ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Curriculum Policy

Policy for the Attention of			
Audience	***Key Audience***	***Optional Audience***	***Additional/Notes***
Senior Leadership Team	✓		
Teachers & HLTAs	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support	✓		
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

1. Our Context

We are committed to ensuring that our children are supported, nurtured and valued as individuals. Our overarching aim is to create happy pupils who really enjoy their learning.

We aim to ensure that all those who attend the School have the opportunity to maximise their potential as well as their talents and abilities, in a vast range of activities both within the standard curriculum and beyond.

Acknowledged in the Top 100 most improved and best performing Primary Schools in 2014 and Graded "Good" in all categories by OFSTED in 2014 and confirmed to be still providing a Good quality of education in 2018, we continue on our shared journey to embed excellence.

We have the highest expectations of all of our pupils and believe in firm, but fair standards of discipline. We expect parents who choose the School for their child to support our policies and to help ensure that their child demonstrates outstanding levels of courtesy and respect, adheres to the School's Dress Code and maintains a hard-working approach to all aspects of School life during their time at Alder Coppice.

As part of our school ethos we want our children to:

- Aim for the highest standards in all they do - to achieve their very best.
- Develop self-discipline; the ability to learn independently and work co-operatively to achieve their full potential.

As a School we aim to:

- Build up children's good self-image and self-respect by ensuring each child knows their self-worth and feels valued;
- Impart a broad, balanced, engaging and stimulating curriculum;
- Give clear social and moral training; so that children understand and know the difference between right and wrong;
- Develop in children a tolerance and respect of all others, irrespective of background, culture, religion, ethnicity, ability or appearance;
- Foster good home-school relationships, supporting and being supported by parents.

Our Values

Respect

Responsibility

Honesty

Caring

Consideration

2. Our Vision

To raise the performance, ambitions, hopes and aspirations of children, parents and staff.

At Alder Coppice our Curriculum vision is based upon the principle that we want our pupils to be **able to know more, remember more and do more.**

2.1 Our Mission

We want to embed excellence across the curriculum, by ensuring that 'Every Lesson Counts' and that pupils make good progress. Our Mission statement, Embedding Excellence, endeavours to see pupils make:

One year of visible learning progress for one year of input, regardless of academic achievement when they begin.

We want to ensure every pupil leaves Alder Coppice, confident, articulate, and culturally aware, in order that they can make their way in today's society. We wish for them to have a love of learning in order to further develop their knowledge in secondary education, so that they may become successful individuals, who can contribute to society, fulfil their dreams and live happy, healthy lives.

2.2 Our Aims

At Alder Coppice we are committed to school improvement and aim to embed a knowledge rich curriculum that demonstrates our intentions for a great school through six key areas…

Firm but Fair - Strong Discipline – teachers ensure a consistency of expectations and explicit teaching and modelling of good behaviour, to ensure a firm but fair disciplined learning environment. Consequently, excellent relationships exist throughout the School, built on mutual trust and respect, resulting in high quality personal development for all pupils that underpin all areas of the School's work. The whole ethos of the School is conducive to learning, with teachers that care, give good guidance and have high expectations for both work and behaviour.

High Quality Teaching – Teachers want to inspire, motivate and instil confidence in our pupils. Teachers are inspired to make learning challenging, engaging and truly worthwhile, which results in many pupils who have a real love of learning and value the many opportunities to learn. Teachers are informed of the latest research on cognitive science and are implementing the use of effective teaching strategies that empower pupils and engage them in deep thinking, to ensure there is a change in pupils' long term memory. Teachers are supportive, explain key teaching points, assess work and provide feedback, which supports and challenges pupils. As a result, pupils will be more able to contextualise learning experiences to help develop schemas that allow for long term retention of knowledge and consequently, a greater understanding of concepts taught.

Mastery Curriculum – Implementing a Knowledge-Rich Curriculum will work alongside our Maths mastery, to enable pupils to make progress and develop a framework of knowledge and understanding in every subject area, which will provide a solid foundation for further study. Knowledge is undeniably important in life, it is what we think about and, crucially, what we think with. "*Indeed, the more you know, the better you can think"* (Willingham 2010).

Staff work meticulously, select what is taught based on the National Curriculum, organise this in a progressive and challenging way, whilst also making it relevant to our pupils and our school.

The School creates a culture of success in the classroom where pupils thrive and their learning is nurtured. The School has high expectations that enable pupils to think aloud without fear of ridicule or feeling under undue pressure. In such a climate pupils' acquisition of skills, knowledge and understanding will flourish. Children's knowledge of their own learning is improved and in most lessons an increasing number show a high level of interest, concentration and independence. Learning extends well beyond the classroom: it encompasses children's whole experiences in the School and continues at home.

