



CURRICULUM POLICY

INCLUDING EARLY YEARS, CORE AND FOUNDATION SUBJECTS & PROMOTING BRITISH VALUES AS PART OF CHILDREN'S SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT

Policy Reference	<ul style="list-style-type: none"> • AUH 702
Cycle of Review	<ul style="list-style-type: none"> • As per policy review schedule agreed annually, but no more than 5 years from first last issue date
Made Available to	<ul style="list-style-type: none"> • All via School website • Staff via Shared area on the Server
Policy in Brief: "In a Nutshell"	<ul style="list-style-type: none"> • Our curriculum is designed to fulfil the statutory requirements of the National Curriculum, www.gov.uk/government/collections/national-curriculum but also to reflect our mission statement, core values and key principles, thereby ensuring that it is personalised to the needs of our children at Ashton • Our curriculum is never static and is designed to respond to pupils' needs and interests • Our curriculum is shared with parents in a variety of ways, but an overview is communicated every half term via curriculum newsletters and termly through topic overviews. • This policy should be read in conjunction with others, most notably: Teaching and Learning, Assessment, SEND and Safeguarding, in relation to our Prevent Duty

INTRODUCTION

It is imperative to point out at the beginning of this policy that the curriculum is never static; it is constantly evolving in response, first and foremost to the children's needs, but also to national guidelines, local issues and priorities identified in the School Development Plan.

At Ashton under Hill First School, there was a detailed policy audit during 2013-14 in line with the new Curriculum 2014 that was about to be launched. Over a series of staff meetings, working with an LA advisor and including our Chair and Vice Chair of Governors, we reviewed our curriculum, ensuring that it is designed to fulfill statutory requirements, but also to reflect our mission statement, core values and key principles. Since then, we are constantly modifying our curriculum which is communicated with parents via our half termly newsletters and termly curriculum overviews (see website), but the essence of our curriculum is encapsulated in the following overview.

Our Mission Statement (our vision):

At Ashton under Hill First School, we work in partnership with parents and community, to encourage participation, creativity, problem-solving and enthusiasm for learning. We work as a team within a caring environment to achieve a standard of excellence appropriate to each individual, enriching, encouraging and equipping each child for the challenges of today and tomorrow.

Our Core Values:

We want our children to:

- ✓ Develop a love of learning and to aim high
- ✓ Take responsibility for their actions and for their learning
- ✓ Develop confidence and have positive self-esteem
- ✓ Show empathy and respect for others
- ✓ Be kind, caring and co-operative

Our Key Principles that underpin our curriculum reflecting the personalized needs of our pupils)

We aim to:

- Promote Successful Learners
- Develop Effective Communicators
- Widen our Children's horizons

The 'curriculum' is all the planned activities that we organise in order to promote learning and personal growth and development.

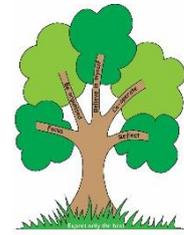
At Ashton First School we have developed a creative approach to our curriculum. We do not have a rolling programme of the same topics that we repeat year after year. Instead we ensure that the key skills and content matter is taught by incorporating them in new topics that appeal to the children and the teachers! In doing so, we listen to the children and aim to develop their lines of enquiry. Each Key Stage plans together in order to ensure progression across the age and ability range, but to maximize the skills of all members of staff and exploit opportunities for joined up activities, such as trips. However, our creative curriculum does include the formal requirements of the National Curriculum and Early Years Foundation Stage as well as the range of extra-curricular activities that the school organises to enrich the experience of the children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Our mission statement reflects this view.

CURRICULUM PRINCIPLES – ASHTON FIRST SCHOOL

At Ashton First School we aim to provide a Curriculum which will:

- Be committed to all learners achieving the best they can through high quality teaching, learning and assessment
- Develop our learner's skills, dispositions and attitudes to learning alongside knowledge and understanding
- Equip learners for their future in a rapidly changing world
- Be broad, balanced and have clear progression in subject knowledge and skills
- Be filled with rich first-hand purposeful experiences
- Is flexible and responsive to individual's needs and interests
- Promote the application of skills through challenging and engaging contexts of learning
- Promote spiritual, moral, social and cultural understanding with an emphasis on:
Providing children with opportunities for reflection and
Promoting understanding of diversity within local, national and world communities
- Equip our learners to be happy, confident, caring and ambitious citizens



Becoming successful learners underpins our curriculum.

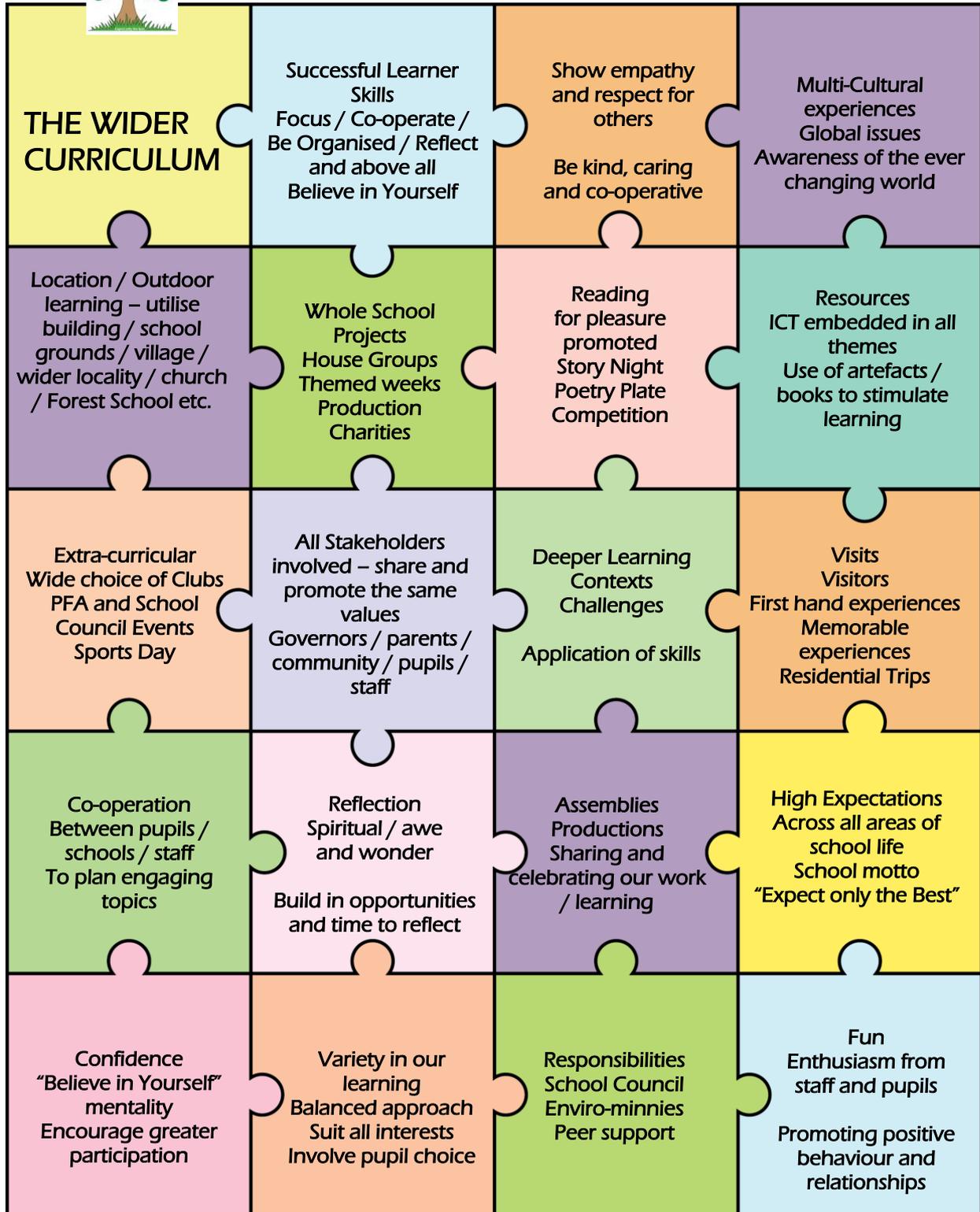
The following five key skills were identified following detailed consultation:

	5 Key Skills	Exemplification of skills which are to be adapted according to the age range of the children in each class
✓	Focus	Listen, concentrate, stick to the task, look at the person talking to you...
✓	Be organised	Have my equipment ready, think about the best ways of presenting my work, organising my ideas, taking responsibility for myself
✓	Believe in myself	Have self-confidence, persevere when it gets tricky, aim high, be positive, have an "I can" attitude...
✓	Co-operate	Do as I am told straight away, make learning possible for others, follow instructions carefully, take turns, get along and support others....
✓	Reflect	Think about my work/behaviour and how I could improve, take on board other people's ideas/cultures, respect similarities and differences, ask and challenge ideas....

