

Fen Ditton C. P. School



# CURRICULUM STATEMENT

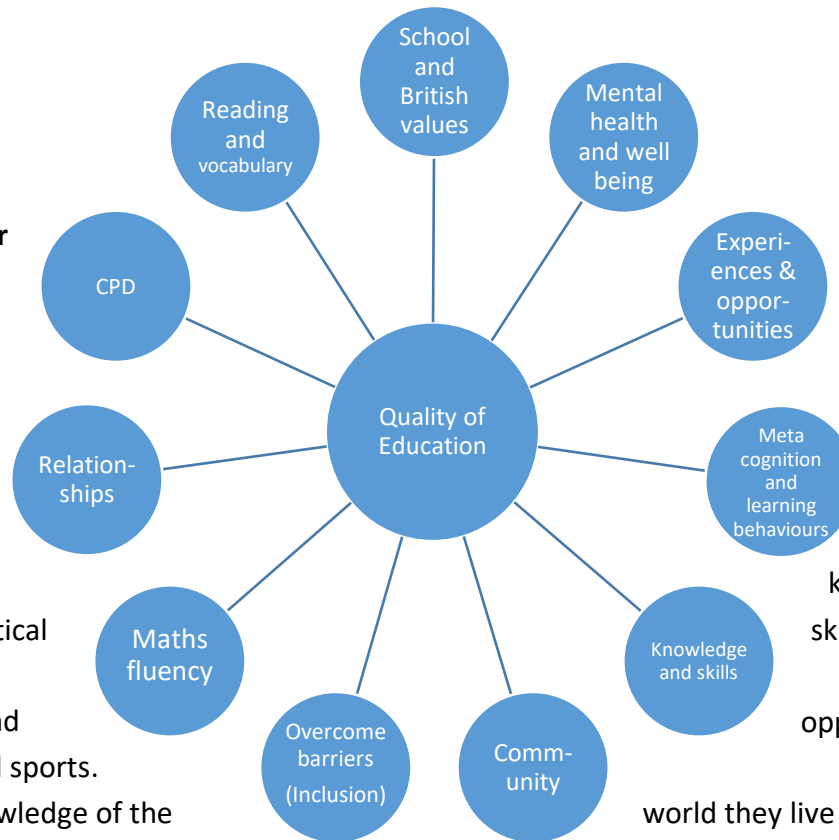
**Our Learning and Curriculum Vision 2023 2024**

Policy Review Schedule	
Last Updated	Next Planned Review and Update
September 2023	September 2024
Governor Signature:	

## Fen Ditton Vision Statement (INTENT)

***At Fen Ditton CP School, we endeavour to provide all our children with a stimulating and diverse curriculum, which ignites curiosity and enables them to master skills and acquire knowledge, which equips them to be successful global citizens and creative thinkers.***

This diagram specifies all the different factors we believe positively impact on the quality of our pupil's education.



### At Fen Ditton Community Primary School our

- Promote our core values of respect,
- Develop pupils' long-term memory of semantic knowledge.
- Put reading as the essential successful learners.
- Develop pupils' wider vocabulary to curriculum and deepen subject
- Equip pupils to gain the key mathematical around them.
- Provide diverse, varied experiences and range of means, including the arts and sports.
- Give children a broad and diverse knowledge of the better understand people and their communities.
- Ensure well-being and mental health are key elements and support the development of the whole child and promote positive attitudes to learning.
- Are committed to helping children overcome barriers, regardless of background and circumstances, to allow them to fulfil their potential.
- Engage positively with the wider community to enhance outcomes for pupils.

### intentions are that we: -

resilience, courage and kindness.  
 an ambitious body of procedural and  
 component to equip our pupils to be  
 connect academic learning across the  
 knowledge.  
 skills to negotiate an increasingly complex world  
 opportunities to promote aspiration through a  
 world they live in which enables them to be equipped to

### **Basic Principals behind our curriculum**

We have considered research and strategies regarding improving long-term memory, to shape and deliver our curriculum.

- Learning is a change to long-term memory.
- Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have greater depth of understanding, they must first master the basics, which takes time.
- Our aims are to ensure that our students experience a wide breadth of study and by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. Procedural knowledge is the knowledge needed to complete a specific skill or task and semantic knowledge is the general world knowledge we have accumulated during our lives and is in our long-term memory store.

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## Our Curriculum Model

We have written our following factors: -

### 1. Curriculum drivers

Curriculum drivers have derived these from of our students, our and our values of

Resilience. Our drivers are used to ensure we give our students appropriate and ambitious curriculum opportunities.

The main drivers which are embedded in our curriculum are: -

- Community
- The Arts
- Sport
- Environment
- Diversity and Culture
- Possibilities

### 2. Cultural capital

Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

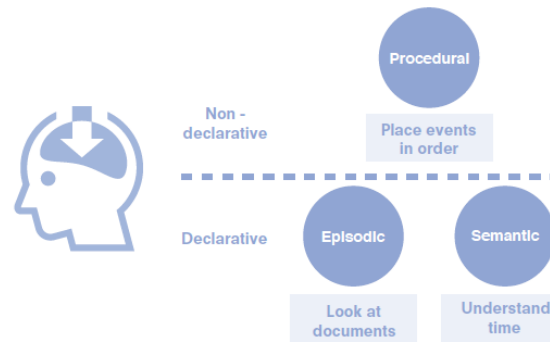
### A model of long-term memory

Learning may be defined as a change to long-term memory.

Long-term memory involves three main areas:

1. **Procedural** memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.
2. **Semantic** memory where facts and their meaning is stored.
3. **Episodic** memory where the activities to learn the processes and facts are remembered and act as memory cues.

Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.



## (Implementation)

curriculum by focusing on the

shape our curriculum breadth. We an exploration of the backgrounds beliefs about high quality education Respect, Kindness, Courage and

We build specific activities into our lessons and assemblies and provide opportunities throughout the school day to develop and enrich our children's cultural capital.

These include: -

**Text selection and reading comprehension** – This is a fundamental part of our cultural capital. It is essential that we expose and teach each child the 5 types of text complexity (archaic language texts, non-linear sequences texts, narratively complex texts, symbolic texts and resistant texts) to enable them to access more challenging texts whilst improving their listening, speaking, reading and writing vocabulary and overall general knowledge.

**Vocabulary** – We explicitly teach our children both 'Tier 2 vocabulary' which glue together academic learning and subject specific vocabulary. Time is given to explain the meanings of words and make links or connections across other curriculum subjects, with the aim to embed these words in each child's long-term memory.

**General knowledge** – We strive for children at Fen Ditton to have a broader and richer knowledge of the world they live in which enables them to be more creative individuals. We are achieving this by increasing the breadth of content the children are taught and teaching it explicitly through individual subjects rather than one termly topic. In addition, the children participate in regular general knowledge style quizzes which incorporates both previously taught and untaught content.

**Cultural experiences** – We continue to provide a wealth of cultural experiences such as trips in and around the local area, visits to museums, theatres, and places of worship and watching live music performances. We regularly invite parents, carers and people from the community into lessons such as scientists, engineers and authors to challenge stereotypes and attitudes.

**British values and spiritual, moral, social and cultural education** – Embedded across our curriculum is the promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Weekly assemblies and our Personal, Social, Citizenship and Health education lessons support this.

### 3. Curriculum breadth

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between **subject topics** and '**threshold concepts**'.

Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build a deeper understanding of them.

### **Early Years Curriculum**

In addition to statements mentioned above, our approach to learning in the early years follows the early adopter framework from the revised development matters document, with a particular emphasis on early reading and language acquisition.

### **Years One to Six follow the approach below**

#### **Milestones**

We have chosen to follow the 'Chris Quigley Milestones' approach for the delivery of our foundation subjects. Each **threshold concept** has been divided into three milestones (Milestone 1 - Years One and Two, Milestone 2 - Years Three and Four and Milestone 3 - Years Five and Six), each of which includes the procedural and semantic knowledge students need to understand the threshold concepts and provides a progression model. Each subject is divided into knowledge categories and we use knowledge webs to help the children relate topics they have previously studied and to form strong, meaningful schema.