Resilience and Raising Aspirations – Our pupils often give up too easily, especially if they are finding work challenging; we want to ensure we push pupils to develop a growth mind-set so that they develop as mature, considerate, self-confident, articulate and responsible young people with a deeply ingrained work ethic, and a real belief that they can, and will, succeed.

Character Development – Pupils develop the characteristics that support their academic achievement as well as developing as responsible young people, who have strong values and an understanding of tolerance, respect, and democracy in order to become thoughtful and educated citizens. These values are taught across the curriculum, but especially promoted in Collective Worship and assemblies, PSHE and RE to ensure our pupils have a sense of what is right and fair and to behave accordingly. This is also enriched through responsibilities such as our Keeping Safe Guardians, so that they develop the ability to be supportive individuals who make reflective choices over their personal lives.

Development of Educational Pedagogy – With a change to our curriculum design, we have turned to educational research into the reasons behind a Knowledge Rich Curriculum and referred to cognitive science to find out how children learn best. We have researched best practice and ways to implement ideas, which can help us to better support our children's learning and acquisition of knowledge and skills, and more importantly, support long term memory. Our staff have undertaken training on how best to implement rigorous teaching strategies and techniques that will not only ensure students learn at the highest levels, but have given teachers ways of improving and honing their craft to ensure they continue to develop themselves into outstanding professionals.

2.3 Mastery Curriculum – Depth before Breadth

Our curriculum design enables pupils to develop a framework of knowledge and understanding in each subject area that provides a deeper level of understanding of key concepts in order to support future learning.

Our curriculum is planned to ensure in each subject area, learning is broken down into small steps, to enable more pupils to master key learning before moving on. It is a knowledge rich curriculum where what pupils are learning about is as important as the skills they are developing. Our children join us at different starting points in EYFS and we are careful to

ensure we work closely with parents to inform them of the next steps in their Learning Journey. In Key Stages 1 and 2, individual children may need extra support or a different curriculum to support them with their learning, so throughout the Key Stages we aim to ensure the curriculum is meeting the needs of individuals through a supportive environment, whilst still upholding high standards and expectations for every child.

Regular retrieval practice and Unit quizzes, will support retention of key concepts over time, alongside termly assessments which will inform teachers of a pupil's depth of understanding and where re-teaching of concepts may be required. Revision is built into the curriculum, and key themes or concepts that run through different subjects are revisited and applied in different contexts, to ensure a deeper understanding and because new problems are designed to draw upon and utilise prior learning. Parents will also be key in supporting their children with this approach to learning, focusing on helping their child to practise questions at home to help embed the required knowledge.

The focus on developing depth of understanding and mastery means that pupils will experience a challenging but engaging curriculum that supports the development of a growth mind-set. It also means that they will have a more advanced level of understanding that will support future learning in a subject area and across the curriculum. The rigour of the curriculum is reflected in the curriculum planning documents, resource booklets, quality teaching, pupil work and the immediate feedback that pupils receive to move their learning on.

3. ALDER COPPICE PRIMARY CURRICULUM RATIONALE

The new Knowledge Rich Curriculum at Alder Coppice, has been developed after completing a significant amount of educational research into secure and proven foundations referenced by Scientists, Cognitive Science and Educational establishments linked to the development of long term learning and memory. Whilst our curriculum is underpinned by the National Curriculum, it is also important to take note of the School's 'cultural capital', hence although we have been guided by the key knowledge laid out in the National Curriculum, we have planned to ensure that language, literacy and reading skills are embedded across the curriculum. This is important, due to the socio-economic area we are in:

In the official Labour Market Profile for Dudley for 2021, Dudley was found to have a ***higher level of residents*** *with either* ***no qualifications*** *or a* ***lower percentage of qualifications*** *than both the West Midlands and the UK average.*

The ***amount of people claiming out of work benefits in Dudley*** *and the* ***West Midlands*** *as at July 2023 was found to be* ***higher than the average*** *for Great Britain and the percentage for* ***labour demand - jobs density (2021)*** *and percentage of those in* ***full time employment*** in Dudley *is* ***lower than both the West Midlands and Great Britain****, suggesting that finding a job in the local area maybe hard.*

Although our school has a statistically low number of pupils with Special Educational Needs and pupil premium, statistics in the local area suggest that it has an *economic* disadvantage and an *educational* disadvantage. It is therefore imperative that our curriculum takes account of this cultural capital and enables all our pupils to build the knowledge, skills and understanding needed to gain an advantage. Bromley (2019) refers to the Matthew Effect, stating that '*disadvantaged pupils shall get more disadvantaged because they do not possess the foundational knowledge they need, in order to access and understand the school and college curriculum'*. Ensuring vocabulary, literacy and reading skills are easily accessible in our curriculum therefore, continues to be a main component of our new knowledge rich approach.