Finally, before outlining the National Curriculum Requirements, it is important to see them within the context of the wider curriculum that is at the heart of all that we do at Ashton, as reflected in the overview below:



ASHTON FIRST SCHOOL



THE NATIONAL CURRICULUM 2014

www.gov.uk/government/collections/national-curriculum

At Aston First School we follow the National Curriculum which sets out the most important knowledge and skills that every child has a right to learn. It is framework provided by the government so that all children are taught in a way that is balanced and manageable.

The National Curriculum says when things must be taught by describing broad 'key stages'. Stages are blocks of years:

- The Early Years Foundation stage covers learning from birth to age 5 and teaching and learning in the Reception Class at Ashton First School is delivered in accordance with the government's document 'Statutory Framework for the early years foundation stage' 2014 (EYFS).
- Key Stage 1 covers learning for pupils aged 5–7 working in Acorn and Hawthorn Classes
- Key Stage 2 covers learning for pupils aged 7-11 working in Willow and Oak Classes and the first year at Middle School

The Early Years Foundation Stage

Our school fully supports the principle that young children learn best through well-structured play based activities and first-hand experiences. Learning and development depends on each unique child having opportunities to interact in positive relationships within enabling environments. Ongoing formative assessment, largely based on observations of the children, and particularly of the learning demonstrated by each pupil spontaneously, independently and consistently in a range of contexts, informs planning of the next steps to extend their learning.

In order to ensure that we build a full picture of the child, we place a lot of value on good relationships and communication between home and school since accurate assessment requires information from all those who have significant interaction with individual pupils. This monitoring is used to inform ongoing planning and is formally recorded and discussed by the Early Years Team and Head Teacher half termly. At the end of the Reception year (end of the EYFS) a judgment is made as to whether a child is 'emerging', 'expected' or 'exceeding' in each of the 17 Early Learning Goals and how each child learns in relation to the Characteristics of Effective learning. This assessment is an important part of the future curriculum planning for each child and is shared with the Year One Class Teacher.

At Ashton we actively encourage development of the following **Characteristics of Effective learning** which underpin development in all areas and support individual children to become effective and motivated learners, namely:

- Playing and exploring (engagement)
 - Finding out and exploring
 - Playing with what they know
 - Being willing to have a go
- Active learning (motivation)
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
- Creating and thinking critically (thinking)
 - Having their own ideas
 - Keeping trying
 - Choosing ways to do things

We promote these characteristics through our Successful learner ethos and also by:

- Welcoming the children into our school community and ensuring that they feel safe and valued and can develop and flourish as individuals.
- Providing a happy, caring, safe and stimulating learning environment which recognizes and caters for the differing and changing needs and interests of the individual children.
- Developing positive and secure relationships between children and adults in the school community.
- Providing a high quality, broad and balanced curriculum in line with the EYFS Framework.
- Encouraging active learning through first hand experiences both in indoor and outdoor play and through our wonderful Forest School provision.
- Providing well organised and accessible resources in a safe and stimulating environment, in which creativity, critical thinking and self-expression are valued.
- Valuing the involvement of parents and carers in their children's education and fostering good relationships and a smooth transition from home to school in order to form the foundation of ongoing future support.

The Prime and Specific Areas of Learning and Development

The EYFS curriculum identifies seven main areas of learning which are all closely interlinked.

The three Prime areas of learning are fundamental and work together to support development in all other areas:-

1. Communication and Language development – Giving pupils opportunities to speak and listen in a range of situations, giving attention to what others say and responding appropriately and developing their confidence and skills in expressing themselves effectively.
2. Physical development – Providing opportunities for children to be active and interactive, and to develop their coordination, control and movement, including the ability to handle equipment and tools effectively, including pencils for writing. Pupils are also be helped to understand the importance of physical activity, to make healthy choices in relation to food and to look after their own dressing and basic hygiene.
3. Personal, Social and Emotional development - Helping pupils to
 - Develop a positive sense of themselves and others

- Form positive relationships and develop respect for others
- Develop social skills and learn how to manage their feelings
- Understand appropriate behavior in groups
- Have confidence in their own abilities

The Specific areas of learning include essential skills and knowledge for children to participate successfully in society.

4. Literacy. Using a wide range of reading materials to ignite their interest, pupils listen to others reading, and learn to read and write themselves. They learn to read, understand and write simple sentences through use of phonic knowledge as well as learning to recognise and write common irregular words and talk about what they have read
5. Mathematics. Pupils are provided with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems and recognising, describing and using shapes, spaces and measures.
6. Understanding of the world. Children are guided to make sense of their physical world and their community through opportunities to explore, observe, ask questions and find out about people, places, technology and the environment. They find out about past events in their lives and their families' lives and find out about different cultures and beliefs.
7. Exploring media and materials. Pupils are supported to explore and play with a wide range of media and materials, whilst being encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Active learning through play

Our EYFS Curriculum is carefully structured around the above seven areas of learning and centres on child initiated discovery and play through which children may practise skills and develop concepts, learn to communicate, negotiate and work with others, take calculated risks and learn from mistakes in a safe environment, be imaginative and creative and learn to make sense of the world around them. We offer a balance of adult directed activity and opportunities for child initiated discovery both indoors and out. The children have free access to a custom designed outdoor area which provides many opportunities to explore, play and learn across all areas of the curriculum.

Transition from pre-school to our Reception Class

We place a great deal of emphasis on facilitating a smooth and successful transition into the Reception year at Ashton First School through the following:

- Joint activities with our main feeder pre-school throughout the year e.g. Sharing in joint activities such as celebrating religious festivals of different cultures or shared art experience days, special events such as Sports Day.
- Visits by Early Years Team to all feeder pre-schools in Summer term.
- Meeting held between feeder pre-school key staff and Early Years teacher to share information about individual children.
- Program of sessions held in Summer term for new intake to visit Reception class and join in activities - shared story time, activity sessions and Teddy Bears' Picnic to which parents are invited to meet up with current and new parents.
- Induction morning for children with parents meeting sharing information and answering questions.

- Liaison with outside agencies where appropriate.
- Home visits arranged by the Early Years Teacher for each child.
- A welcome pack containing information and guidance about starting school and including a 'Welcome Book' made by the Reception children for the new intake.

Parents /Carers as partners

Following on from this sensitive transition stage, and in addition to the many ways in which the school aims to maximize the positive impact of an effective partnership with parents/carers, such as through the weekly newsletter, regular text updates, Friday Family Assembly and Open Evenings, we also facilitate the following :

- Appropriate and effective communication through the Early Years Team making themselves physically available to parents /carers at the beginning and end of the school day.
- Encouraging opportunities to participate in school life and, where appropriate, to help with class activities in a variety of ways.
- Regular (usually weekly) sharing of each child's Home/school Learning Journey Book.
- Inviting parents into the classroom to see the learning that has been taking place.

Key Stage 1 and Key Stage 2

The National Curriculum subjects studied in Key Stages One and Two are:-

Core Subjects	Foundation Subjects		
English	Computing	Art	Physical Education
Mathematics	History	Design & Technology	MFL (Modern Foreign Languages (KS2 only)
Science	Geography	Music	*RE & PSHE (see below)

*Religious Education is also taught throughout school following the Worcestershire's approved syllabus and PSHE (Personal, Social, Health and Economic Education) is taught through our Curriculum themes where applicable or as a stand-alone subject.

A member of staff is allocated to each subject area in order to co-ordinate that subject across the whole school, ensuring appropriate coverage and progression.

THE ROLE OF A SUBJECT LEADER

Activities for the subject leader:

- Evaluate subject annually and produce an action plan – identify subject priorities for future development
- Review Planning annually : check it is meeting NC Programmes of Study
- Produce a monitoring schedule to compliment action plan and through work scrutiny, pupil interviews and lesson observations ensure standards across all abilities and ages are being met
- Support colleagues by engaging in professional dialogue and mentoring
- Ensure resourcing is monitored and improvements made by:
Ensuring resources are appropriate/suitably stored / labelled etc.
Identifying shortfalls in resources: gaps in provision, ensuring resources in school are used
Evaluate value for money when resources are purchased and deployed
- Review and update School Curriculum Map for the subject, if necessary
- Attend local conferences and courses, if appropriate
- Disseminate information from courses, action research, newsletters, where appropriate
- Commit to personal professional development in the area of responsibility
- Establish links with governors to discuss provision
- Update subject portfolio where applicable

COVERAGE AND PROGRESSION

Three stage approach:

A long term overview for each subject is drawn up by the subject co-ordinator which class teachers then follow when determining how best to deliver each subject within their curriculum topics.

Wherever possible, in order to make links between subjects, the curriculum is delivered in a cross curricular way throughout the school. English and Maths are taught discretely every morning, but wherever possible links are made with the topic that is being studied that term. Similarly Computing skills are taught discretely, but often using the context of the topic, and then opportunities are given for the children to apply these skills in exciting contexts for learning across other subjects.

Medium-term plans give clear guidance on the programme of studies (POS) and key pieces of work for each topic. Topic titles and key pieces may change, but the POS remain the same.

Short-term plans are those that the teachers write on a weekly basis and set out the Learning Objectives, Success Criteria and differentiated activities intended

The remainder of this policy sets out the aims for each curriculum subject, as per the National Curriculum and gives an overview of the subject content, as delivered at Ashton. Finally there is a section on meeting the needs of all learners, a note about requests and appeals from parents.