Within each milestone the children gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal is for our children to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the more able to have a greater depth of understanding at the 'deep' stage. We believe the timescale for sustained mastery or greater depth is therefore two years of study.

For those children who have additional needs, including some children with special educational needs or a disability (SEND), they may remain at a basic level as they progress through each milestone. However, their individual needs may mean they progress at the same rate as their peers.

As part of our progression model, we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is known as the reversal effect.

### **Proof of Progress (POP) tasks**

We use Proof of Progress tasks in History, Geography, Science, Design Technology, Art and Physical Education to further deepen connections in a schema by gradually changing the nature of thinking. These tasks are categorised into three cognitive domains basic, advancing and deep.

### **Curriculum Delivery**

Our curriculum has been designed based on evidence from cognitive science and the three main principals: -

- Learning is most effective with spaced repetition.
- Interleaving subjects helps the children to discriminate between topics and aids their long-term retention of key knowledge and skills.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. Progress is not in a straight line, going back to key points and reinforcing the basics.

The content of our curriculum is subject specific, and we teach subjects discreetly but make intra-curricular links to strengthen schema. Continuous provision provides retrieval practice for previously learned content.

### **Curriculum Outcomes (Impact)**

As learning is a change to long-term memory it is impossible to see lots of impact in the short term. Children spend two years, from Year One onwards, working at each milestone and it is hoped they move from a basic level of understanding to a more advanced and maybe even deeper level thus resulting in a strong subject specific schema.

- Teachers and subject leaders use comparative judgement in two ways: in the proof of progress tasks we set, and in comparing a child's work over time, from the start of the milestone to the end.
- Each class has a class scrapbook to celebrate the learning which has taken place and aid as a tool for pupil's discussion about learning which has taken place.
- Each child has access to Google Classroom and we use this platform for homework activities and remote learning.
- We use school standardised assessments.
- We undertake the national assessments at the end of each key stage.

### **Monitoring**

- Teachers and subject leaders carry out work sampling activities to look at the work children are producing in individual subjects, to ensure it matches our curriculum intent and long-term overviews. We should see clear progress in our child's knowledge and skills over the two-year period.
- Teachers and subject leaders use lesson observations, coaching and team teaching to see if pedagogical style matches our depth expectations.
- Teachers and subject leaders carry out pupil voice activities such as book talks and questionnaires with groups of children across the year groups to establish their views on the curriculum they are being taught.

The following pages provide curriculum statements for each subject and provide further detail about how the individual subjects are delivered at Fen Ditton Community Primary School.



## MATHEMATICS

### **Our Intent for Mathematics at Fen Ditton: -**

Mathematics is a creative and highly inter-connected discipline that is essential for everyday life and building successful global citizens. At Fen Ditton, we deliver a mastery mathematics curriculum whereby children are challenged to deepen their understanding before accelerating on to new concepts. Mathematical topics are covered in depth and children are given regular opportunities to think deeply about mathematics, enabling children to store mathematical knowledge and understanding in their long-term memories. Children are consistently exposed to a range of representations and see mathematical concepts in multiple contexts to enable them to master and fully understand the content being delivered. This inclusive approach to teaching allows all children to move through a topic at broadly the same pace and allows all children access to the full mathematics curriculum. We want the children at Fen Ditton to be fluent with key mathematical facts including their times tables and number bonds; therefore, regular opportunities are provided to ensure this knowledge is fully embedded. Due to many children starting school with a limited vocabulary and a high percentage speaking English as an additional language, vocabulary teaching is a focus within the mathematics curriculum in order for these children to access the same level of learning as their peers as well as providing the tools all children need to explain and reason about mathematical concepts. We teach the children at Fen Ditton to be excellent and resilient problem solvers and ignite their curiosity for mathematics

through regular opportunities to explore rich and sophisticated problem-solving activities. Children leave Fen Ditton as confident mathematicians with all of the knowledge, understanding and experiences they need to be successful.

**How Mathematics is delivered from Reception to Year 6 (Implementation): -**

At Fen Ditton, from Reception to Year 6, our mathematics lessons follow the White Rose Mastery approach as well as being complimented by additional guidance and resources including the NCETM resources and DFE Mathematics Guidance. Mathematics lessons are delivered daily and focus on small steps within an area of study. Teachers use guidance from the White Rose Single Aged Planning to ensure that the correct content is delivered to each year group in line with the National Curriculum. Therefore, maths is taught in single year groups (Monday – Thursday) and not as classes. When planning a unit of work, teachers will make professional judgements based on their knowledge of the children in their year group about how long will be spent on a small step and make decisions about whether any small steps that have been taught in previous year groups need to be revisited in order for children to fully understand new learning. Maths lessons at Fen Ditton provide children with regular opportunities to build on their fluency, reasoning and problem-solving skills with a particular focus on supporting children to become fluent in the key mathematical facts they need in order to be successful. Currently, on a Friday, fluency and arithmetic are taught in mixed classes. This is due to the end of key stage data in particular the arithmetic data from Year 2 and Year 6.

**In Mathematics lessons you will see children participating in the following ways which link to our four school values: -**

- Building **resilience** by tackling rich and sophisticated problems that challenge thinking sourced from high quality resources such as NRICH and NCETM.
- Showing the **courage** to take on new learning and challenge themselves to achieve their potential.
- Showing **respect** to others and being willing to co-operate, communicate and share ideas.
- Exploring mathematical concepts by asking questions to build on their existing knowledge.
- Using the correct mathematical vocabulary to communicate their ideas in both written and verbal form.
- Building on skills to be able to work methodically and systematically when solving problems.
- Confidently using and understanding a range of mathematical resources to support understanding.
- Regularly rehearsing key mathematical concepts to improve fluency.

**Mathematics is promoted across the school through: -**

- Homework is provided for children weekly through the Google Classroom platform. Homework links to the learning taking place in class or the fluency focus for the half term.
- Using mathematical skills in other subjects such as science (e.g. graphs, results tables), history (e.g. timelines), PE (e.g. measuring distances, using stopwatches) and D.T. (e.g. weighing food, measuring materials).
- Children have access to TT Rockstars at home to help support with learning of times tables.
- Events such as Maths Week England are promoted through Google Classroom and include competitions for children to engage with.

**How Mathematics is monitored (Impact): -**

- Book monitoring – matching the work in the books to the White Rose long-term plan and against the Small Steps.

- Pupil voice / Pupil talk – taking groups of children to talk through the work in their books and explain what they have learnt, enabling them to articulate their understanding.
- Lesson observations to ensure teachers are delivering lessons that support our approach.
- Feedback from staff.
- Feedback from professionals, visitors and advisors.
- Evidence of mathematics activities posted on google classroom and promoted through class assemblies.
- Evidence of working walls in classrooms to support children’s current learning.
- Data from summative assessments each term for most year groups.
- **Data from end of KS2 assessments – SATs**

## ENGLISH

### **Our Intent for English at Fen Ditton: -**

English is the key which unlocks the rest of the academic curriculum. At Fen Ditton, our curriculum allows children to master the reading and writing of standard English, alongside proficient language development. By exposing the children to a stimulating and diverse curriculum, we aspire to ignite their curiosity and engender a life-long love of reading. By developing a love of reading, it allows children to be transported to different cultures and worlds, which in turn is a proven strategy to support children's wellbeing. We believe that in order for children to become confident and fluent in reading, they need to be exposed to high-quality phonics in their early years. We ensure that we identify any early readers that require additional support with their phonetic knowledge. By addressing these areas for development, it ensures that not only are they able to access age-appropriate English lessons and texts but that they are able to engage and achieve within the whole curriculum.

At Fen Ditton, alongside delivering Read, Write, Inc. Phonics for those new to reading, we teach writing and reading in unison. This allows the children to develop the connections between the skills and knowledge acquired across English. By ensuring that writing and reading is interconnected across our wider curriculum, it enables the skills that have been acquired to not only embed in their long-term memory but to demonstrate the purpose behind English. This enables them to be successful global citizens later in life and to develop their independent thinking skills.

