows us to be flexible so that we can cater for mixed age classes. Over the course of the key stage all children will cover all the required areas. The aim is to select areas of interest that enable depth of learning as well as the required breadth.

We find mixed age classes to be a positive experience for our children. Our preference where at all possible is to facilitate whole school themes - these usually have a broad title allowing some freedom for class teachers to match the needs of their children but also allows us to work as a whole school, creating engaging and memorable experiences for children as one cohesive, family oriented team.

Teaching staff are actively encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. We plan collaboratively for this and carry out many activities as a 'whole school family'. Our local community and our school families are important to us and we utilise local expertise wherever possible.

Children's achievements are celebrated regularly in the school through displays and photographs in classrooms and our entrance, within our 'big books' and shared areas. Classrooms have a thematic wall which reflect the topic either as working walls or as display walls.

We also run a wide range of after school clubs that alternate over the course of the year. We offer two clubs per day, these include (but are not limited to) STEM science club, coding club,



art, knitting, sewing, drama, construction, choir, chess, yoga, electronics, netball, tag rugby, multisports, football, cricket and a book club.

## 2. Teaching a Thematic Curriculum to Children with Special Educational Needs:

The Thematic curriculum is taught throughout the school to all children, whatever their ability. We provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and by responding to each child's needs. SEND children are taken into account when choosing visitors and experiences and theme titles. Their ideas for learning are taken into account as part of whole class discussion, during small group work or 1-1. Sheepscombe is an inclusive school and will make provision for children with SEND to access the curriculum experiences, working with outside providers where necessary.

## 3. Early Years Foundation Stage

We facilitate development across the seven areas of learning in the Foundation Stage as set out in the Early Learning Goals and the EYFS Statutory Framework. This is also taught in a cross curricular way with all areas of learning being equally important. We actively follow children's interests and capture snapshots of learning in our Developing Lines of Enquiry Books as well as individual Learning Journeys whilst also offering a range of activities linked to our whole school theme. Activities, planned provision and resources for free flow child initiated learning are pitched appropriately with support and challenge offered. We use the Development Matters materials - found here: <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf> to support us and we are also advocates of Continuous Provision into Key Stage 1 in our mixed age class. There is more information in our Early Years Policy, found here: <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/Early-Years-Foundation-Stage-Policy.pdf>

## 4. Health and safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy during practical activities. Pupils will be required to wear protective clothing



when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately through specifically taught sessions on correct handling and usage. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities and any perceived hazards will be reported to the Head who will determine the appropriateness of said activity.

#### 5. Assessment of our Thematic Curriculum:

The National Curriculum for primary schools forms the basis for assessment together our tracking system of Key performance indicators linked to the National Curriculum. This provides the basis for making judgements about pupils' performance at the end of each year. It also serves to keep track of the children's progress in each year group, even where classes are mixed ages. Assessment is carried out against the knowledge and skills required for each subject specific area and the age related expectations for each year group. Progress against the key performance indicators for each year group and individual pupil assessments are recorded on our school tracker, Insight. This information is used to support planning for further learning and also to inform parents of the progress made against age related expectations at the end of each academic year. Mini reports are also supplied at the end of term 2 to parents and may reflect on children's learning across the curriculum. Full reports are sent home at the end of the year and there are two parents' evenings during the year. Parents are given the opportunity to discuss these reports as part of parent consultation meetings.

#### 6. Monitoring of the Thematic Curriculum

The Head teacher has the responsibility for the leadership of the curriculum and delegate's specific responsibility to key staff where appropriate. Class teachers ensure that the curriculum is taught and that the aims are achieved for their class and the key performance indicators are assessed.

Teachers in our school plan collaboratively to ensure progression cross the year groups and classes. They also ensure that the progress of each pupil is tracked and that there is



appropriate challenge support and intervention. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Teachers make amendments to planning in order to optimise learning opportunities when they arise.

The Head teacher and Governors monitor the success of the Thematic Curriculum through regular work scrutiny, pupil conferences, subject leader meetings, class drop-ins and visits. Subject specific development plans will be put in place on a rolling programme and evaluated and reported upon accordingly by the subject lead who will also meet with the subject governors each term and may be asked to attend Governor Committee meetings to give feedback when their subject is in focus.