ENGLISH

Rationale

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential, role of a primary school.

At school we understand that without effective communication, little achievement can be made. Hence one of our Key Principles is to develop effective communicators. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. (p.10 National Curriculum)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We are an inclusive school; we set high expectations, indeed our school motto is "Expect only the best," and we recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those with disabilities outlined in the SEND code of practice.

We agree with the statement of the National Curriculum, that '*pupils... who do not learn to speak, read and write fluently and confidently are effectively disenfranchised*'

The National Curriculum (2014) breaks English down for KS1 and Lower KS2 into 3 main areas:

1. Spoken Language

2. Reading -

- Word reading
- Comprehension

3. Writing -

- Transcription - Spelling and Handwriting
- Composition including Grammar and Punctuation

Spoken Language - Our aims and connected provision

The National Curriculum states that pupils should be *'taught to speak clearly and convey ideas confidently in Standard English'*.

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature, giving and receiving instructions. Children develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability.
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate. We work closely with the Worcestershire Speech and Language Team and liaise formally every term with our own Speech and Language Therapist
- Encouraging talk-time at home by encouraging reading and talking about books and projects.
- Promoting peer work in class, both in terms of generating ideas for writing and evaluating work
- School Plays and special events, such as Harvest Festival, Carol Service
- Class discussions linked with topic work
- Assemblies, including special presentations to Parents, e.g. Saints Day and festivals from different religions, and every week in our Friday assembly where pupils talk about their learning and achievements
- Events within the community, such as Afternoon Tea for the retired members of our community.
- Special events in school, such as the annual Poetry Plate competition
- School Council
- Envirominnies who work on Eco projects (e.g. producing a video to promote anti-littering)
- Drama/role play linked to lessons
- Pupils leading the learning, such as taking the warm-up in PE lessons
- PSHE curriculum is heavily loaded towards discussion
- MFL curriculum whereby French is taught and speaking plays a prominent part in the method of learning

Reading - Our aims and connected provision

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it *'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'*. Reading allows pupils to *'acquire knowledge'* and to *'build on what they already know'*.

The 2014 Curriculum divides reading skills into two dimensions: word reading/decoding and comprehension. We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We realise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and spelling.

We also understand that reading is a developmental process and part of life-long learning in which children should be encouraged and praised at every stage.

- Pupils learn to decode text fluently through daily phonics in Reception and Key Stage One using Letters and Sounds and Bug Club (a systematic phonics program), regular reading to adults in school, guided reading and incentives to read at home to an interested adult on a daily basis.
- Pupils in Reception and Year One learn to recognise high frequency words by sight through daily practice of these words which are also taken home to be learnt.
- Pupils are encouraged to read widely, through our use of differing class texts, book themed topics, use of the school library and the County mobile library and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure and enjoyment through Reading Weeks, quiet reading time, being read to and the various methods outlined above.
- Pupils also read to find information in all lessons and comprehension using BugClub colour banded assessment tasks are used at least half termly to monitor progress and inform planning.
- Pupils are actively encouraged to read and recite poetry and rhymes and these are then performed in class or to a wider audience in Assemblies, for example through our annual Poetry Competition .
- Reading Information sessions/leaflets for parents are given to support reading at home Children who are struggling or all falling behind their peers in reading and phonics benefit from targeted Intervention in the form of extra reading and phonics sessions delivered on a regular basis.

Writing -Our aims and connected provision

In Writing, the two elements are transcription and composition.

The National Curriculum states that *"It is essential that teaching develops pupils' competence in these dimensions, that is, transcription and composition. In addition, pupils should be taught how to plan, revise and evaluate their writing – knowledge that is not required for reading."*

"Writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Writing also depends on fluent, legible and, eventually, speedy handwriting. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

We recognise that these elements are essential to success and we support the acquisition of these skills through various methods.

- We teach grammar as a separate lesson where necessary, ensuring coverage of all aspects of the curriculum for each year group.
- We correct grammatical errors orally or in written work where appropriate.
- We have a systematic approach - we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/collaborative writing to demonstrate good practice.
- We encourage and promote 'Talk for Writing'.
- We provide materials to support the least confident and those with SEND.
- We provide time for planning, editing and revising..
- We follow our marking policy and, whilst celebrating achievements against the learning objectives (green) we set targets for improvement (pink) and check to ensure that recommendations/ corrections have been followed through..
- We use success criteria and checklists for pupils to self- assess or peer assess, when appropriate, so they can evaluate effectively.
- We encourage joined handwriting to support spelling and speed, teaching the children in discrete handwriting sessions, using the Nelson Handwriting scheme (but allowing joins from the lower case letters s, b and p).
- We use drama activities to help pupils explore plot, character and setting and to think about another point of view.
- We provide intervention to individuals or small groups to suit the needs of particular learners

Spelling/Vocabulary Development- Our aims and connected provision

The National Curriculum makes clear that learning vocabulary is key to '*learning and progress across the whole curriculum*' since it allows pupils to access a wider range of words when writing and to understand and comprehend texts efficiently.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Teaching of High Frequency words (Year 1 & Year 2 lists)
- Statutory Spellings from National Curriculum (Years 1, 2, 3/4 & 5/6)
- A record of baseline assessment for each child is kept and their progress is noted each half term. The English Coordinator will use this data to track progress and attainment throughout the school.
- Spelling lists/key words to take home and learn.
- Display of key words on Spelling Zone Board in each class
- Using the correct vocabulary orally.
- Discrete Spelling lessons looking at patterns.
- Using dictionaries, thesaurus and spelling bookmarks
- Carrying out systematic testing of Spellings and providing feedback to pupils.
- Targeted one to one/small group Intervention, where appropriate.

Teaching and Planning

English is taught on a daily basis as a discrete subject; however opportunities for using Spoken Language, Reading and Writing across the curriculum are actively encouraged. Pupils are supported and challenged by teachers through carefully planned lessons and activities that build on the child's strengths and previous learning.

Planning focuses on:

- A range of **real purposes** and audiences
- The choices we offer pupils, e.g. text, genre, readership
- Using **reading** to inform their writing

The Reception class covers the Early Learning Goals set out in the Early Years Foundation Stage Curriculum and planning focuses on the development of listening and attention, understanding and speaking as well as the development of reading skills, letter formation and sentence writing.

In Key Stage One and Lower Key Stage Two, planning follows the programmes of study in the National Curriculum and by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The rate of progress should be based on close assessment of the pupil's readiness to do so and more able pupils should be challenged through being offered rich and varied opportunities for writing.

Assessment, recording and reporting: (see also separate Assessment Policy)

By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant program of study. Termly assessment includes pupil observation and dialogue, marking of work in accordance with our marking policy, and monitoring of progress in reading comprehension and spelling as noted above as well as termly assessment or reading and spelling ages. KS1 tests are used at the end of Year 2, and optional tests are used for Years 3, 4 and 5 to support Teacher Assessment.

Pupils' progress is reported to parents verbally at Parents Meetings (Autumn and Spring term) and in a written report annually (Summer term).

Cluster Scheme of Work

We work closely with the Bredon Moles Cluster of Bredon Hill Middle School and the other feeder First Schools and have jointly agreed a "Cluster English Scheme of Work" which ensures progression of skills and knowledge across the schools. In addition to this regular cluster moderation sessions are held to ensure consistency of judgments at each year group stage.

MATHEMATICS

Mathematics is essential to everyday life and provides pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways.

The national curriculum for mathematics aims to ensure that all pupils:

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

The Primary National Curriculum (2014) breaks Mathematics down for KS1 and KS2 into 4 main areas:

Number

Place Value; Addition and Subtraction; Multiplication and Division; Fractions (incl. decimals)

Measurement

Geometry

Properties of Shape; Position and Direction

Statistics

Aims:

At Ashton First School, we aim to:

- Encourage pupils of all ages and abilities to develop a positive attitude to mathematics and achieve their full potential
- Encourage pupils to confidently use and apply their knowledge and skills and develop new strategies
- Teach according to the vision set out in the National Curriculum by making links with other subjects and real life experiences

Objectives:

It is our intention that:

- Mathematics is taught according to the guidance set out in the Primary National Curriculum (2014)
- Calculation strategies are taught in line with our Cluster Calculation policy
- Pupils meet or exceed (i.e achieve mastery) the national levels of age related expectations

Curriculum Content / Planning:

Mathematics is taught on a daily basis as a discrete subject; however links are made to other areas of the curriculum whenever possible in line with our creative, topic based curriculum. In all classes, other than Reception, planning encompasses the key aims of the Maths Curriculum 2014 – fluency, problem solving and reasoning by applying a range of newly acquired skills and knowledge in a broad range of contexts.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.

The Reception class covers the objectives set out in the Development Matters in the Early Years Foundation Stage Curriculum. These are closely linked to the topic (usually termly) being explored in a cross-curricular way.

Learning and Teaching:

Children will engage in a variety of purposeful learning experiences including solving problems, practising and applying newly acquired skills and knowledge, and communicating their knowledge and understanding.