Through exposing the children to a wide range of genres, we are encouraging a broad and diverse knowledge of the world. Due to many children starting school with a limited vocabulary and a high percentage speaking English as an additional language, vocabulary is integral to our teaching of reading and writing. To irradicate social and experiential inequality, we strive to expose all children to a rich and diverse vocabulary. This is achieved through immersion in high-quality texts and the explicit teaching of vocabulary skills within lessons. We are also promoting discrete spelling, punctuation and grammar to support progress with children's writing. We have created a culture within school where children feel safe making mistakes and see editing as part of a process and not of failure. This enables children to leave Fen Ditton with a high level of resilience and strong stamina for writing.

### **How English is delivered from Reception to Year 6 (Implementation): -**

#### **Reception – Grey Level**

Starting from Reception, children follow the Read, Write, Inc. programme (RWI) developed by Ruth Miskin, until they complete the grey level. This helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. The programme teaches children how to read phonemes with the corresponding graphemes as well as how to form the letters when writing. The programme is delivered by trained staff daily and children are regularly assessed to check that they are being taught the sounds they are ready for. RWI includes reading books, written using only the letters they have learnt at each level (and a small number of separately taught tricky words). The children will quickly feel confident and successful. Although this programme is predominantly aimed at Early Readers, it is also used in our school for children new to English or that have significant gaps in their phonetic understanding. For children who need additional support, we provide Fast Track Tutoring which breaks down Read Write Inc. Phonics into small, incremental steps to support children who need extra time – including those who have SEND.

As well as the RWI programme, each class teacher will deliver a daily reading and writing lesson aimed at engaging the children in a variety of different texts. The teacher will provide opportunities to incorporate comprehension skills, development of vocabulary, previously taught SPaG, exposure to different text types and their features as well as developing intonation when reading aloud. Within this 'English Week' the children will also be given opportunities to write short pieces linked to the text.

### **After Grey Level**

At Fen Ditton Primary, we teach writing, SPaG and reading skills in unison. This is because they are all fundamental to the children's progress in writing. We have developed an 'English week' which is completed over 10 days. At the end of the 'week' the children will have produced a piece of writing which will show clear progression from their last piece. Each teacher follows the long-term plan when planning for their text for the half term.

As part of this process, there is an emphasis on the immersion of a text. It is at this stage where we teach the different reading skills set out in VIPERS and explore the text in detail. This includes exposure to vocabulary as well as exploring character, setting and developing their understanding of the text. Throughout, teachers provide opportunities for short, independent pieces of writing whilst working within a unit towards a longer final piece of independent writing. We provide writing frames to support the least confident. We provide time for planning, editing and revising. Pupils revisit their work and make edits, corrections, or continuations in purple 'polishing' pens. We mark extended pieces of work for in-depth writing and set Next Step targets for the pupils. These Next Steps then form their individual targets. It is important that once teachers have taught the text type, they give the children an opportunity to consolidate this by using it in a foundation subject.

Reading is embedded into the 'English week', with reading skills being developed throughout the English lessons. In addition to this, there are discrete lessons on reading skills that are woven into the 'English week'. While planning, teachers ensure their lessons cover the necessary skills and are varied and engaging.

Reading for pleasure is a priority at Fen Ditton. We have launched a reading for pleasure reward scheme, which is working to raise the profile of reading for pleasure and instill a love of reading for those that had previously been reluctant readers.

At Fen Ditton, teachers take the time to explicitly teach vocabulary throughout the 'English week', ensuring that all children can access the text and develop their own vocabularies. Teachers keep working walls up to date in the classroom, which display words that have been explored as part of the English lessons.

After children have completed the RWI programme, teachers deliver a discrete half an hour session focused on spelling, punctuation or grammar. This is then integrated into each unit of work. The SPaG skills learnt can then be applied and assessed in longer pieces of writing. Children are encouraged to correct their SPaG errors before staff give feedback through marking or verbally, alongside a detailed 'Next Step' for independent writing.

**How English is monitored (Impact): -**

- Termly GL Assessments.
- GL assessment data is analysed by the leaders and teachers; pupil progress meetings are then used to support children's progress and attainment.
- Half termly Read Write inc phonics assessments.
- Writing assessments are carried out at least half termly, using the writing assessment grids and English leads have an open-door policy to support/guide where necessary.
- Once data has been analysed, leaders use this to support teachers using a coaching approach.
- Book monitoring – the English leads will regularly look at the pupils' work in their books, both to monitor quality and check for clear progression in delivery.
- Pupil voice – discussion with pupils from all backgrounds and ability levels to gain an understanding of the knowledge and skills they have acquired, their vocabulary, their long-term memory and what they enjoy reading.
- Lesson observations and informal 'drop-ins' to see English being taught in practice.
- Evidence of English work in the classrooms, in the corridors, and cross-curricular links.

### **Our Intent for Science at Fen Ditton: -**

Science lessons aim to engage pupils to be interested and curious learners, who are able to think independently and are confident in asking questions. Pupils will feel equipped and motivated to participate in scientific observations and experiments by being provided with frequent Science opportunities. Over time, they will build upon their existing knowledge, aiding the development of new links in their long-term memory, by frequently revisiting micro-topics to secure their fundamental knowledge before progressing into exploring them in greater depth. The delivery of Science at Fen Ditton is based on the acquisition of both knowledge and working scientifically skills, with a mixture of theory and practical lessons being delivered across the school. Additionally, scientific vocabulary is highlighted and regularly discussed when exploring new concepts. The aim is for pupils to be able to vocalise and apply this new vocabulary to their work, reinforced and prompted by engaging and cumulative working walls. Science at Fen Ditton is supported by our school values of Courage and Resilience; we aim for pupils to leave school as mini scientists who are able to use their initiative and problem solve in new situations, as well as to feel confident in making links to the world around them.

### **How Science is delivered from Reception to Year 6 (Implementation): -**

In Reception, Science content is delivered through the Birth to 5 Matters Framework (2021). The focus of scientific learning in Reception is to name, observe and notice their environment and the changes happening in the world around them. This is delivered through topic-based learning, including practical experiences in their local environment and the sharing of topical stories.

From Years 1 to Year 6, Science follows the Chris Quigley Milestones approach and is taught weekly. There are three milestones, which are the goals that the children should reach at the end of a two-year period, although this may depend on individual additional needs.

#### **Milestone 1 – Years 1 and 2    Milestone 2 – Years 3 and 4    Milestone 3 – Years 5 and 6**

Progress is monitored through the implementation of Proof of Progress (POP) Tasks, which cover the cognitive domains of Basic, Advancing and Deep tasks relating to the pupils' prior attainment. These domains are organised into Biology, Chemistry and Physics micro-topics, which are carefully sequenced in our long-term Science planning.

### **In Science lessons you will see children participating in the following ways which link to our four School Values: -**

- Show **Courage** to use their initiative and problem solve in new situations.
- Show **Respect** by working in groups supported by effective communication.
- Show **Resilience** by thinking outside of the box and being able to adapt when conducting scientific enquiries.
- Show **Kindness** by sharing equipment and supporting their peers with their work.
- Being encouraged to participate in class and group discussions to ask and answer questions, by making links to their own experiences and prior knowledge.
- Readily exploring new scientific vocabulary through their verbal or written work, supported by the Read, Write, Inc. concept of My Turn, Your Turn.
- Engaging in opportunities to develop their working scientifically skills through practical experiences.

- Being systematic learners who are able to participate in structured scientific enquiries, including being able to evaluate and reflect upon their methods, observations and findings.
- Demonstrate age-appropriate, high-quality standards of English in their written work as taught in their Read, Write, Inc. or English lessons.