The Head teacher monitors this policy on an annual basis and reports to governors on the effectiveness of the policy. In addition, subject specific leads will review their subject and make amendments where required to practice and policy, after consulting with the Head teacher and subject governor.

#### 7. Parental involvement:

Parents are actively encouraged to become involved in all aspects of the education of their children. To support this, learning overviews are sent home to parents at the start of each term outlining the learning to be covered for each year group. This enables parents to discuss key aspects of learning with their children at home and gives them the opportunity to enhance and build upon aspects covered in school. In addition, learning overviews are held in each child's theme book. We hold a theme exit each term to which parents are invited so they can share and celebrate children's achievements.

#### Subject Overviews:

##### History Overview

##### Aims

Through the teaching of history at Sheepscombe Primary School we aim to:



- stimulate the children's interest and understanding about the life of people who lived in the past
- develop a sense of chronology, and through this develop a sense of identity and a cultural understanding based on their historical heritage
- teach children to value their own and other people's cultures in modern multicultural Britain
- teach children to consider how people lived in the past
- enable children to make their own life choices today
- teach children about making a contribution by teaching about how Britain developed as a democratic society
- teach children to understand how events in the past have influenced our lives today
- teach them to investigate past events and by so doing, to develop the skills of enquiry, analysis, interpretation, problem-solving and presentation
- to contribute to pupils' knowledge and understanding of other countries and cultures
- to understand the present in the light of the past
- to enrich other areas of the curriculum
- encourage a sense of why history is being taught.

### Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school

and talk about their experiences of events in the past. We recognise and value the importance of

stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different

ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

### History curriculum planning and assessment





We use the national curriculum for history as the basis for our curriculum planning, we adapt this to the local context by building on opportunities that arise, the interests of children in response to Thematic Curriculum topic titles and prior learning from work that has already taken place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We recognise the fact that in all classes there are children of widely-different abilities in history and

we seek to provide suitable learning opportunities for all children by matching the challenge of the

task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty. Not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of recorded work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to reach, have met or exceeded the unit objectives. We use this as a basis for assessing the progress of each child at the end of the year. This is recorded on Insight.

### History in the Early Years Foundation Stage

We teach history in EYFS as an integral part of the topic work covered during the year. We relate the



history aspect of the children's work to the objectives set out in the Early Learning Goals (ELGs)

which underpin the curriculum planning for children aged three to five. History makes a significant

contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### Teaching Methods

The following are key methods of study for this subject, (please also refer to further approaches

outlined in our teaching and learning policy):

- Full use will be made of written resources in both text book and worksheet style
- Group/Individual study
- Methods of research
- Formal teaching input
- Investigations of primary sources
- Field work
- Project work
- Group discussion
- The opportunity to display work and so improve the classroom environment
- Teaching through the mediums of drama and Thematic writing

### Geography Overview

The role of geography is to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. It is concerned



with the past, present and future and helps pupils to make sense of the outside world.

This policy outlines the teaching, organisation and management of geography at Sheepscombe School.

### Aims

Through the teaching of Geography at Sheepscombe Primary School we aim to:

- stimulate pupils' interest in and curiosity about their surroundings
- increase their knowledge and understanding of the changing world
- encourage pupils to ask questions and propose solutions to environmental problems
- develop pupils' competence in specific geographical skills through active participation in enquiry, map work and fieldwork
- Obtain geographical information from a wide range of sources
- Foster a sense of responsibility for the earth and its resources

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active and responsible citizens

### Teaching and Learning style

Enquiry will form a part of all work in geography. It will take account of pupils' interests, experiences and capabilities and lead to investigations based on fieldwork and classroom activities. Pupils will develop their geographical skills through the National Curriculum indicators and by being taught key skills each year, building on previous learning.

A variety of teaching methods will be employed which are best suited to the abilities and interests

of the children, including: -



- Fieldwork and local study
- Observation and enquiry
- Individual, group and class investigations
- Discussion and debate

### Geography in the Early Years Foundation Stage

Geography in EYFS is included in the specific area 'Understanding the World' where: -

Children talk about past and present events in their own lives and in the lives of family members.