Research has shown a good curriculum needs to empower children with knowledge, but also ensure that this knowledge is embedded in the long term memory. It should allow pupils to build up schemas that enables them to think deeply and make knowledge transferrable to a variety of contexts. Bransford, Brown and Cocking (2000), refer to knowledge building as connecting information and then building up a network of this connected information as a schema. It becomes easier to add new information and recognise its place within a discipline: new knowledge can 'stick to old knowledge'.

When designing our curriculum then, we have thought carefully about what we teach when, how we can ensure learning is layered in practice and stored in long term memory; ensuring the knowledge that we wish children to know, builds on previous knowledge and progresses over Units of work, so that children can create their own opinions based on factual knowledge and think deeply about how these concepts interrelate and how they may be relevant to a pupil's everyday life.

Curriculum and Cognitive Science

(referenced: https://rosalindwalker.wordpress.com/2019/08/06/curriculum-and-cognitive-science/)

Curriculum is the substance of what is taught. It is the things we want students to learn while they are with us, and it is structured over time, since learning happens in time. In recent times, it was widely believed in teaching that knowledge was a low-level thing and that it wasn't really worth learning knowledge because we should be doing high-level stuff like analysing, synthesising and evaluating instead. We now know that to be false. Research has shown conclusively that skills like *evaluating* are domain specific. Knowledge is what we think with, and we can only be curious about things we already know something about.

We now know from cognitive science that the mind can be conceived of as comprising two "parts": the working memory and the long-term memory.

Working memory is what we think with, and space there is very limited: it can hold only around five items at a time. If you try to hold more, something will drop out. The long term memory is where the things we have learned are stored. When we encounter a problem like a puzzle …, we can bring information up into our working memory from our long term memory. The exciting thing here is that there are no known limits to space in the long term memory. It's not like a jar that can get full up. In fact, the more you know, the easier it is to learn new things. And the more you have stored, linked and automatised in your long term memory, the more space you can free up in your working memory for dealing with challenging material. So curriculum is absolutely critical. The substance of what we plan for our children to learn forms the resources they have to draw upon when approaching problems. Knowledge in pupils' long-term memory will be their toolbox when reading texts, writing, wrestling with problems, and thinking in general.

If we want our children to get cleverer, to be better able to analyse, evaluate, and synthesise, to be effective critical thinkers and problem solvers, there are no short cuts. We must teach them lots of knowledge, and help them to remember it. This knowledge forms our curriculum. When we build a curriculum, we have to make choices: choices about what to include, how we exemplify and illustrate, how we practise, and in what order everything comes. These decisions are not trivial. In planning our curriculum, we are planning to build the knowledge that our children will use in order to think – potentially for the rest of their lives.

How should curriculum be informed by cognitive science?

To plan our curriculum, we must begin at the end. We must ask: What is it that we want our children to leave us with, that they did not have when they arrived? What we want pupils to gain from their time with us is a rich, and well-organised knowledge that they can use to think with and to understand the world and themselves. Cognitive science gives us the model of knowledge as a schema: a web of interconnected pieces of knowledge. When pupils join us, they have a limited schema in our subject: few pieces of knowledge, few connections, and possibly misconceptions: We want them to leave us with a dense, well-linked and well-organised schema – in other words, we want them to have learnt lots of high-quality knowledge across the curriculum. In cognitive science, building a schema is known as encoding. Effective curriculum planning and implementation are informed by cognitive science so that encoding can be successful.

In planning our curriculum, we must consider first the content itself, or rather the content headlines. This will be a mixture of substantive and disciplinary knowledge: the claims or pieces produced by the discipline, and the rules and procedures for working within the subject, based on the guidance in the national curriculum but also perhaps include additional content that makes learning more meaningful and memorable and is relevant for our pupils.

4. ALDER COPPICE PRIMARY CURRICULUM INTENT

4.1 Curriculum Intent Statement

How our school's curriculum is designed to meet the needs of Alder Coppice pupils in our context to ensure that every pupil becomes knowledge rich. We want our pupils to not only remember facts, but to apply their knowledge across the curriculum to create a rounded and broad knowledge base, appropriate to their age, and to gain an extended schema of understanding.