**Science is promoted across the School by: -**

- The school house system, influenced by famous Cambridge Scientists.
- Using Science in cross-curricular contexts.
- Links with external Science providers creating opportunities for visits and school trips.
- Having visitors to the school, who work in scientific professions, to lead workshops and assemblies.
- Regular quizzes to review scientific knowledge.
- Homework is delivered via Google Classroom and the children are provided with one piece of creative Science work, at least once a half term, which is linked to one of the micro-topics that they have studied.
- Families are signposted to events in the community, which they can get involved in.
- Cultural Capital assemblies take place, which include scientific themes.

**How Science is monitored (Impact): -**

- Book monitoring – to match the work in the books to the micro-topics on the long-term plan and against the POP task documents.
- Pupil voice / Pupil talk – taking groups of children to talk through the work in their books and explain what they have learnt, enabling them to articulate their understanding and strengthen their long-term schemas. This is also an opportunity for pupils to share what they are proud of, to promote motivation and aspirations in Science.
- Learning walks to ensure teachers are delivering lessons that support our approach.
- Feedback from school staff.
- Feedback from professionals, visitors and advisors to the school.
- Evidence of Science related activities posted on Google Classroom.



## COMPUTING

### **Our Intent for Computing at Fen Ditton:** -

Technology is changing the lives of everyone. Through teaching computing, we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. Over time, they will build upon their existing knowledge, aiding the development of new links in their long-term memory and ability to confidently use a variety of different technology.

We want children to leave Fen Ditton with the following computing skills: -

- To be able to find, explore, analyze, exchange and present information.
- To have developed the skills necessary to be able to use information in an effective way.
- To use their computing skills, (which are a major factor in everyday life) to be confident, creative and independent learners.
- To become responsible digital citizens.

It is our intention that children have every opportunity available to allow them to achieve this.

### **How Computing is delivered from Reception to Year 6 (Implementation):** -

In Reception one of the ways we are teaching the pupils about the language and concepts associated with computer programming is by using Bee Bots and Pro-bots, which are simple programmable robots.

In KS1 and KS2, we are following a comprehensive curriculum using resources from the [National Centre for Computing](#). These lessons are adapted to make use of the hardware and software available to us in our school environment and encompass all the skills required by The National Curriculum for Computing.

For all key stages we actively use the resources provided by [Barefoot Computing](#) to enhance and expand knowledge crossing the divide and enabling pupils to make informed comparisons between using devices and connections to our actions in everyday life.

We take part yearly in “The Hour of Code” and “Internet Safety Week” providing resources and activities to complete in school and at home to further promote the subject with pupils and parents.

We pride ourselves in our commitment to delivering a robust and informative e-Safety curriculum which includes strong PSHE links for digital citizenship. We subscribe to the [National Online Safety](#) website and use resources from [Project Evolve](#) and follow the government guidance [Education for a Connected World](#) to ensure children develop a rich and diverse knowledge base of e-safety and understand the importance of maintaining control of their digital footprint in a safe and responsible way.

From Years 1 to Year 6, Computing follows the Chris Quigley Milestones approach and is taught weekly. There are three milestones which are the goals the children should reach at the end of a two-year period, although this may depend on individual additional needs.

**Milestone 1 - Years 1 and 2    Milestone 2 - Years 3 and 4    Milestone 3 - Years 5 and 6**

**In Computing lessons you will see children participating in the following ways which link to our four School Values: -**

- Show **Courage** to use their initiative and problem solve in new situations.
- Show **Respect** by working in groups supported by effective communication.
- Show **Resilience** by thinking outside of the box and being able to adapt when learning new computing concepts.
- Show **Kindness** by sharing equipment and supporting their peers with their work.
- Being encouraged to participate in class and group discussions to ask and answer questions, by making links to their own experiences and prior knowledge.
- Readily exploring new technological vocabulary, supported by the Read, Write, Inc. concept of My Turn, Your Turn.
- Engaging in opportunities to develop their computing skills through practical experiences such as creating games using Scratch and evaluating projects created by their peers.
- Being systematic learners who are able to participate in structured computing activities (such as animating and game creation), including being able to evaluate and reflect upon their projects, debugging and improving projects.

**Computing is promoted across the School by: -**

- The school house system, influenced by famous Cambridge Scientists.

- Using Computing in cross-curricular contexts.
- Promoting computing and digital citizenship as part of Internet Safety Week.
- The use of a class set of iPads to support subjects other than Computing.
- Links with Cambridge LaunchPad providing opportunities in science and technology for visits and school trips.
- Additional projects are delivered via Google Classroom and the children are provided with links periodically throughout the term that may be coding, research or e-safety and this can be linked to other subjects or standalone projects. This platform is also used to host regular competitions run for the children and their families to participate in related to computing for example: photography.
- Families are signposted to resources and external extra-curricular activities such as Code Club.
- Promoting coding through participating in “The Hour of Code”.

#### **How Computing is monitored (Impact): -**

- Lesson observations to ensure teachers are delivering lessons that support our approach.
- Feedback from school staff.
- Medium and Long-Term Planning Grids and EOY [Assessment Record](#)
- Evidence of Computing related activities saved within the pupil folders or on Google Classroom.

## HISTORY

#### **Our Intent for History at Fen Ditton: -**

History lessons will enable pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world which will be embedded in to their **long-term memories and the acquisition of new historical skills**. They will inspire pupils’ curiosity to know more about the past, to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History lessons will help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### **These four main threshold concepts will underpin our History teaching and enable our pupils to develop a history schema: -**

- **Investigate and interpret the past** – recognising that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history** – developing an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Understand chronology** – understanding how to chart the passing of time and how some aspects of history happened at similar times in different places.
- **Communicate historically** – using historical vocabulary and techniques to convey information about the past.

#### **How History is delivered from Reception to Year 6 (Implementation): -**

In **Reception**, History is delivered through the specific area of Understanding the World. Children will work towards the age expected level for the Early Learning Goal; Past and Present. Children will talk about the lives of the people around them and their roles in society. They will find out about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

From **Year One to Year Six** our history lessons follow the Chris Quigley milestones approach and are interleaved with geography (fortnightly) being delivered as a discrete subject, following the four main threshold concepts identified above. These threshold concepts are divided into **knowledge categories** as follows to strengthen a child's schema: -

**Investigate and interpret the past: -**

- **Settlements**
- **Beliefs**
- **Culture and pastimes**
- **Location**
- **Food and farming**
- **Travel and exploration**
- **Conflict**
- **Society**

**Understand chronology: -**

- **Main events**

**Investigate and interpret the past: -**

- **Artefacts**

**Communicate historically: -**

- **Vocabulary**

Each threshold concept is divided into the three milestones which are the goals the children should reach at the end of a two-year period.

**Milestone 1 – Years 1 and 2    Milestone 2 – Years 3 and 4    Milestone 3 – Years 5 and 6**

Milestone objectives are delivered through micro topics which are carefully sequenced in our long-term overview document and are revisited regularly over two years, to strengthen a child's schema, thus developing their long-term memory. At the start of the two-year period children will be working at the basic level and by the end of the period working at a deeper level with some children even advancing (greater depth). There will be some children who may progress through each milestone but remain at the basic level for each, due to additional needs they may have.

**In History lessons you will see children participating in the following ways which link to our four school values: -**

- Showing **courage** to be independent thinkers and learners.
- Showing **respect and kindness** and being willing and able to co-operate, communicate and share ideas.
- Being encouraged to ask questions; explore sources of evidence and make historical connections.
- Be logical and methodical problem solvers with good reasoning skills.
- Be flexible in their approaches and willing to take risks to develop their **resilience**.
- Being encouraged to reflect on and evaluate their learning.
- Using practical resources and a range of sources of evidence to support learning.
- Using role play scenarios to put themselves in the shoes of others to gain an insight and understanding into the past.
- Demonstrating high standards of written and spoken English transferred from the skills they are taught in their discrete English lessons.

**History is promoted across the school through: -**

- Using historical concepts and texts in other subjects.
- Providing the children with regular opportunities to go on history-based trips in the local area and beyond.