They know that other children don't always enjoy the same things and are sensitive to this. They

learn about similarities and differences between themselves and others, and among families,

communities and traditions. Children learn about similarities and differences in relation to places,

objects, materials and living things. They talk about the features of their own immediate

environment and how environments might vary from one to another. They make observations of animals and plants and explain why some events occur and talk about changes.

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they

live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Children will be supported in developing the knowledge, skills and understanding that help them to

make sense of the world. Their learning will be supported through offering opportunities for them



to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

### Art and Design Overview

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions.

### Aims

Through the teaching of Art and Design at Sheepscombe Primary School we aim to:

- Produce work exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- provide a range of stimulating and creative opportunities which create a framework for success and enjoyment
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- To foster the development of making skills using a variety of media, techniques and scale
- Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions
- To develop the pupils' capability in developing and expressing ideas through art by visual



investigation

- To encourage pupils to evaluate and review their work and that of others, both individually and in groups
- To provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas
- To encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

### Teaching and Learning style

Study in art and design will engage all children in a variety of different activities, practical work,

critical reflection and discussion and artistic productions. All pupils will have equality of access to

a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs and work will be differentiated and supported according to need.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around

the world and consider the contexts and purposes underpinning their images and artefacts.

Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and

an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

### Planning and Assessment



We will ensure that in any key stage the activities of drawing, painting, sculpture, and a knowledge of materials are covered as well as studying artists' work and techniques including architects and

designers from the past. Through this, other elements such as textiles, collage and digital media will be included. We will ensure that pupils will develop their Thematic ideas in both expressive and

craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, craftspeople and designers from the locality, the past and present

and a variety of cultures (both western and non-western), will be an integral part of practical art

and design activities within our Thematic curriculum theme topics.

Differentiation in many art and design activities will be by outcome but also by the feedback and

advice given by peers and adults of possible ways or techniques to improve or adapt work.

Many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and

other subjects

Pupils will engage in learning through art, in art and about art. In planning our cross-curricular links with art we will ensure that these are mutually enriching.



## Subject content Key Stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Stage 2

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

- To record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Opportunities for assessment will be identified when planning topics and activities. Pupils will be encouraged to reflect upon their work as individuals, through peer and self-assessment, as appropriate. This knowledge will help when planning for the next steps in pupils' learning.

Teachers use ongoing formative assessment alongside children's self and peer assessment of their own achievements using the key performance indicators.





### Art and the Early Years Foundation Stage

Art and Design is incorporated into EYFS activities through the Early Learning Goal of Expressive Arts and Design and children are encouraged to explore and apply their creative skills at any given opportunity to further their enjoyment and understanding.

### Design and Technology Overview

At Sheepscombe School Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes, and to work independently or as part of a team. We would hope that the activities undertaken here will also reflect the children's local environment and support them in the wider world.

### Aims

The aims of Design and Technology in our school are to develop: -

- Practical problem solving skills that can be applied to a wide range of contexts.
- The ability to use a range of tools, materials and equipment.
- The skills, knowledge and understanding of D&T through Design and Make
- Investigative, Disassembly and Evaluation Activities

We aim to provide opportunities for children to experience designing, making and modifying, using

a wide range of materials including card, textiles, construction materials and food through:



- Providing meaningful assignments, through our Thematic curriculum topic them that allow
- children to contribute through their ideas in discussions and planning when appropriate from the familiar to the unfamiliar.
- Providing learning situations, which reflect different social, cultural, economic, historical, environmental and moral contexts.
- Providing links to ideas and materials across the world where appropriate.
- The provision of a safe working environment.
- Allowing opportunities to evaluate and discuss peer produced products.

Children will be given the opportunities to investigate and explore their audiences and develop design briefs fit for their product. Children will use an iterative design process whereby ideas may

be transformed into objects as they continually evaluate their work. They will also have the opportunity to disassemble, investigate and evaluate existing products. It is hoped that they will have enjoyable, practical, learning experiences.