They will be supported and challenged by teachers through carefully planned activities that build and extend on the child's previous learning. They are also taught specific number facts which are practised regularly by means of precision learning and applied in more open ended contexts.

Precision Teaching:

The National Curriculum places a huge emphasis on children becoming fluent in the fundamentals of mathematics and developing the ability to recall number facts rapidly and accurately. Each class allows 10 minutes each day to practise basic number work. These are based around the statutory requirements for the relevant class and are taught using a variety of activities. A record of baseline assessment for each child is kept and their progress is noted each half term. The Maths Subject Coordinator will use this data to track progress and attainment throughout the school.

Intervention:

All children will have access to the full mathematics curriculum either by the provision of additional support or through differentiated tasks planned to suit the needs of an individual or group. Open ended challenge activities are planned for all children and are a particularly effective way of challenging the more able mathematicians, as well as encouraging all pupils to apply their skills in wider contexts. On occasions intervention or pre-intervention may be given to an individual or small group sessions to suit the needs of particular learners.

Assessment, recording and reporting: (see also separate Assessment Policy)

By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programmes of study. Termly assessment includes pupil observation and dialogue, marking of work in accordance with our marking policy, and a limited amount of testing. In addition, KS1 tests are used at the end of Year 2, and optional tests are used for Years 3, 4 and 5 to support Teacher Assessment.

Pupils' progress is reported to parents verbally at Parents Meetings and in a written report annually.

Calculation Policy

We work closely with Bredon Hill Middle School and other First Schools that feed into this school at the start of Year 6 to ensure that methods of calculation are consistent across all schools. To this end, a "Cluster Calculation Policy" has been developed and is published on our website. This sets out the written methods used in school and should be referred to when completing homework.

SCIENCE

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

KS1

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

In KS1, topics will be taught which will allow for cross curricular learning as well as meeting the statutory requirements of the National Curriculum 2014.

The plan for KS1 Science is divided into a 2 year programme, odd and even (dates taken from September year date).

Odd Years	Even Years
<p>PLANTS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · identify and describe the basic structure of a variety of common flowering plants, including trees <p>ANIMALS, INCLUDING HUMANS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<p>LIVING THINGS AND THEIR HABITATS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · explore and compare the differences between things that are living, dead, and things that have never been alive. · identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other · identify and name a variety of plants and animals in their habitats, including micro-habitats · describe how animals obtain their food from

<ul style="list-style-type: none"> · identify and name a variety of common animals that are carnivores, herbivores and omnivores · describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) · identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>EVERYDAY MATERIALS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · distinguish between an object and the material from which it is made · identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock · describe the simple physical properties of a variety of everyday materials · compare and group together a variety of everyday materials on the basis of their simple physical properties <p>SEASONAL CHANGES</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · observe changes across the four seasons · observe and describe weather associated with the seasons and how day length varies 	<p>plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>PLANTS</p> <p>Pupils should be taught to: .</p> <ul style="list-style-type: none"> · observe and describe how seeds and bulbs grow into mature plants · find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>ANIMALS, INCLUDING HUMANS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · notice that animals, including humans, have offspring which grow into adults · find out about and describe the basic needs of animals, including humans, for survival (water, food and air) · describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>USES OF EVERYDAY MATERIALS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses · find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
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KS2

Lower KS2

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Upper KS2

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- using simple models to describe scientific ideas
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

In KS2 Science will follow a 2 year rolling plan which will ensure appropriate coverage across the mixed age classes as well provided suitable progression in scientific study throughout the school. Where appropriate the Science will follow the topic work being taught in the classes although on occasion the lessons will be stand-alone sessions to ensure the subjects are being taught at the appropriate level.

The 2 year rolling programme follows the same odd and even approach as KS1 however due to the quantity of work to be taught, and including the progression and scientific study that needs to be included in the investigations for the odd year, are split into the requirements for Lower and Upper KS2 classes.

Odd Year LKS2 (Y3 Curriculum)	Odd Year UKS2 (Year 5 Curriculum)	Even Year (Year 4 Curriculum)
<p>ANIMALS, INCLUDING HUMANS Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat · identify that humans and some animals have skeletons and muscles for support, protection and movement <p>PLANTS Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and 	<p>ANIMALS, INCLUDING HUMANS Pupils should be taught to:</p> <ul style="list-style-type: none"> · describe the changes as humans develop from birth to old age. <p>LIVING THINGS AND THEIR HABITATS Pupils should be taught to:</p> <ul style="list-style-type: none"> · describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird · describe the life process of reproduction in some plants and animals. <p>FORCES AND MAGNETS Pupils should be taught to:</p> <ul style="list-style-type: none"> · explain that unsupported 	<p>STATES OF MATTER Pupils should be taught to:</p> <ul style="list-style-type: none"> · compare and group materials together, according to whether they are solids, liquids or gases · observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius · identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>SOUND</p>

<p>flowers</p> <ul style="list-style-type: none"> · explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant · investigate the way in which water is transported within plants · explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>FORCES AND MAGNETS Pupils should be taught to:</p> <ul style="list-style-type: none"> · compare how things move on different surfaces · notice that some forces need contact between two objects, but magnetic forces can act at a distance · observe how magnets attract or repel each other and attract some materials and not others · compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials · describe magnets as having two poles · predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>LIGHT Pupils should be taught to:</p> <ul style="list-style-type: none"> · recognise that they need light in order to see things and that dark is the absence of light · notice that light is reflected from surfaces · recognise that light from the sun can be dangerous and that there are ways to protect their eyes · recognise that shadows are formed when the light from a light source is blocked by an opaque object · find patterns that determine the size of shadows. 	<p>objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> · identify the effects of air resistance, water resistance and friction, that act between moving surfaces · Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>PROPERTIES AND CHANGES OF MATERIALS Pupils should be taught to:</p> <ul style="list-style-type: none"> · compare and group together everyday materials based on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets · know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution · use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating · give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic · demonstrate that dissolving, mixing and changes of state are reversible changes · explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>EARTH AND SPACE Pupils should be taught to:</p> <ul style="list-style-type: none"> · describe the movement of the Earth, and other planets, relative to the Sun in the solar system · describe the movement of 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify how sounds are made, associating some of them with something vibrating · recognise that vibrations from sounds travel through a medium to the ear · find patterns between the pitch of a sound and features of the object that produced it · find patterns between the volume of a sound and the strength of the vibrations that produced it · recognise that sounds get fainter as the distance from the sound source increases. <p>LIVING THINGS AND THEIR HABITATS Pupils should be taught to:</p> <ul style="list-style-type: none"> · recognise that living things can be grouped in a variety of ways · explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment · recognise that environments can change and that this can sometimes pose dangers to living things. <p>ELECTRICITY Pupils should be taught to:</p> <ul style="list-style-type: none"> · identify common appliances that run on electricity · construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers · identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery · recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit · recognise some common conductors and insulators,
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<p>ROCKS Pupils should be taught to:</p> <ul style="list-style-type: none"> · compare and group together different kinds of rocks on the basis of their appearance and simple physical properties · describe in simple terms how fossils are formed when things that have lived are trapped within rock · recognise that soils are made from rocks and organic matter. 	<p>the Moon relative to the Earth</p> <ul style="list-style-type: none"> · describe the Sun, Earth and Moon as approximately spherical bodies · use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>and associate metals with being good conductors.</p> <p>ANIMALS, INCLUDING HUMANS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · describe the simple functions of the basic parts of the digestive system in humans · identify the different types of teeth in humans and their simple functions · construct and interpret a variety of food chains, identifying producers, predators and prey.
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ART & DESIGN

The national curriculum for art and design aims to ensure that all pupils:

- produce creative 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.

DESIGN & TECHNOLOGY

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

The skills to be developed in each year group for Art and DT are outlined below:

Y1 Art Coverage
I can show how people feel in paintings and drawings.
I can create moods in art work.
I can use pencils to create lines of different thickness in drawings.
I can name the primary and secondary colours.
I can create a repeating pattern in print.
I can cut, roll and coil materials.
I can use IT to create a picture.
I can describe what I can see and give an opinion about the work of an artist.
I can ask questions about a piece of art.

Y1 DT Coverage
I can use my own ideas to make something.
I can describe how something works.
I can cut food safely.
I can make a product which moves.
I can make my model stronger.
I can explain to someone else how I want to make my product.
I can choose appropriate resources and tools.
I can make a simple plan before making.

Y2 Art Coverage
I can choose and use three different grades of pencil when drawing.
I can use charcoal, pencil and pastel to create art.
I can use a viewfinder to focus on a specific part of an artefact before drawing it.
I can mix paint to create all the secondary colours.
I can create brown with paint.
I can create tints with paint by adding white.
I can create tones with paint by adding black.
I can create a printed piece of art by pressing, rolling, rubbing and stamping.
I can make a clay pot.
I can join two clay finger pots together.
I can use different effects within an IT paint package.

I can suggest how artists have used colour, pattern and shape.

I can create a piece of art in response to the work of another artist.