- Having visitors to the school to share their knowledge and experiences with the children.
- Being aware of well-known Historians and famous people both British and from the wider world.
- Regular general knowledge quizzes to provide the children with the opportunity to draw on their long-term memory.
- Families are signposted to events in the community which they can get involved in.
- Cultural capital assemblies take place which include historical themes.

#### **How History is monitored (Impact): -**

- Book monitoring – matching the work in the books to the micro topics on the long-term plan and against the POP task documents.
- Pupil voice / Pupil talk – taking groups of children to talk through the work in their books and explain what they have learnt, enabling them to articulate their understanding and strengthen their long-term schemas.
- Lesson observations to ensure teachers are delivering lessons that support our approach, with a particular emphasis on vocabulary.
- Feedback from staff.
- Feedback from professionals, visitors and advisors.
- Evidence of History related activities posted on google classroom and promoted through class assemblies.

## **GEOGRAPHY**

#### **Our Intent for Geography at Fen Ditton: -**

Geography lessons will enable pupils to gain a coherent knowledge and understanding of the world in which they live which will be embedded in to their **long-term memories and the acquisition of new geographical skills**. They will inspire pupils' curiosity to know more about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the key stages, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

#### **These four main threshold concepts will underpin our Geography teaching and enable our pupils to develop a geography schema: -**

- **Investigate places** – This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns** – This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically** – This concept involves understanding geographical representations, vocabulary and techniques.

#### **How Geography is delivered from Reception to Year 6 (Implementation): -**

In **Reception**, Geography is delivered through the specific area of Understanding the World. This involves guiding children to make sense of their physical world and their community through quality first-hand learning experiences, stories, non-fiction, rhymes, poems and maps. Children learn to recognise some similarities and differences between life in this country and life in other countries. They will look at and explore simple maps and begin to create their own.

From **Year One to Year Six** our geography lessons follow the Chris Quigley milestones approach and are interleaved with history (fortnightly) being delivered as a discrete subject, following the four main threshold concepts identified above. These threshold concepts are divided into **knowledge categories** as follows to strengthen a child's schema: -

#### **Investigate Places: -**

- **Location**
- **Physical features**
- **Human features**

**Investigate Patterns: -**

- **Physical processes**
- **Human processes**
- **Diversity**

**Communicate Geographically: -**

- **Vocabulary**
- **Techniques**

Each threshold concept is divided into the three milestones which are the goals the children should reach at the end of a two-year period.

**Milestone 1 – Years 1 and 2    Milestone 2 – Years 3 and 4    Milestone 3 – Years 5 and 6**

Milestone objectives are delivered through micro topics which are carefully sequenced in our long-term overview document and are revisited regularly over two years, to strengthen a child’s schema, thus developing their long-term memory. At the start of the two-year period children will be working at the basic level and by the end of period working at a deeper level with some children even advancing (greater depth). There will be some children who may progress through each milestone but remain at the basic level for each, due to additional needs they may have.

**In Geography lessons you will see children participating in the following ways which link to our four school values: -**

- Showing **courage** to be independent thinkers and learners.
- Showing **respect and kindness** and being willing and able to co-operate, communicate and share ideas.
- Being encouraged to ask questions, make and test predictions and make geographical connections. They will be taught tier 2 and tier 3 vocabulary to enable them to talk about their observations and to ask those questions.
- Be logical and methodical problem solvers with good reasoning skills.
- Be flexible in their approaches and willing to take risks to develop their **resilience**.
- Being encouraged to reflect on and evaluate their learning.
- Using practical resources such as maps and other supplementary geographical information to support learning.
- Using role play scenarios, for example in the form of debates, to understand different viewpoints in the context of a particular issue.
- Using a context that gives them concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.
- Being given the opportunity to investigate and explore. Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.
- Demonstrating high standards of written and spoken English transferred from the skills they are taught in their discrete English lessons.

**Geography is promoted across the school through: -**

- Using geographical concepts and texts in other subjects.
- Providing the children with regular opportunities to go on geography-based trips in the local area and beyond.
- Having visitors to the school to share their knowledge and experiences with the children.
- Being aware of well-known geographers and famous people both British and from the wider world.
- Regular general knowledge quizzes to provide the children with the opportunity to draw on their long-term memory.
- Families are signposted to events in the community which they can get involved in.

- Cultural capital assemblies take place which include geographical themes.
- The children have 'class assembly' a few times a week to support their development of events and issues occurring around the world.

**How Geography is monitored (Impact): -**

- Book monitoring – matching the work in the books to the micro topics on the long-term plan and against the POP task documents.
- Pupil voice / Pupil talk – taking groups of children to talk through the work in their books and explain what they have learnt, enabling them to articulate their understanding and strengthen their long-term schemas.
- Lesson observations to ensure teachers are delivering lessons that support our approach, with a particular emphasis on vocabulary.
- Feedback from staff.
- Feedback from professionals, visitors and advisors.
- Evidence of Geography related activities promoted through class assemblies.

## RELIGIOUS EDUCATION

**Our Intent for RE at Fen Ditton: -**

Religion Education, at Fen Ditton, is engaging, creative and full of opportunities to express views and ask questions. We endeavour to provide meaningful experiences and create memories for all children with enrichment activities such as virtual trips, visitors, drama opportunities and whole school 'Religious' themed days. We want our pupils to leave primary school with a strong understanding of all major religions, respect for others and a want and desire to learn more about other cultures.

**How RE is delivered from Reception to Year 6 (Implementation): -**

At Fen Ditton, we have designed our own curriculum. It follows the aims of The Cambridgeshire Agreed Syllabus for Religious Education and the overall progression of the Chris Quigley Milestones. Our curriculum supports our focus on developing the long-term memory of our pupils as it revisits each major religion in each key stage. There is an emphasis on recapping and reusing key vocabulary linked to each religion and providing regular opportunities for our pupils to discuss open ended questions and make links to prior learning.

In Reception, RE is not taught as a discreet subject but pupils are exposed to a variety of cultural celebrations and festivals. They talk about their traditions and people who are important to them.

RE lessons are taught by class teachers, for one hour, every week for three terms of the year. At Key Stage 1, pupils build upon their own experiences, backgrounds and upon the knowledge they have gained in EYFS. They are taught about themes common to all the major religions, such as community, worship, holy places and pilgrimages and are introduced to some of the core beliefs of the major religions through these common themes. At Key Stage 2, pupils build on their understanding of Christianity and also study aspects of Hinduism, Judaism, Islam, Buddhism and Sikhism in more detail. They make connections between, and learn about, the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion and extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and valuing what is good and true. They consider their own beliefs and communicate their ideas whilst still recognising and respecting other people's viewpoints.

Classroom teaching is supported by weekly assemblies, delivered by teachers or visitors, on World or Religious topics. Interactive displays are often created from such assemblies allowing the children to fully engage with topics and handle religious or cultural artefacts. We value our diverse school community and the family backgrounds of the children and often invite parents in to share their culture or religious experience. Rev Stuart Wood, Minister at Barnwell Baptist Church and Chair of our governing body, works closely with the school. He supports staff and pupils with their wellbeing and often delivers assemblies on the Christian faith.

**How RE is monitored (Impact): -**

The quality of RE teaching is monitored through learning walks, book scrutinies and pupil voice. The understanding of subject matter is assessed using pupil voice and questionnaires. The true impact of our RE curriculum effect on our pupils' attitudes is shown when they engage with the wider community on School Trips or when we have visitors in our classrooms. Only then can we see if our pupils demonstrate a positive attitude towards people of any religion and show respect for cultural beliefs different to their own.