### Teaching and Learning style - Design and Technology

We use a variety of teaching and learning styles in design and technology lessons. Our principal aim is to develop children's skills, knowledge and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in a research and design and make activity. We encourage the children to ask, as well as answer questions which will help them

to investigate and evaluate products they are presented with. They have the opportunity to use various materials, such as wood, plastic and fabric and use these in a variety of ways. They use ICT in D&T lessons where it enhances their learning. The children develop their speaking and



listening skills through discussions, evaluations and presenting reports to the rest of the class.

They engage in a wide variety of problem-solving activities.

### Planning and Assessment

In order to achieve these aims, Design and Technology is planned for across the key stages and to fall in line with statutory guidelines. Design and technology projects are planned carefully around the children's interests, providing opportunities for the development of skills and integration

with other subjects. Learning activities are sequenced to ensure progression and taught through direct skills teaching. Children can then embark on the iterative making process, choosing from their range of developing skills. We aim to provide pupils with real experiences through appropriate contexts, practical activities, educational visits and the use of ICT when appropriate.

Class teachers will embed skills through projects linked to the content of each topic covered. We

ensure, where possible, we make use of the local environment and the cross curricular links within

topics and year groups.

Opportunities for assessment will be identified when planning topics and activities. Pupils will be encouraged to reflect upon their work as individuals, through peer and self-assessment, as appropriate. This knowledge will help when planning for the next steps in pupils' learning.

### Design Technology in the Early Years Foundation Stage



Design and technology is incorporated into EYFS activities as part of child initiated play, continuous provision or teacher led sessions. Children are encouraged to explore and apply their skills at any given opportunity to further their enjoyment and design technology understanding.

### Resources for Design technology

We aim to reuse and recycle where possible and make frequent trips to the Scrapstore as well as

asking parents if they have items spare at home such as wood offcuts etc. Teachers are required to

pre-plan and order any specific resources they require to support teaching and learning through the

school office.

### Music Overview

Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations

of sounds. Music education has two strands: creation and evaluation. The creative element involves children in using a variety of instruments for composing, improvising and performing. The

evaluative element enables pupils to develop skills in listening to and appraising their own work and that of other musicians and composers and to understand the value and significance of music

in society.

### Aims

Our aims in teaching music are that all children will build upon their natural responses to music to:



- Find enjoyment in creating music (i.e. composing, performing and listening) and see themselves as musicians
- Find a basing sense of purpose, achievement and fulfilment in musical expression
- Develop skills to use a range of instruments (including the voice) and techniques competently
- Feel able to express their ideas and feelings through musical creation
- Learn to listen analytically
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- Understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing
- Appreciate and evaluate the work of a range of composers and, musicians from their own and other cultures
- Enjoy the satisfaction and pleasure of collaborating with others to make music, and of performing as a class or group for a variety of audiences.

Music is important because:

- Making music is a pleasurable activity which can provide fulfilment throughout life - our children tell us that music makes them happy
- Appreciation of music is heightened by understanding
- Knowledge of the work of a range of musicians and composers contributes to cultural understanding

Music is a foundation subject. The fundamental skills knowledge and concepts of the subject are set out in the National Curriculum handbook. As an overall statement, "Teaching should ensure that listening and applying knowledge and understanding are developed through the interrelated skill of performing, composing and appraising".

### Music and the Early Years Foundation Stage

Music is incorporated into EYFS activities and children are encouraged to apply their critical



thinking skills at any given opportunity. They are encouraged to explore their expressive Music design skills to further their enjoyment and understanding. The music curriculum is often integrated with other subjects through our topic themes, however it can also be taught as a discrete activity. The class teachers take music sessions and we also use Gloucestershire Music to deliver recorder sessions which our Reception children can choose to attend. Key stages are often brought together to practice singing and instrument playing, especially when preparing for performances and in weekly singing assemblies.

The predominant mode of working in music is whole class teaching, although individual work and co-operative group work are also frequently used. Groups are generally of mixed ability but may on occasions, be split according to their strengths or weaknesses, to enable further differentiation.