Y2 DT Coverage

I can think of an idea and plan what to do next.

I can choose tools and materials and explain why I have chosen them.

I can join materials and components in different ways.

I can explain what went well with my work.

I can explain why I have chosen specific textiles.

I can measure materials to use in a model or structure.

I can describe the ingredients I am using.

Y3 Art Coverage

I can show facial expressions in my art.

I can use sketches to produce a final piece of art.

I can use different grades of pencil to shade and to show different tones and textures.

I can create a background using a wash.

I can use a range of brushes to create different effects in painting.

I can identify the techniques used by different artists.

I can use digital images and combine with other media in my art.

I can use IT to create art which includes my own work and that of others.

I can compare the work of different artists.

I recognise when art is from different cultures.

I recognise when art is from different historical periods.

Y3 DT Coverage

I can prove that my design meets some set criteria.

I can follow a step-by-step plan, choosing the right equipment and materials.

I can design a product and make sure that it looks attractive.

I can choose a textile for both its suitability and its appearance.

I can select the most appropriate tools and techniques for a given task.

I can make a product which uses both electrical and mechanical components.

I can work accurately to measure, make cuts and make holes.

I can describe how food ingredients come together.

Y4 Art Coverage
I can show facial expressions and body language in sketches and paintings.
I can use marks and lines to show texture in my art.
I can use line, tone, shape and colour to represent figure and forms in movement.
I can show reflections in my art.
I can print onto different materials using at least four colours.
I can sculpt clay and other mouldable materials.
I can integrate my digital images into my art.
I can experiment with the styles used by other artists.
I can explain some of the features of art from historical periods.

Y4 DT Coverage
I can use ideas from other people when I am designing.
I can produce a plan and explain it.
I can evaluate and suggest improvements for my designs.
I can evaluate products for both their purpose and appearance.
I can explain how I have improved my original design.
I can present a product in an interesting way.
I can measure accurately.
I can persevere and adapt my work when my original ideas do not work.
I know how to be both hygienic and safe when using food.

Y5 Art Coverage
I can identify and draw objects and use marks and lines to produce texture.
I can successfully use shading to create mood and feeling.
I can organise line, tone, shape and colour to represent figures and forms in movement.
I can use shading to create mood and feeling.
I can express emotion in my art.
I can create an accurate print design following criteria.
I can use images which I have created, scanned and found; altering them where necessary to create art.
I can research the work of an artist and use their work to replicate a style.

Y5 DT Coverage
I can come up with a range of ideas after collecting information from different sources.
I can produce a detailed, step-by-step plan.

I can suggest alternative plans; outlining the positive features and draw backs.
I can explain how a product will appeal to a specific audience.
I can evaluate appearance and function against original criteria.
I can use a range of tools and equipment competently.
I can make a prototype before make a final version.
I show that I can be both hygienic and safe in the kitchen.

COMPUTING (see also separate Computing policy, including e-safety policy)

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

What is Computing?

- Computing is the new ICT and can be divided into 3 areas: Computer Science, Information Technology and Digital Literacy (which includes e-Safety). We have then categorised the aims for the new computing curriculum as identified in the Programme of study issued by the Department for Education into these three areas, detailed below.

Area	Key Stage 1 Aims	Key Stage 2 Aims
Computer Science (CS)	1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programs	4. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 5. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 6. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 7. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web 8. Appreciate how [search] results are selected and ranked

Area	Key Stage 1 Aims	Key Stage 2 Aims
Information Technology (IT)	1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	2. Use search technologies effectively 3. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Digital Literacy (DL)	1. Recognise common uses of information technology beyond school 2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	3. Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

GEOGRAPHY

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In KS1, topics will be taught which will allow for cross curricular learning that will address the requirements of NC14 including;

- developing locational knowledge of the 7 continents and the United Kingdom
- understanding Geographical similarities and differences through Human and Physical Geography in the UK
- using key Geographical vocabulary outlined in the curriculum
- using simple compass directions and other directional language
- use maps, atlases and globes to identify the UK and its countries

KS2 planning will follow a three year rolling programme to ensure coverage throughout the children's time at Ashton Under Hill First School, taking into account mixed age classes and the requirements NC14 that will be covered by Bredon Hill Middle School for year 6 of KS2.

KS2 Coverage (3 year rolling plan)

	2015 /2016 (Year A)		2016/2017 (Year B)		2017/ 2018 (Year C)	
From NC 2014	Ashton	BHMS	Ashton	BHMS	Ashton	BHMS
Location Knowledge Locate world countries using maps to focus on Europe & Americas Locate cities of the UK & world countries Identify position & significance of latitude,	Ongoing 2015/2016 Autumn 2015	Ongoing 2015/2016	Ongoing 2016/2017	Ongoing 2016/2017	Ongoing 2017/2018	Ongoing 2017/2018

longitude & equator etc.						
Location Knowledge Identify the environmental regions, key characteristics, countries major cities	Ongoing 2015/2016	Ongoing 2015/2016	Ongoing 2016/2017	Ongoing 2016/2017	Ongoing 2017/2018	Ongoing 2017/2018
Location Knowledge of the UK Geographical regions (human & physical characteristics, key topographical regions & land use patterns)	Ongoing 2015/2016	Ongoing 2015/2016	Ongoing 2015/2016	Ongoing 2015/2016	Ongoing 2015/2016	Ongoing 2015/2016
Human Geography Settlement & land use	Summer 2015		Autumn 2016			
Human Geography Economic activity including trade					Summer 2018	
Human Geography Natural resources including energy, food, minerals & water			Spring 2017 (Nile?)			
Physical Geography Climate zones, biomes & vegetation belts					Spring 2018	
Physical Geography Rivers & Mountains & Water Cycle	Spring 2016					
Physical Geography Volcanoes & Earthquakes			Summer 2017			
Place Knowledge Understand Geographical similarities & differences through a study	Focus on UK		Link with local study & Egypt		Link with trade (human)	

of Human & Physical Geography (UK, European country & America)			(physical)			
Skills & Fieldwork Use of maps, atlases, globes & computer mapping to locate countries Use eight points of a compass, 4 & 6 figure grid references, symbols & key`		2015/2016		2016/2017		2017/2018
Fieldwork Observe, measure & record		2015/2016		2016/2017		2017/2018

HISTORY

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In KS1, topics will be taught which will allow for cross curricular learning including historical investigation and reasoning. The teaching and learn will address the requirements of NC14 including;

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 planning will follow a three year rolling programme to ensure coverage throughout the children's time at Ashton Under Hill First School, taking into account mixed age classes and the requirements NC14 that will be covered by Bredon Hill Middle School for year 6 of KS2.

From NC 2014	<u>(Year A)</u>		<u>(Year B)</u>		<u>(Year C)</u>	
	<u>Ashton</u>	<u>BHMS</u>	<u>Ashton</u>	<u>BHMS</u>	<u>Ashton</u>	<u>BHMS</u>
<u>Changes in Britain from Stone age to the Iron Age</u>					<u>Autumn</u>	
<u>The Roman Empire and its impact on Britain</u>					<u>Romans or Greeks?</u>	<u>Romans or Greeks?</u>
<u>Britain's settlement by Anglo Saxons/ Scots</u>		<u>Autumn</u>		<u>Autumn</u>		<u>Autumn</u>
<u>The Viking and Anglo Saxon struggle for the England to the time of Edward the Confessor</u>	<u>Summer</u>					
<u>A local history study</u>			<u>Autumn</u>			
<u>A study of an aspect or theme in British history beyond 1066</u>	<u>Autumn (WW2)</u>	<u>Summer (Battle of Britain)</u>		<u>Summer</u>		<u>Summer</u>
<u>The achievements of the earliest civilizations</u>			<u>Spring</u>			
<u>Ancient Greece</u>		<u>Spring</u>		<u>Spring</u>	<u>Romans or Greeks?</u>	<u>Romans or Greeks?</u>
<u>A non-European study that provides contrast with British history</u>					<u>Summer</u>	

LANGUAGES (MFL= Modern Foreign Languages and in order to support learning at Middle School, we teach French at Key Stage 2)

The national curriculum for languages aims 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.

At Ashton all pupils in Key Stage 2 receive a weekly French lesson, following a published scheme of work known as " Rigolo". Emphasis is placed on acquiring language skills in a fun, practical way and gaining an appreciation of different cultures by widening children's horizons.

MUSIC

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Ashton we aim for children in each year group to regularly (usually termly) take part in a unit of work within music which provides opportunities for them to perform using voices, 'found' sounds and instruments and appraise one another's work as well as listening to high quality live or recorded music and using this as a stimulus for their own composition or work in other curriculum areas such as creative writing, dance or art. Links with ICT also enable the children to record and share their musical composition and performance work with a wider audience. In such ways cross curricular links are made with music complementing or providing a springboard for work in other areas of the curriculum, often under the umbrella of a class topic.

The chart below shows the progression of skills which we aim to develop as a child progresses through the school.