## PHYSICAL EDUCATION

**Our Intent for Physical Education at Fen Ditton: -**

Children at Fen Ditton are physically competent and enthusiastic students who understand, appreciate and pursue a physically active lifestyle within and outside of the school setting. They follow a progressive curriculum, which facilitates learning in the physical, social, cognitive and affective domains. In lessons, students are encouraged to be independent thinkers and leaders: learning life skills that will not only enrich their daily lives but also help them to become role models in society. Also, they are offered the opportunity to enrich their physical literacy journeys through a series of activities and lessons that promote free movement, skill development, creativity and cognitive awareness. In addition, competition is weaved into our Physical Education curriculum and all children are given opportunities to experience this. Models such as Sport Education and Cooperative Learning have also been adopted in Key Stage 2 to develop communication skills, independent learning and development of our 4 school values. Our PE curriculum aims to progress the 'whole' child and offers a rich extra-curricular provision for further personal development.

**How PE is delivered from Reception to Year 6 (Implementation): -**

Children at Fen Ditton receive two, hour-long lessons of PE each week.

In **Reception**, PE lessons will take into consideration the suggestions and progression detailed in the Birth to 5 Matters Framework (2021). This will be underpinned also by the Get Set 4 PE Scheme of Work. It will provide children with the necessary experiences to develop skills and gain an understanding of the importance of physical wellbeing to gain a good level of development in the Early Learning Goal, Physical Development.

From Year 1 to Year 6 for the teaching of PE, there is a long-term plan in place to ensure that all elements of the National Curriculum are met over the year. In addition, a range of planning is available for each unit to support teachers with their delivery and some lessons are delivered by the PE and PA



Lead. The Get Set 4 PE scheme is used alongside teacher-made resources to support the delivery of models such as Sport Education and Cooperative Learning.

**In PE lessons you will see children participating in the following ways which link to our four school values: -**

- Being **courageous** when encouraged to try new things.
- Being brave in the face of fear and overcoming difficult challenges.
- Showing creativity when trying new ideas, tactics and strategies.
- Showing determination: not giving up, focusing efforts on a given task and sticking to it.
- Appreciating each other's abilities, ideas and opinions and showing **respect** when communicating to one another.
- Demonstrating accountability for specific roles and responsibilities.
- Being encouraged to reflect and evaluate learning.
- Using a range of sporting resources to support learning.
- Demonstrating etiquette, fair play and sportsmanship.
- Being logical and methodical problem solvers with good reasoning skills.
- Being flexible and willing to take risks to develop **resilience**.

**Physical Education is promoted across the school through: -**

- Providing the children with regular opportunities to go on sporting-based trips in the local area and beyond.
- Having visitors to the school to share their knowledge and experiences with the children.
- Being aware of well-known sportsmen and women both British and from the wider world.
- Providing the children with in-school and out of school competitions.
- Families are signposted to events in the community which they can get involved in.
- Out of school sporting successes are celebrated.
- Whole school sporting events build upon camaraderie.
- After school sporting activities provide all children with the opportunity to take part in physical activity.
- Physical activities are built into class routines.
- Additional resources (Teach Active and Tagtiv8) have been purchased to support teachers in building more physical activity into other areas of the curriculum.

**How Physical Education is monitored (Impact): -**

- Monitoring of planning.
- Pupil voice / Pupil talk – taking groups of children to talk about what they have been learning to ensure they can articulate clearly.
- Lesson observations to ensure teachers are delivering lessons that support our approach.
- Feedback from staff.

- Feedback from professionals, visitors and advisors.
- Evidence of physical activities posted on google classroom and promoted through class assemblies.
- Tracking participation in extra-curricular sports, activities and competitions to ensure all children are provided with opportunities.

## ART AND DESIGN

### Our Intent for Art and Design at Fen Ditton: -

Art and Design at Fen Ditton Primary School aims to engage, motivate and enthuse all children in the study of the work of artists together with the exploration and creation of their own personal artwork. **Over time**, children's learning will **build upon itself** to provide a rich tapestry from which they will go forth and explore the world with curiosity and an artistic lens. Taking into consideration the levels of social deprivation here at Fen Ditton, we seek to diminish the gaps in the experiences of our pupils through the exploitation of online technology and first-hand experiences to enable all children to access a wide range of art exhibits in museums and galleries. Children from all social and academic backgrounds will be actively encouraged to develop empathy and understanding of the multifaceted and diverse cultures that surround them, both locally and in the wider world. It is our intention that they will develop a strong Art and Design schema **embedded in their long-term memories** based upon **knowledge, vocabulary and creative tasks**. In doing so, they will readily draw upon prior knowledge, skills and vocabulary to inform the production of their own art and design work with greater ease and confidence.

### **These three main threshold concepts will underpin our Art and Design teaching and enable our pupils to develop an Art and Design schema:** -

- **Develop ideas** – this concept involves understanding how ideas develop through an artistic process.
- **Master techniques** – this concept involves developing procedural knowledge so that ideas may be communicated.
- **Take inspiration from the greats** – this concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

### How Art and Design is delivered from Reception to Year 6 (Implementation): -

In **Reception**, Art and Design learning will take into consideration the suggestions and progression detailed in the Birth to 5 Matters framework (2021). This will be underpinned by a bespoke curriculum that matches the needs and interests of the current cohort of Reception children. It will provide children with the necessary experiences to develop skills and expertise in a timely and progressive manner to enable them to achieve a good level of development in the Early Learning Goal, Expressive Arts and Design. Children will have the opportunity to put into practice in their self-initiated art and design work, the skills and processes that have been discreetly taught. They will develop verbal and visual art and design language to compare and describe both their own work and that of artists and artisans.

From **Year 1 to Year 6** our Art and Design lessons follow the Chris Quigley milestones approach and is being delivered as a discrete subject, following the three main threshold concepts identified above. These threshold concepts form the basis for an art and design schema and also incorporate one or more **knowledge categories** which serve to further strengthen a child's schema. The **knowledge categories** are as follows: -

- Media and materials
- Techniques
- Effects
- Colour theory
- Emotions
- Artists and artisans
- Styles and periods
- Visual language
- Process

Each threshold concept is divided into the three milestones which are the goals the children should reach at the end of a two-year period.

**Milestone 1 – Years 1 and 2    Milestone 2 – Years 3 and 4    Milestone 3 – Years 5 and 6**

Milestone objectives are delivered through micro topics which are carefully sequenced in our long-term overview document and are revisited regularly, to strengthen a child's schema, thus developing their long-term memory. At the start of the two-year period children will be working at the basic level and by the end of the period they will be working at a deeper level, with some children even advancing (greater depth). There will be some children who may progress through each milestone but remain at the basic level for each, due to additional needs they may have.

**In Art and Design lessons you will see children participating in the following ways which link to our four school values: -**

- Showing **courage** to be independent thinkers and learners.
- Showing **respect** and being willing and able to co-operate, communicate and share ideas and recognise that their opinion may differ to that of their peers.
- Being encouraged to ask questions; explore and make connections between artists, artisans, styles and periods.
- Using practical resources to explore media, materials, techniques, effects, colour theory and process.
- Being methodical problem solvers and able to follow process and apply techniques to achieve a desired effect.
- Being flexible in their approaches and willing to take risks to develop their **resilience**.
- Being encouraged to reflect on and evaluate their own learning and the work of artists, artisans and their peers with **kindness**.
- Using knowledge and skills and processes in contexts other than discrete art and design lessons that gives them real opportunities to use and understand what they are being taught.
- Being given the opportunity to investigate and explore in a variety of different situations and locations e.g. museum and gallery visits, working with artists and artisans and visiting outdoor art installations.
- Demonstrating high standards of written and spoken English transferred from the skills they are taught in their discrete English lessons.

**Art and Design is promoted across the school through: -**

- Using knowledge categories in other subjects, e.g. making links between styles and periods and the history micro topics they have experienced.
- Providing the children with opportunities to go on art and design based trips in the local area and beyond.
- Having artists and artisans in school to share their knowledge, techniques and process in order to inspire and challenge children to create their own artwork.

- Being aware of well-known artists and artisans; locally, in Great Britain and world-wide in both the present day and from other key periods in the history of art.
- Regular opportunities to explore and experiment with different media during mindfulness sessions in order to enhance well-being.
- Whole school project weeks that celebrate the arts.
- Regular general knowledge quizzes to provide the children with the opportunity to draw on their long-term memory.
- Families are signposted to events in the community which they can get involved in.
- Cultural capital assemblies take place which include art and design themes.