Children have the option of taking part in musical extra-curricular activities. These generally take

place as individual tuition, during lesson time. The activities include:

- Choir
- Private Tuition - Children have the opportunity to take private music lessons within the school day. Peripatetic tutors guide the children in both string and woodwind instruments.

All groups are celebrated by performance to the rest of the school, visitors and parents. This gives

an enormous reward to the children performing and is a good opportunity for the other children to

watch, listen and appraise.

The emphasis in our teaching of music is on learning through doing and we aim to help each child achieve competence and control in

- Singing
- Using body percussion



- Making and classifying sounds
- Distinguishing pitch, duration, dynamics, temp, timbre, texture and structure
- Reading notation
- Using instruments
- Listening and responding

Achievement for all is celebrated through annual performances which give each child an opportunity to participate. Other opportunities for learning in music arise when visiting musicians

come to the school and when pupils attend performances elsewhere.

### Planning and Assessment

Formative assessment is used to guide the progress of individual pupils in Music and is tracked using

Insight, as with our other subjects. It involves identifying each child's progress in each aspect of the subject in age related skills, determining what each child has learned and what therefore should be the next stage in his/her learning. Assessment in music is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- Small group discussions in the context of a practical task
- Specific assignments for individual pupils
- Individual discussions in which children are encouraged to appraise their own work and progress, for example in instrument playing or singing

### Resources for music

Central resources in music are kept in Merlin Class and also the upstairs store room and Staff room

Resources include tuned and untuned percussion instruments and a piano. Children in Key Stage 1 also have weekly recorder lessons and in Key Stage 2 violin is taught. We use Gloucestershire Music to teach two ten week blocks over the year. Teachers also use the Gloucestershire Music recommended 'Charanga Music' programme to facilitate further whole class music teaching and we participate in an annual schools' choir event held at a local grammar school.



## Overview for Science

At Sheepscombe School we aim to instil a sense of wonder, curiosity and excitement as we investigate, and increasingly understand, our world through the study of science.

Whilst studying different elements of biology, chemistry and physics, pupils will have the opportunity to develop their scientific knowledge and work scientifically by using a variety of approaches to answer relevant scientific questions. These types of enquiries will include observations over time; pattern seeking; identifying; classifying and grouping; comparative and fair testing; and researching secondary sources.

Teaching and learning in Science is detailed in the National Curriculum which can be accessed <https://www.gov.uk/government/collections/national-curriculum>.

## Planning and assessment

The Science coverage each term is determined by the topic theme in focus and meaningful links are made with other subject areas. The topics are planned to ensure that children cover the necessary Science skills and content at the end of each Key stage and opportunities to revisit science topics are built in across the Key stages to ensure that children broaden and deepen their knowledge and understanding of key concepts.

## Aims

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- to build on pupils' curiosity and sense of awe of the natural world
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science





- to introduce pupils to the language and vocabulary of science
- to develop pupils' basic practical skills and their ability to make accurate and appropriate measurements
- to develop pupils' use of computing in their science studies.
- to extend the learning environment for our pupils via our environmental areas and the locality
- to promote a 'healthy lifestyle' in our pupils
- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life.
- to develop a knowledge and appreciation of the contribution made by famous scientists to our knowledge of the world including scientists from different cultures
- to encourage pupils to relate their scientific studies to applications and effects within the real world
- to develop a knowledge of the science contained within the programmes of study of the National Curriculum.
- to build on pupils' curiosity and sense of awe of the natural world
- to develop in pupils a general sense of enquiry which encourages them to question and make suggestions
- to encourage pupils to predict the likely outcome of their investigations and practical activities
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to provide pupils with a range of specific investigations and practical work which gives them a worth-while experience to develop their understanding of science
- to develop progressively pupils' ability to plan, carry out and evaluate simple scientific investigations and to appreciate the meaning of a 'fair test'.
- To develop the ability to record results in an appropriate manner including the use of diagrams, graphs, tables and charts
- to introduce pupils to the language and vocabulary of science
- to give pupils regular opportunities to use the scientific terms necessary to communicate ideas about science
- to develop pupils' basic practical skills and their ability to make accurate and appropriate measurements



- within practical activities give pupils opportunities to use a range of simple scientific measuring instruments such as thermometers and force meters and develop their skill in being able to read them.
- to give pupils opportunities to use ICT (video, digital camera, data logger) to record their work and to store results for future retrieval throughout their science studies
- to give pupils the chance to obtain information using the internet.