KEY STAGE 1	
YEAR 1	YEAR 2
I can use my voice to speak, sing and chant.	I can sing and follow a melody.
I can use instruments to perform.	I can perform simple patterns and accompaniments keeping a steady pulse.
I can clap short rhythmic patterns.	I can play simple rhythmic patterns on an instrument.
I can make different sounds with my voice and with instruments.	I can sing or clap increasing and decreasing tempo.
I can repeat short rhythmic and melodic patterns.	I can order sounds to create a beginning, middle and an end.
I can make a sequence of sounds.	I can create music in response to different starting points.
I can respond to different moods in music.	I can choose sounds which create an effect.
I can say whether I like or dislike a piece of music.	I can use symbols to represent sounds.
I can choose sounds to represent different things.	I can make connections between notations and musical sounds.
I can follow instructions about when to play and sing.	I can listen out for particular things when listening to music.
	I can improve my own work.

KEY STAGE 2		
YEAR 3	YEAR 4	YEAR 5
I can sing a tune with expression.	I can perform a simple part rhythmically.	I can breathe in the correct place when singing.
I can play clear notes on instruments.	I can sing songs from memory with accurate pitch.	I can maintain my part whilst others are performing their part.
I can use different elements in my composition.	I can improvise using repeated patterns.	I can improvise within a group using melodic and rhythmic phrases.
I can create repeated patterns with different instruments.	I can use notation to record and interpret sequences of pitches.	I can change sounds or organise them differently to change the effect.
I can compose melodies and songs.	I can use notation to record compositions in a small group or on my own.	I can compose music which meets specific criteria.
I can create accompaniments for tunes.	I can explain why silence is often needed in music and explain what effect it has.	I can use notation to record groups of pitches (chords).
I can combine different sounds to create a specific mood or feeling.	I can identify the character in a piece of music.	I can use my music diary to record aspects of the composition process.
I can use musical words to describe a piece of music and compositions.	I can identify and describe the different purposes of music.	I can choose the most appropriate tempo for a piece of music.
I can use musical words to describe what I like and do not like about a piece of music.	I can begin to identify the style of work of Beethoven, Mozart and Elgar.	I can describe, compare and evaluate music using musical vocabulary.
I can recognise the work of at least one famous composer.		I can explain why I think music is successful or unsuccessful.
I can improve my work; explaining how it has been improved.		I can suggest improvement to my own work and that of others.
		I can contrast the work of a

		famous composer and explain my preferences.
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Music is also developed through the enriched curriculum of music clubs (eg. recorder, choir and instrumental groups) and their involvement in community events (eg. singing to the local Friends and Neighbours Group, taking part in instrumental workshops at PHHS and performing at Birmingham Symphony Hall) and the work of our dedicated peripatetic music teachers (currently teaching guitar, piano and flute). Furthermore we are developing the use of listening music in assembly to encourage musical appreciation in another dimension.

PE (see also separate PE Policy)

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Games	use basic tracking, rolling, hitting, kicking and throwing skills with some consistency	play games with control, fluency and accuracy using a range of skills and techniques to suit the situation	be able to pass, dribble and shoot with control, accuracy and consistent quality
	apply these skills in a variety of ways to suit the situation	find and use space to successfully attack and defend and strike and field to challenge the opposition	choose and use combinations of skills to demonstrate a sound understanding of the principles of play
	show awareness of space and opponents then decide where to stand in order to challenge them	keep possession and get into position to score	work affectively to choose and use tactics in order to be successful
	use a variety of simple tactics and techniques and make choices about targets, space and equipment	know the rules of the game and use fairly	mark opponents and help each other in defence
	describe how their bodies change during physical activity and know why it is important to be active	be able to lead others through warm up, cool down routines and short skill sessions	recognise and explain the importance of leading a healthy active lifestyle

	suggest ways they could improve their work	observe and evaluate own and others' performance and be able to make suggestions on how to improve	use appropriate criteria to evaluate and refine own and others' work in order to improve
Gym	show some control, coordination and variety when demonstrating gymnastic actions	perform actions, balances, body shapes and agilities with control	choose actions, body shapes and balances from a wider range of themes and ideas
	find and use space safely, with an awareness of others	plan, perform and repeat contrasting sequences that include changes of speed and level, clear shapes and quality of movement	create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed
	choose, link and remember actions with some accuracy showing contrast	adapt sequences to suit different types of apparatus and their partner's ability	adapt performances to the demands of a task, using knowledge of composition, showing clarity, fluency, accuracy and consistency
	make their body tense, relaxed, stretched and curled	explain how strength and suppleness affect performance and understand that strength and suppleness can be improved	in small groups, prepare a sequence to be performed to an audience
	recognise and describe how they feel during and after gymnastic activity	lead a partner through short warm-up routines;	understand the need for warming up and working on body strength, tone and flexibility
	describe what they and others have done, saying why they think gymnastic actions are being performed well	watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance	use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology
Dance	perform basic body actions with control and coordination	improvise freely, translating ideas from a stimulus into movement	compose motifs and plan dances creatively and collaboratively on their own and in groups
	use different parts of the body singly and in combination	adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use	adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use
	choose movements with different dynamic qualities to make a short dance phrase that expresses an idea, mood or feeling	create dance phrases and motifs creatively and collaboratively that communicate ideas	perform different styles of dance clearly, fluently and with control and expression
	vary the way they use space	perform different styles of dance clearly and fluently;	organise their own warm-up and cool-down exercises understanding how dance helps them to keep healthy
	describe how dancing affects their body	organise their own warm-up and cool-down exercises and know the importance	recognise and comment on dances, showing an understanding of style

	describe basic body actions and simple expressive and dynamic qualities of movement then suggest ways they could improve their work	recognise and comment on dances, showing an understanding of style suggesting improvements to their own and other people's dances	use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology
Athletics	run at different paces showing change of speed and direction	choose the appropriate pace of running to achieve maximum output for the desired distance, being able to conserve energy	choose the best pace for a running event, so that they can sustain their running
	link running and jumping activities with control and consistency	demonstrate a range of throwing techniques and throw accurately into a target area or to cover a distance	show control at take-off and landings in jumping activities
	throw a variety of objects , changing action for accuracy and distance	jump in a number of ways showing technique and coordination	compete with others and set targets to improve personal best
	make up and repeat a short sequence of linked jumps	perform a range of jumps, showing consistent technique and sometimes using a short run-up where appropriate	show accuracy and good technique when throwing for distance and refine performance by analysing technique and body shape
	take part in a relay activity, remembering when to run and what to do	compete with others and aim to improve personal best performances	understand how stamina and power help people to perform well in different athletic activities
	recognise when their heart rate, temperature and breathing rate have changed	compare and contrast performances using appropriate language	identify good athletic performance and explain why it is good, using agreed criteria to set new targets
OAA		be able to orientate themselves around a simple course using maps and diagrams	find effective solutions to problems and challenges and identify what they want to achieve
		respond to physical challenges and problems, talking and working cooperatively with others in their group	be able to adapt to changing situations drawing on previous experiences and taking into account the groups safety
		be able to adapt when a challenge increases or the environment changes	embrace both leadership and team roles and understand responsibilities taking into account the group's safety
		remain aware of changing conditions and change plans if necessary	prepare physically and organisationally for challenges they are set, taking into account the group's safety;
		discuss how a challenge went and how to go about it differently in order to improve	identify what they do well as individuals and as a group and suggest ways to improve
		respond to feedback on how to go about their work differently	find effective solutions to problems and challenges and identify what they want to achieve



PSHE (Personal, Social, Health and Economic Education

Whilst PSHE is a non-statutory subject, here at Ashton we feel that it is a vital part of our curriculum, and plays a key part in enabling us to fulfill our duties relating to SMSC (Spiritual, Moral, Social and Cultural Development)

PSHE is embedded within our curriculum and will take the following forms:

- * Designated PSHE lessons which are outlined in the whole school overview below
- * Daily assemblies which are based around a specific value
- * Weekly family assembly which celebrates Star Learners of the week
- * Our 5 key successful learner skills which are embedded into our lessons
- * House group activities throughout the year

Class	Autumn	Spring	Summer
Acorns (Each Year)	<u>Me & My Feelings</u> <ul style="list-style-type: none"> ❖ School rules & routines ❖ Acceptable & Unacceptable behaviour ❖ Likes & Dislikes ❖ Being sensitive towards others <u>Working & Playing Together</u> <ul style="list-style-type: none"> ❖ Listening skills & good communication ❖ Taking turns ❖ Sharing ❖ Being a good friend 	<u>Growing & Changing</u> <ul style="list-style-type: none"> ❖ Responsibilities – getting dressed and looking after their possessions ❖ Knowing adults who are responsible for them ❖ Being considerate <u>My body</u> <ul style="list-style-type: none"> ❖ How can I be healthy? Sleep, food etc. ❖ Basic hygiene (dentist visit & hand washing) 	<u>Keeping Safe</u> <ul style="list-style-type: none"> ❖ Safe places to play at home ❖ Road safety ❖ Stranger danger ❖ E safety ❖ Asking for help
Hawthorn (2 year cycle)	<u>Working Together</u> <ul style="list-style-type: none"> ❖ Listening skills & communication ❖ Turn taking & 	<u>Citizenship</u> <ul style="list-style-type: none"> ❖ Rules in school ❖ Jobs & responsibilities in 	<u>Growing & Changing</u> <ul style="list-style-type: none"> ❖ Keeping yourself clean ❖ Healthy food