**How Art and Design is monitored (Impact): -**

- Sketchbook and art folder monitoring – matching the work to the micro topics on the long-term plan and against the POP task documents.
- Pupil voice – giving individuals and groups of children the opportunity to articulate what they have learnt in their art and design work, using both verbal and visual language, thus enabling them to further strengthen their long-term schema.
- Lesson observations to ensure teachers are delivering lessons that support our approach, with a particular emphasis on vocabulary.
- Feedback from staff.
- Feedback from professionals, visitors and advisors.
- Evidence of art and design work displayed throughout the school and exhibitions of work created with artists and artisans in school or the wider community.
- Evidence of Art and Design related activities posted on google classroom and promoted through class assemblies.

# DESIGN AND TECHNOLOGY

## **Our Intent for Design and Technology at Fen Ditton: -**

Design and Technology at Fen Ditton will aim to encourage children to learn to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts. Taking into consideration the diverse social backgrounds at Fen Ditton, we will aim to diminish the gaps by providing children with first-hand experiences. These will be provided by a variety of STEM backgrounds which prepare children to take part in the development of today's rapidly changing world. At Fen Ditton, Design and Technology will encourage children to become autonomous and creative problem-solvers, both as individuals and as part of a team. Over time, the children will develop and build upon their skills which will follow the three main threshold concepts. It is our intention that children will develop the resilience to become innovators and risk-takers based upon knowledge, vocabulary and creative tasks.

## **These three main threshold concepts will underpin our Design and Technology teaching: -**

- **Master practical skills** – this concept involves developing the skills needed to make high quality products.
- **Design, make, evaluate and improve** – this concept involves developing the process of design thinking and seeing design as a process.
- **Take inspiration from design throughout history** – this concept involves appreciating the design process that has influenced the products we use in everyday life.

## **How Design and Technology is delivered from Reception to Year 6 (Implementation): -**

In **Reception**, Design and Technology learning will take into consideration the suggestions and progression detailed in the Birth to 5 Matters Framework (2021). This will be underpinned by a bespoke curriculum that matches the needs and interests of the current cohort of Reception children. It will provide children with the necessary experiences to develop skills and expertise in a timely and progressive manner to enable them to achieve a good level of development in the Early Learning Goal.

From **Year 1 to Year 6** our Design and Technology lessons follow the Chris Quigley milestones approach and are being delivered as a discrete subject, following the three main threshold concepts identified above. These threshold concepts form the basis for a Design and Technology schema and also incorporate one or more **knowledge categories** which serve to further strengthen a child's schema. The **knowledge categories** are as follows: -

- Food
- Materials
- Textiles
- Electronics
- Computing
- Construction
- Mechanics

Each threshold concept is divided into the three milestones which are the goals the children should reach at the end of a two-year period.

## Milestone 1 – Years 1 and 2    Milestone 2 – Years 3 and 4    Milestone 3 – Years 5 and 6

These milestones will be taught over the 2-year period and are carefully constructed lessons that build upon the key skills and knowledge to ensure not only progression but developing children's long-term memories.

### Design and Technology lessons will see children participating in the following ways: -

- The children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the program of study.
- When designing and making, children are taught to design, make, evaluate and improve as well as incorporating their technical knowledge to a project through research.
- Children are made aware of the potential risks and how to manage them. This enables children to manufacture products safely and hygienically.
- Children's knowledge of which tools, equipment and materials to use to make their products becomes more extensive throughout the year groups.
- To show **respect** with each other and other designs.
- As the children progress within their milestone, they should be able to draw on their previous knowledge to choose the appropriate equipment, materials and tools to construct their design.
- As part of their work with food, children are taught how to cook and apply the principles of nutrition and healthy eating.
- The ability to apply mathematical knowledge.
- A passion for the subject and knowledge of systems and designs.
- To show **kindness** when reviewing and critiquing each other's designs and products.
- The ability to carry out thorough research, show initiative and ask questions to develop a knowledge of users' needs.
- When creating independent designs, the children can show **resilience** through the making, evaluating and improving process.
- Demonstrating high standards of written and spoken English transferred from the skills they are taught in their discrete English lessons.
- The **courage** and the willingness to take creative risks to produce innovative ideas and prototypes.
- The promotion of a **language rich Design Technology curriculum** which enables children to acquire an accurate and rich vocabulary.

### Design and Technology is promoted across the school through: -

- Using knowledge in other STEM subjects to support the teaching of Design and Technology.
- Providing opportunities for children to visit different workplaces.
- Inviting professionals into school to share their experiences and jobs with children to promote high ambitions.
- Opportunities to practice learnt skills which will support the mindfulness of the children.

### How Design and Technology is monitored (Impact): -

- Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.
- When planning, class teachers should ensure they have looked at the skills taught previously so they can incorporate these in their new unit. This will ensure this knowledge is in the children's long-term memory.
- Summative assessment is conducted at the end of each topic taught by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. This can take place by the children creating their own design and technology maps. This identifies what knowledge, vocabulary and skills have been retained into their long-term memory.
- Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes, pupil interviews and staff questionnaires to discuss their learning and understanding and establish the impact of the teaching taking place.

## MUSIC

### **Our Intent for Music at Fen Ditton:** -

Music Provision, at Fen Ditton Primary School, is enjoyable, inclusive and empowering. We strive to provide as many opportunities as possible for our pupils to perform, compose and learn how to play musical instruments. We are committed to providing equal opportunities and really value our 'Overture' and 'Aria' project, funded by 'The Purse School Cambridge', which provides free 'peripatetic' instrumental teaching for our top three classes. Our curriculum allows pupils to sing, play, listen to, evaluate and compose across a wide variety of historical periods, styles and musical genres whilst supporting our school values of courage, respect, kindness and resilience. We also provide a broad range of cultural experiences from singing with 'Cambridge Youth Opera' and listening to live classical performances from a Sinfonia to watching pantomimes, creating samba music and playing in a rock band. We hope such diverse exposure will not only ignite a life-long love of music but allows our pupils to see themselves as musicians and performers.

### **How Music is delivered from Reception to Year 6 (Implementation):** -

Music lessons are taught by class teachers, for one hour, every week for three terms of the year. During each lesson, the class teachers use the music and learning platform 'Charanga' to inform and structure their lessons. The Charanga scheme of work is used across the school to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers and embed these skills into their long-term memories. It also ensures that class teachers, even those without subject specialism, consistently deliver high-quality music lessons. Our Music Curriculum is informed by each Charanga unit, but the overall structure and progression is pinned upon the 'Chris Quigley' Milestone Objectives. The overall focus of each term is based on one of the 'Threshold concept'. For example, in the Autumn Term each class focus on 'Describing Music', 'Composing and Transcribing' in the Spring Term and 'Performing' in the Summer Term.

In EYFS, we teach pupils to sing and perform nursery rhymes together and allow the children to handle and listen to a wide range of musical instruments. We listen to sounds in the environment and mimic these sounds using percussion instruments. As we move into KS1, pupils are taught to listen to, and appraise, a variety of live and recorded music. They learn musical vocabulary and how to play un-tuned and tuned instruments, such as glockenspiels and recorders. Our KS2 pupils receive weekly peripatetic' instrumental teaching during which they are taught to play either a string or brass instrument and read basic music notation. Within Class Music sessions, KS2 pupils are taught to compose their own music and listen to, and talk about, a wide variety of musical genres. They begin to build up knowledge of the history of music and appreciate, and talk about, great composers and musicians.

We provide our pupils with plenty of opportunities to perform, including school choirs, musical soirees, school productions and whole school singing assemblies.

### **How Music is monitored (Impact):** -

Music is monitored throughout all year groups using a variety of strategies such as learning walks, scrap book observations and pupil voice. The confidence and progress made by our musicians is evident by the performances they give in our termly music soirees, class assemblies and school productions. The numbers participating in such events is a clear indication of the impact music makes in our school and shows how many children see themselves as musicians. Ultimately, if we have developed our pupil's interest in music, nurtured their talents and given them a love of music they will leave us as confident, expressive individuals who will go on to continue with musical skills in further education and beyond.