### Strategies for teaching

The study of science will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN, the task will be adjusted, or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Pupils will be involved in a variety of structured activities and in more open-ended investigative work:

- activities to develop good observational skills
- practical activities using measuring instruments which develop pupils' ability to read scales accurately
- structured activities to develop understanding of a scientific concept
- open ended investigations.

On some occasions, pupils will carry out the whole investigative process themselves or in small groups.

Wherever possible science work will be related to the real world and everyday examples will be used.

Science pervades every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to science and the contribution from those of other cultures. We will not only emphasise the positive effects of science on the world but also include examples of problems which some human activities can produce.

### Science and the Early Years Foundation Stage



Pupils investigate science as part of Understanding the World. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting for themselves.

### Planning and Assessment

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment are reported to parents through parents' evenings and end of year reports. Teachers use Insight to track progress and attainment in Science.

Much of the work done in science lessons is of a practical or oral nature and, as such, recording will take many varied forms including oral feedback as well as written outcomes. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

### Computing

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. We recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

We believe that computing and ICT give pupils immediate access to a rich source of materials. It can present information in new ways which help pupils understand, access and use it more readily. It also motivates and enthuses pupils and can help pupils focus and concentrate. We believe it offers potential for effective group working and has the flexibility to meet the individual needs and abilities of each pupil.



## Aims

We aim to:

- provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils;
- meet the requirements of the national curriculum programmes of study for ICT and computing;
- use ICT and computing as a tool to enhance learning throughout the curriculum;
- respond to new developments in technology;
- equip pupils with the confidence and capability to use ICT and computing throughout their later life;
- develop the understanding of how to use ICT and computing safely and responsibly.
- ensure pupils can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;
- develop opportunities for pupils to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- teach pupils to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- ensure pupils are responsible, competent, confident and creative users of information and communication technology;

## Computing in the Early Years Foundation Stage

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Recording devices can support children to develop their communication skills.

## Planning and assessment

By the end of key stage 1 pupils should be taught to:

- write and test simple programs;
- use logical reasoning to predict and computing the behaviour of simple programs organise, store, manipulate and retrieve data in a range of digital formats; and
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.



By the end of key stage 2 pupils should be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs;
- work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs and use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs; understand computer networks including the internet; how they can provide multiple services, such as the world-wide web and the opportunities they offer for communication and collaboration; describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individual's and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources, if not classroom based, are located in the staff room.

ICT and computing network infrastructure and equipment have been sited so that:

- Every classroom has at least one computer connected to the school network and an interactive whiteboard with sound and DVD facilities. There is a full set of BlueBots (updated version of BeeBots)
- There are 15 iPads in school for shared use and 6 computers in Eagle Class. Each teacher has a school laptop. In financial year 2019-20 the school will allocate capital funding to add more iPad and netbook capacity.
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT and computing leader

As the school develops its resources and expertise to deliver the ICT and computing curriculum,



modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers using the school tracker Insight. A minority of children will have specific teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEND or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

### Assessment

Teachers regularly assess capability through observations and looking at completed work. Key performance indicators are set for each year group. Objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each term.

Assessment can be broken down into:

- Formative assessments which are carried out during and following short focused tasks and activities. They provide pupils and teaching staff with the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps.

### Physical Education (P.E.)

We are committed to providing all children with learning opportunities to engage in Physical Education.

We aim to:

- inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- promote our values through sports and positively encourage children to take part
- develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.



- develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

### Planning, delivery and assessment

- The whole school attends sport at a purpose-built facility at Bentham for one afternoon each week. Key stage one follows Atlas Sports Programme of Study which is aligned to the National Curriculum. Key stage 2 children are taught a comprehensive range of sports including football, netball, tag rugby, handball, dodgeball, gymnastics, dance, cricket, athletics and hockey.
- The playground area, orchard, woodland, National Trust site at Ebworth and Sheepscombe Cricket pitch are used to facilitate activities such as outdoor activities, curriculum lessons, games, the Prince William Award, Forest School and Cricket coaching
- Teaching staff deliver high quality PE activities/lessons for at least 2 hours per week with a further 2-3 hours of outdoor and active learning .
- Swimming lessons are provided by qualified teachers at Brockworth swimming pool
- We employ Atlas Sports to lead PE provision in our school. Their instructor works across the whole school and leads staff development in PE. As we take the whole school off site to do PE at the same time, all staff are actively teaching sport
- There is an after school sports club each week run by Atlas Sports that runs all year round and additional clubs at school run on a termly basis when the weather is good
- Through the Stroud District Primary School Sports Association run by Atlas Sports, all year groups are given regular opportunities to participate in competitive sporting activities during the school day. School staff accompany the teams to these events. We also attend a range of after school events and school staff always attend with the children to support them. We also participate in the School Games programme each year
- The school has strong links with the Chance to Shine Cricket scheme. We provide opportunities for coaches to work with our pupils and we take our children to see competitive professional sporting events such as the Gloucestershire Cricket Festival.



- We run Mountain Biking sessions for our Year 5 and 6 children in the Spring and Summer terms on the Ebworth estate with a qualified Mountain bike coach who is also the team leader for the Bikeability programme in Cheltenham (we are currently unable to offer Bikeability sessions from school due to the narrow lanes. Plans are in place for 2019/20 to offer this at an alternative venue
- We have a full set of Balanceability bikes for Nursery, Reception and Year 1 and a programme of study linked to this.

Assessment is carried out by teachers and Atlas staff during the course of the normal class activity.

- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on Insight using our Key Performance Indicators (KPIs)
- Physical Education/physical development is included as part of the end of year reports to parents.

#### P.E. and the Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

Expected

- Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling - Children can confidently hop and skip in time to music.
- Health and self-care - Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they join the whole school at Bentham and have a weekly P.E. lesson. Our Reception children also attend Forest School and participate in the Prince William Award.





### Health & Safety in P.E.

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is always available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are readily accessible
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment eg playground equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear for P.E.

### School Sports Premium

- The school has a detailed plan to improve the quality of P.E. provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

### Languages

At Sheepscombe School we teach French as our foreign language. We also sometimes learn songs in other languages such as German to broaden our knowledge of other languages.



The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. As pupils begin to understand and appreciate different cultures, people and communities, they too begin to think of themselves as citizens of the world as well as of the United Kingdom. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects

### Aims

We aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied
- become increasingly familiar with the sounds and written form of a modern language
- understand and communicate in a new language
- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in the target language



- look at life in another culture.

### Planning and Assessment

Key stage 2: Foreign language

Teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied

### Teaching and Learning styles



The teaching is based on the 5 strands specified in the KS2 Framework for Languages (Oracy, Literacy, Intercultural Understanding, Knowledge about Language and Language Learning Strategy) We use a variety of techniques to encourage the children to have an active engagement with the target language, including games, mimes, action songs and role play, with a stronger emphasis on the Speaking and Listening elements of language learning in the earlier stages.

Teachers use a graded approach to introduce vocabulary (listen several times; listen and repeat, using different voices and rhythms etc; yes-no answers; only repeat if correct; multiple choice answers; guessing games and the finally closed questions. We also use the IT platform Kahoot to check understanding in a fun and interactive way.

Listening, responding and speaking skills are emphasized in KS1 and KS2 with gradual introduction of reading and writing skills in KS2. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.

Teachers share language learning strategies with their pupils and frequently engage in discussions about how the language works. They try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Languages. Children's confidence is built through praise for any contribution they make, however tentative.

We aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

French is introduced to all ages, even our youngest children who enjoy counting and singing in French, which makes the subject more familiar as children move up through the school. By virtue of being in a mixed age year 2/3 class our year 2 children also receive structured French lessons. Although this is not part of their assessed curriculum, it is an enhancement to it.