<p>Year A Autumn</p>	<p>compromise</p> <ul style="list-style-type: none"> ❖ Getting on & falling out ❖ Making mistakes <p><u>Friendship & Difference</u></p> <ul style="list-style-type: none"> ❖ What is a good friend? ❖ Making & keeping friends ❖ Anti-bullying week 	<p>school</p> <ul style="list-style-type: none"> ❖ Democracy – who makes decisions in school? How are they made? <p><u>Community</u></p> <ul style="list-style-type: none"> ❖ Caring for the school environment ❖ Stereotypes of boys and girls <p><u>Road safety</u></p>	<ul style="list-style-type: none"> ❖ Exercise <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ❖ Road safety ❖ Stranger danger ❖ E safety
<p>Hawthorn Year B Autumn</p>	<p><u>My Emotions</u></p> <ul style="list-style-type: none"> ❖ Different feelings ❖ Dealing with & Sharing emotions ❖ How emotions effect you <p><u>Anti – bullying week</u></p>	<p><u>Myself & My Relationships</u></p> <ul style="list-style-type: none"> ❖ Recognising achievements ❖ Know that friendship patterns change & how to deal with these ❖ Keeping myself safe <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ❖ Road Safety ❖ What to do if you get lost ❖ Good and Bad Secrets 	<p><u>Drugs</u></p> <ul style="list-style-type: none"> ❖ What is medicine? ❖ Safety rules for medicine <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ❖ Road safety ❖ Stranger danger ❖ E safety
<p>Willow (2 year cycle) Year A</p>	<p><u>Working together</u></p> <ul style="list-style-type: none"> ❖ Listening skills ❖ Self awareness ❖ Fears and worries <p><u>Friendship & Difference</u></p> <ul style="list-style-type: none"> ❖ Valuing differences ❖ Managing friendship problems ❖ Anti-bullying week 	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> ❖ Democracy in school ❖ Responsibilities ❖ Rules & Rights <p><u>Me in my community</u></p> <ul style="list-style-type: none"> ❖ People who serve the local community ❖ Role in the community ❖ Environment 	<p><u>Personal Hygiene</u></p> <ul style="list-style-type: none"> ❖ Routines ❖ Benefits of maintaining personal hygiene <p><u>Growing & Changing</u></p> <ul style="list-style-type: none"> ❖ Eating healthily ❖ Healthy lifestyles <p>NSPCC Visit</p>
<p>Willow Year B</p>	<p><u>Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ❖ Communicating & dealing with emotions ❖ Understand how 	<p><u>Managing risk and change</u></p> <ul style="list-style-type: none"> ❖ What risks are there? ❖ Pressure ❖ Decision making 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ❖ Road safety ❖ Judging risks ❖ Personal safety ❖ Who to contact

	<p>their emotions impact on others</p> <p><u>Bullying</u></p> <ul style="list-style-type: none"> ❖ Teasing & Bullying ❖ Responding assertively ❖ Anti-bullying week 	<p><u>Drugs</u></p> <ul style="list-style-type: none"> ❖ Medicines ❖ Who administers medicines? 	<ul style="list-style-type: none"> ❖ NSPCC Visit
<p>Oak (2 year cycle)</p> <p>Year A</p>	<p><u>Working together</u></p> <ul style="list-style-type: none"> ❖ Negotiation ❖ Recognising & overcoming difficulties when working in a team ❖ Identifying your own strengths <p><u>Friendship & Difference</u></p> <ul style="list-style-type: none"> ❖ Resolving conflict ❖ Influences ❖ Respect for different lifestyles & beliefs ❖ Anti-bullying week 	<p><u>Rules & Rights</u></p> <ul style="list-style-type: none"> ❖ Democracy ❖ Responsibilities ❖ rules & laws ❖ Debating ❖ Morals <p><u>Citizenship</u></p> <ul style="list-style-type: none"> ❖ Role in the community ❖ Environment ❖ Stereotyping 	<p><u>Growing & Changing</u></p> <ul style="list-style-type: none"> ❖ Puberty ❖ Lifecycles (Science) <p><u>Changing emotions & responsibilities</u></p> <ul style="list-style-type: none"> ❖ Recognising emotions ❖ Trust ❖ Healthy lifestyles <p>Y5: Bike ability & First Aid</p>
<p>Oak</p> <p>Year B</p>	<p><u>Emotional Wellbeing</u></p> <ul style="list-style-type: none"> ❖ Communicating & dealing with emotions and other people's emotions ❖ Understand how their emotions impact on others and dealing with these situations <p><u>Bullying</u></p> <ul style="list-style-type: none"> ❖ Teasing & Bullying ❖ Responding assertively ❖ Anti-bullying week 	<p><u>Managing risk and change</u></p> <ul style="list-style-type: none"> ❖ What risks are there? Physical, Emotional etc. ❖ Pressure and ways of dealing with pressure ❖ Decision making <p><u>Drugs</u></p> <ul style="list-style-type: none"> ❖ Medicines ❖ Who administers medicines? ❖ Media influences 	<p><u>Growing & Changing</u></p> <ul style="list-style-type: none"> ❖ Puberty ❖ Lifecycles (Science) <p><u>Changing emotions & responsibilities</u></p> <ul style="list-style-type: none"> ❖ Recognising emotions ❖ Trust ❖ Healthy lifestyles <p>Y5: Bike ability & First Aid</p>

RE (Religious Education) (See also separate Collective Worship Policy)

RE must be taught to all registered pupils in maintained schools, including those in reception classes who are less than five years old. The curriculum should be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development

of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Teaching RE provides an opportunity to celebrate and foster awareness of differences in the wider world. It is a subject that celebrates diversity.

Aims

The principal aim of RE at Ashton is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

We aim for children to:

- Reflect on their own experiences and formulate their own ideas, beliefs and values.
- Develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand religions, cultures, worldviews and ways of life different from their own.
- Respect other people's views, celebrate the diversity in society and develop positive attitudes towards differences.
- Appreciate that symbols and artefacts from different religions can express human feelings and ideas.
- Understand the importance of tolerance in everyday life.
- Develop an enjoyment of learning through practical activities, discussion, exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.

Implementation

Our RE curriculum is in accordance with the Worcestershire LA Agreed Syllabus 2015-2020. We ensure that topics build on prior learning and there is planned progression built into this scheme of work. Our curriculum follows a long term planning cycle devised by the RE subject leader using the medium term plans from the Worcestershire Agreed Syllabus 2015-2020, which support staff in planning, delivering and assessing the teaching and learning of RE. Staff adapt this planning to suit their individual classes.

Place of Worship Visits/Visitors

Place of Worship trips are organised to support and complement the work in school and to promote links with other communities. The intention is that children will visit at least two different places of worship - such as a mosque or synagogue - during their time at Ashton, one in Key Stage 1 and another in Key Stage 2. In addition, children will visit St Barbara's Church in Ashton from time to time. We also aim to invite representatives of different faith groups and worldviews to come into school and talk to the children in a sensitive manner.

Time Allocation

The expectation is that the minimum hours devoted to religious education will be:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

Withdrawal

Parents are allowed to withdraw their child from religious education classes if they so wish, although this should only be done once they have given written notice with reasons to the headteacher and school governors. If a child is not to participate in RE lessons or related activities, he/she will be given alternative work to do.

Religious Education — Long Term Plan
(DRAFT for Year One – Subsequent years to be added on receipt
of all materials for new curriculum)

KEY:

BELIEVING



EXPRESSING



LIVING



YEAR ONE			
	AUTUMN	SPRING	SUMMER
ACORNS	1.2 WHO IS A MUSLIM AND WHAT DO THEY BELIEVE?	F.1 WHAT PLACES ARE SPECIAL AND WHY?	F.6 WHAT IS SPECIAL ABOUT OUR WORLD?
HAWTHORN	1.2 WHO IS A MUSLIM AND WHAT DO THEY BELIEVE?	1.5 WHAT MAKES SOME PLACES SACRED?	1.8 HOW SHOULD WE CARE FOR OTHERS AND THE WORLD AND WHY DOES IT MATTER?
WILLOW	L2.4 WHY DO PEOPLE PRAY?	L2.1 WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?	L2.8 WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?
OAK	L2.4 WHY DO PEOPLE PRAY?	U2.1 WHY DO SOME PEOPLE BELIEVE GOD EXISTS?	U2.6 WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?

SMSC-promoting Spiritual, Moral, Social and Cultural Development

We have deliberately included SMSC as part of our Curriculum Policy, because we do not see it as a stand-alone area, but instead underpins all that we do at Ashton, in terms of delivering a curriculum appropriate to the needs of our children, be that the national curriculum, or the

wider and hidden curriculum offered at our school. We care passionately about every child doing as well as they can academically, but we are just as passionate about nurturing the whole child and equipping them to become kind, compassionate, well-rounded members of society.

See also ways in which we promote British Values which is part of SMSC development.