## RELATIONSHIPS AND HEALTH EDUCATION (Inc. SEX EDUCATION)

### **Our Intent for Relationships and Health Education at Fen Ditton:** -

Through the delivery of Relationships and Health Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both **now** and **in the future**. It will enable pupils to develop **knowledge, skills** and **attitudes** which enhance their **personal development** and **wellbeing**. This learning will **build upon itself** every year, enabling it to be **embedded in the children's long-term memories**. This will have a direct, positive effect on their progress and achievement in school. We aim to **ignite curiosity** through relevant, **real-life learning**, preparing the children to be **happy and healthy global citizens** able to **navigate the modern world**.

All adults in school will work towards achieving these aims for Relationships and Health Education. We seek to enable our children to: -

- develop interpersonal and communication skills.
- develop positive, personal values and a moral framework that will guide their decisions and behaviour.
- respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop their resilience when facing challenges.
- develop respectful, caring relationships based on mutuality, reciprocation and trust.
- develop their understanding of a variety of families and how families are central to the wellbeing of children.
- build confidence in accessing additional advice and support for themselves and others.

We aim for children to leave Fen Ditton with the skills and knowledge necessary to enable them to be happy and healthy global citizens able to navigate the modern world.

### **How Relationships and Health Education is delivered from Reception to Year 6 (Implementation):** -

In **Reception**, PSHE lessons will be based on the Cambridgeshire PSHE Service Personal Development Programme units for Early Years. These will cover material needed to complete the Early Learning Goals, with particular reference to **personal, social and emotional development**.

From **Year 1 to Year 6**, the children will have weekly PSHE sessions, following the Cambridgeshire PSHE Service Personal Development Programme. The units have been carefully mapped out over a two-year rolling cycle, to enable our mixed year group classes to access all of the content they need to. These will, where possible, be led by the class teacher, as they will have the best grasp of the children's needs. The Personal Development Programme is divided into four strands: -

- **Myself and My Relationships.**
- **Citizenship.**
- **Economic Wellbeing.**
- **Healthy and Safer Lifestyles.**

These four strands cover the statutory content of **Relationships Education** and **Health Education**, as well as some additional content that we feel is necessary for the children to learn. We also have chosen to teach the children **Sex Education** including human conception and birth (in Year 6), even though this is not statutory content. Parents have the right to withdraw their children from this content if they wish.

**In Relationships and Health Education lessons you will see children participating in the following ways: -**

- **Participating** in discussions, listening **actively** to one another.
- Being **respectful** of other children's opinions and to content they may be unfamiliar with, e.g. different types of families.
- Showing **courage** by taking part in role play scenarios to fully understand a variety of content.
- Being **kind** to their peers when sensitive topics are discussed.
- Being **inquisitive** and asking questions to further deepen their knowledge.
- **Taking part** in a variety of activities, e.g. drama, debate, discussion and written work.
- Being **flexible** in their approaches and willing to take risks to develop their **resilience**.
- Being **emotionally literate** in their choice and use of **vocabulary** in lessons.

**Relationships and Health Education is promoted across the school through: -**

- Mindfulness sessions weekly.
- Cultural capital assemblies take place which include themes linked to Relationships and Health Education content.
- Having links with the local community to build relationships and create a positive environment for the children to thrive.
- Mental health being a priority and interwoven throughout daily life at Fen Ditton.
- Reflection Time at the end of the day in order to reflect on the successes.
- Friday Enrichment to provide a positive collaboration target to build team-working skills and to promote positive learning behaviours.
- Regular mental health posts in Google Classroom to support children and their families.
- An open-door policy for parents to ask for advice if needed.
- Daily snack and chat time opportunities for the children to discuss current affairs and share their own experiences, P4C questions or Circle time sentence starters may be used during these times.
- Homework is delivered through our Google Classroom platform and the children are provided with one piece of creative PSHE work, at least once a term, which is linked to the unit they are working on in school.
- The use of Cambridge Therapeutic Thinking (formally STEPS) approach to behaviour management.
- The use of Zones of Regulation resources and vocabulary across the school.
- The use of Boxall Profile, a therapeutic approach to identify and address hidden social or emotional issues, to ensure that every child gets the support they need to engage fully with their education.
- The provision of one-to-one emotional literacy sessions with a teaching assistant, for those children who need additional support.
- Collaboration with all stakeholders with regards to how best to deliver content.

**How Relationships and Health Education is monitored (Impact): -**

- Book monitoring – checking consistency between the long-term plan and units with the evidence in children’s books.
- Scrapbook monitoring – some of the learning may be evident in class scrapbooks rather than in individual children’s books.
- Pupil voice – speak to a sample of children across the school about the work in their books. Ask a few key questions from the units taught to check knowledge and understanding present in long-term memories.
- Learning walks during PSHE sessions and/or other appropriate times, e.g. circle times, mindfulness slots.
- Feedback from staff, e.g. via email about mindfulness slots.
- Feedback from parents.
- Evidence of PSHE and mental wellbeing activities posted on Google Classroom.

## MODERN FOREIGN LANGUAGES

### **Our Intent for French at Fen Ditton:** -

At Fen Ditton school, we aim to provide our pupils from Year 2 to Year 6 with the enriching experience of encountering a modern foreign language and its associated culture. We have chosen French for this purpose, building on French as our traditional choice of language, thereby ensuring pupils revisit aspects of this language from year to year, building their long-term memory. We teach the children a working knowledge of words and phrases used in everyday speech and on special occasions, such as Christmas. We then teach the children the skills to practically use this knowledge in practical situations, such as you might encounter in everyday life. French is a language relatively similar to English in structure and sound, enabling a smooth transition to new words and phrases in the introductory stages, yet sufficiently different to provide a stimulating challenge.

French is language-rich in historical associations with English, with strong cultural and historical links – many of our English words are based on words brought over with the Norman invasion for example, and children begin to notice and comment on these unexpected correspondences. Their curiosity ignited, we hope to broaden their horizons, by seeing things ‘from another perspective’. In an increasingly connected, inter-global world, the citizens of tomorrow will leave school poorly equipped if they only have awareness of one language – their own. Previously learned content is regularly revisited, to embed prior learning.

### **How French is delivered from Year 2 to Year 6 (Implementation):** -

We work closely and collaboratively with the Perse School, who have developed and delivered many of the French lessons in Fen Ditton, building on their years of experience across all age groups. This gives us the added advantage of these lessons being delivered by a teacher for whom French is their ‘specialist’ subject, ensuring a degree of quality and expertise, in pronunciation for example. A long-term plan for KS2 has been drawn up, based on half-termly units, each of which covers a theme. Typically, a unit comprises five or six lessons, which develops this theme in increasing depth. Examples of themes include “All about me”, “Around the World”, “In the classroom” or “Food and drink.” We aim to teach a French lesson once a fortnight. Lessons comprise a mixture of knowledge acquisition – the words, grammar, phrases, and sounds needed to speak French, and practical hands-on activities or special lessons in which to apply this knowledge – examples have included the creation of a French ‘café’, complete with typically French foods.

In these lessons, we develop the pupils’ resilience to speak fluently and at greater length over time, the courage to try new challenges, and develop the respect for another culture and its language that offers a new perspective on the world. Children record their work in written form as well as orally, and they keep their work in a dedicated folder.

### **How French is monitored (Impact):** -

- Work monitoring – matching the work in the pupils’ French folders to topics on the long-term plan.
- Talking to pupils – including in French – “How do you say ‘Happy Christmas’ in French?” “Can you count to 10 in French?”
- Informal lesson drop-ins to see French in actual practice, especially pronunciation.
- Feedback from staff, including from the Perse school, and our Anglian learning colleagues or Fen Ditton governors.
- Evidence of French related activities posted on google classroom, in the actual classroom, or around the school.