Our five key skills to becoming successful learners support SMSC and most especially the following three skills: to reflect, to co-operate and to believe in yourself

Some ways in which we support Children's Spiritual development:

- RE syllabus in line with Worcestershire policy
- Carefully planned assemblies following "Roots and Fruits" scheme
- Half termly "value" explored
- Fortnightly visits from Open the Book Team – dramatization of Bible stories
- Inclusive approach to other faiths, visits to non-Christian places of worship, visiting speakers
- Lunchtime prayer
- Rich, diverse, engaging curriculum in which children are encouraged to reflect and contribute ideas, consider others' opinions and practices, debate and discuss, show creativity and fascination for learning
- Weekly Forest School sessions for Reception and Year 1 during which exploring, appreciating nature and expressing feelings is at the heart of the sessions
- Participation in events which promote spiritual development, e.g. Voices and visions at Worcestershire Cathedral

Some ways in which we support Children's Moral development:

- Our whole ethos is based on respecting one another
- School motto "expect only the best" permeates how we expect pupils and staff to treat one another
- Half termly themes based on values, e.g. Forgiveness, compassion.
- Assemblies linked to moral themes
- Staff model appropriate behaviour and encourage pupils to reflect and do likewise
- Sense of fair play throughout all activities, including competitive sport
- Pupils required to behave appropriately, recognise right and wrong and say sorry
- Positive, happy environment with consequences for inappropriate behaviour
- PSHE curriculum. Circle Time
- Anti-bullying week
- E-safety week
- Supporting charities (e.g. NSPCC, Shoe Box Appeal, Children in Need, Books for Africa)
- Eco ambassadors including Evironminnies and Green Flag Award
- Community projects, e.g. litter pick

Some ways in which we support Children's Social development:

- Village school at the heart of its community with strong links, including dual use agreement of facilities and opportunities for mixing with the community, e.g. tea for

the elderly, thank you tea, Bedtime Story evening, Open the Book Team, Open Garden weekend ...

- Close links with playgroup, including pre-school and school children working together, e.g. Divali workshop and careful induction programme
- Comprehensive transition arrangements for Y5 pupils transferring to Middle School
- School Council inclusive of pupils across entire age-range
- House Groups and opportunities to play, eat and learn together
- Rich after school clubs provision catering for all ages and interests
- Breakfast club
- School and Parent partnership with parents made to feel very welcome – open door policy
- Effective communication with parents
- Active Parents & Friends Association
- Rich, engaging curriculum including trips and residential opportunities
- Cluster events throughout the year for all age groups
- Responsibility given to all pupils, including house captains, young leaders, Huff n Puff on the playground, monitors in classes
- High expectations and opportunities to share achievements (Friday Family Assembly)
- Effective communication at the heart of everything, including specific listening skills taught and pupils encouraged to reflect on their learning and behaviour and give feedback, including use of talk partners

Some ways in which we support Children's Cultural development:

- Rich, engaging curriculum which responds to interests of the children and is constantly evolving
- Visits linked to the curriculum, including for example visits to Science museum, Castle, Birmingham Art Gallery, Synagogue, Evacuee day with Gloucester Railway
- Widening Children's Horizons was a priority action for the SDP in 2014/15 with work on-going as part of the curriculum
- Parents from different cultural backgrounds encouraged to come into school and share their heritage with the children
- Links with other schools in Redditch, India, Uganda and Spain
- Clubs including drama, choir, craft, games, culture, sport
- Specialist music peripatetic teaching in flute, piano and guitar
- Strong tradition of celebrating festivals and special events, including religious ones, sporting, royal family occasions, Olympics, annual school Poetry Plate competition, Art Exhibition
- French taught in Y3,4 and 5, including participation in annual Language Festival at the High School
- Greeting of the Week taught in a different foreign language every week
- Whole school annual production
- Cluster events, such as Music festival, sporting events and competition
- Open Classrooms giving opportunities to share the learning with parents
- Displays around the school

Promoting British Values at Ashton

The following gives an overview of the ways in which we promote British Values in our school:

Democracy

Respect for democracy and support for participation in the democratic process

- Showing respect when visiting or having visitors in school, eg. Observing rules at swimming pool, when visiting church, chapel, synagogue;
- Inviting members of the local community into school including those representing authority, e.g. community police officers, fire brigade, barrister, etc
- Lots of opportunities for pupils to vote and give their ideas eg. School council voting; winners for poetry competition; science week egg experiment winners
- Participating in elections, (this included a mock general election in May 2015 when every child visited the polling booths here on site in the Green Room)
- Encouraging pupils to become involved in decision making process in school – input their ideas into the planning of class topics, decisions about where we are going on a trip and arrangements for what we will eat at residential events
- Participating in School council elections where children presents their case and everyone votes for their choice
- Taking part in Role play activities to present different points of view in an argument eg. Balloon debate; Roman topic
- Resolution of class and playground conflict/disagreements
- Drawing up class and playground rules and observing school rules

The rule of law

Respect for the basis on which the law is made and applied in England

- All classes contribute to own class rules
- Behaviour policy in place
- Zone boards used where appropriate
- Clear high expectations of all pupils and school community members
- On a daily basis supporting children to help to distinguish right from wrong and learn the skills they need to resolve conflicts as well as seeing these skills being modelled
- Linking school rules to the notion that these are what keep things safe and fair

Individual liberty

Support and respect for the liberties of all within the law

- Our curriculum gives pupils opportunities to build their self-esteem and self confidence
- E.g. Friday family assembly, Star Awards for all, Residential experiences; extra-curricular activities e.g. Eco awards, Bright Sparks
- Very inclusive approach providing opportunities for all to shine
- Pupil voice (see above for examples) e.g. Subject coordinators consult pupils in order to seek their feedback for curriculum planning; SEND questionnaire; Whole school governor led questionnaire; Pupil Premium Governor; Governor Visits

- Challenge stereotypes eg. Lady teaching rugby; Bedtime story reading evening included story readers both male and female and EAL; part of the PSHE scheme of work
- Implement a strong anti-bullying culture with a very swift and full response to any concerns which are brought to us
- Annual whole school focus on anti-bullying and on E-safety in order to raise awareness and strategies in order to deal with this
- Prevent training for all staff and governors
- Encouraging our children to recognise how fortunate we are through fundraising for those less fortunate and also becoming more responsible global citizens eg. Eco projects, Eco days and Bright Sparks

Mutual respect and tolerance of those of different faiths and beliefs

- Comprehensive RE syllabus in place which includes a cycle of learning about different religions
- An ethos of respecting the individual
- Promote opportunities to celebrate our differences eg. Jehovah's Witness families invited to come and lead talk about their celebrations/place of worship; Parents of EAL children or those from other countries invited to come into class and lead sessions; French speaking parents helping with French lessons; Dutch child reading his Dutch books to class; Bulgarian parents leading assembly about Spring festival in Bulgaria
- If seen, prejudicial or discriminatory behaviour is immediately challenged
- Visits organised on a regular basis to places of worship (various religions)
- SDP priority action in 2014-15, based on widening the children's horizons helps them to respect differences and develop tolerance

All of the above are promoted both with the children and their parents or carers through newsletters and family assemblies

Preventing Children from becoming radicalized (see DfE advice "The Prevent Duty", June 2015)

All Staff and governors received training in April 2015. The DfE have now issued departmental advice on the Prevent Duty Guidance to help clarify what we at Ashton need to do in respect of the Prevent agenda.

Summarised this means:

- School staff should be able to identify children who may be vulnerable to radicalisation (see section on Indicators of Vulnerability to Radicalisation)
- School staff should report to the DSL in line with all safeguarding concerns when they identify children who may be vulnerable to radicalisation
- Schools should build pupils' resilience to radicalisation by promoting fundamental British values (see section above) enabling them to challenge extremist views. The Bredon Moles Cluster (ie all first schools feeding into Bredon Hill Middle School) has published a British Values Statement, as appears on our website

- Policies – Our Safeguarding and E-safety policy already address risks from radicalisation and extremism
- Contact details for LA and Police Prevent Co-ordinators are contained within the school's safeguarding children policy

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

CURRICULUM POLICY CONCLUDING STATEMENT

And finally:

We aspire for every child to achieve their best and fulfill their potential. We aim to enable every child, regardless of race, gender or ability, equal access to the curriculum. Therefore our curriculum is designed to provide access and opportunity for all children who attend the school and if we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we may consider the child for statutory assessment of his/her needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs (See SEND Policy) and plan challenges for the More Able pupils in the School.

PARENT REQUESTS AND APPEALS

Parents may make a request, to which the Headteacher must respond within two weeks, that the National Curriculum should not be applied to their child for a temporary period.

In the first instance, parents should discuss such a request with the Headteacher in an attempt to avoid any exception, but, should this fail, parents should put their request, together with their reasons, in writing to the Headteacher.

Where the Headteacher rejects a request for exception from the National Curriculum, then the parents will be informed and advised of their right to appeal to the governing body.

REVIEW DATE

This Policy will be reviewed according to our Policy Review Cycle but please refer to our website for the latest curriculum newsletters and topic plans.