4.2 Curriculum Intent

Mastery: Pupils build knowledge of the key learning in a particular subject in a carefully sequenced way to develop a mental model towards a deeper level of understanding. Mastery of a concept takes time, after being practised and revisited many times. Mastery can be seen as linked to threshold concepts, '*It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress… This transformation may be sudden or it may be protracted over a considerable period of time' (Meyer and Land, 2003).* Chris Quigley states, '*Threshold concepts come up time and time again in many topics and so prove useful in helping students to assimilate new information into growing **schema**. For example the concept that physical processes create and change environments comes up in topics such as volcanoes (in which plate tectonics is the process); rivers (in which case it is erosion and deposition that is the process); etc.*

Referring back to key concepts therefore, can help pupils achieve mastery, but when learning new concepts, a child will only have a basic understanding. They are *novice* learners and need to build a schema to become *experts*. Hence mastery takes time and it is not until concepts are revisited over and over that by the end of a two-year cycle for example, a child may move from a basic understanding to an advanced understanding, whilst some may have developed a deeper understanding during this time.

Our curriculum therefore aims to take account of this, hence the importance of subject specific vocabulary to aid understanding and depth of learning with key concepts. Subject specific vocabulary has been carefully planned for, referred to on Knowledge Organisers and discussed in lessons to aid mastery of knowledge and understanding and build schemas for transferring knowledge to other areas of the curriculum.

The lesson elements used in our short term planning, are also embedded in every lesson where appropriate, and ensure that children are engaged, challenged and think hard about what they are learning at all times during the lesson, whilst being supported and scaffolded where necessary. This allows for every child to achieve success and gain a deeper understanding of the concepts being taught.

4M's Planning Method: We want our pupils to have the best opportunities and choices when they move on to secondary education, therefore each subject is carefully planned for pupils to develop schemas of carefully organised knowledge by the time they leave Alder Coppice, which can be developed further when pupils study individual subjects in more depth. This has been sequenced by Subject Leaders to ensure a clear progression of knowledge and skills from year to year. When planning lessons, we used Lemov's (2015) 4Ms method of planning, whereby the objectives must be: Manageable, Measureable, Made First and Most important, and the steps to get there are planned backwards from this point.

Knowledge Rich: Subject Leaders, guided by the National Curriculum, chose the key knowledge they wished pupils to know, alongside knowledge that may take them beyond their own experiences. Key concepts have been carefully planned for and structured over time, challenging pupils and allowing them to establish effective mental models that they can continue to develop beyond their time at Alder Coppice. A knowledge-rich curriculum full of key facts can be a hugely powerful tool for giving pupils advantages in life by creating opportunities for them to become successful individuals and achieve our mission.

Knowledge is information that exists in the mind in long-term memory. Knowledge allows us to develop our mental models (which are what we know and how that knowledge is organised to guide perception, decision and action). To be confident, articulate and culturally aware pupils need to *'become initiated into the common language, whether they were born into it,'* (Hirsh, 2016) meaning not just the literal use of the words themselves but a deep understanding of the meaning of the words and their context – something that comes through the process of mastery to increase expertise.

Michael Young defines knowledge as powerful, *'if it predicts, if it explains, if it enables you to envisage alternatives.'* (Young, 2014) Michael Young says it is the educational right of a pupil to receive a comprehensive education committed to academic excellence, regardless of the pupil's background or social standing. Knowledge transmission (and its organisation into effective mental models) gives all pupils the chance to lead 'happy, healthy and fulfilled lives'. This *powerful* knowledge is planned and sequenced over time in each Key Stage. It is chosen and structured within key concepts. It is carefully planned and recorded on planning documents, on Knowledge Organisers and Resource Booklets, providing shared, high expectations for all teachers.

Assessment: Continual daily assessment in lessons through the use of retrieval practice, check its, quizzes and formal assessments allows for responsive teaching – checking for pupil understanding also helps to secure knowledge in the long term memory. We use regular low-stakes quizzes and opportunities for retrieval practice to help pupils transfer information into their long term memories. This is part of the process of mastery and helps build expertise through the organisation of knowledge into effective, subject specific mental models. Using the mastery approach teachers can re-teach and revisit knowledge to develop pupils' mental models of the curriculum content. Spacing, interleaving and metacognition are a key element and are built into our formative and summative assessments throughout the year. Teachers and Phase Leaders record and discuss assessment results, so that areas for improvement for individuals or key groups of pupils can be addressed through interventions or reteaching and revisiting of concepts as necessary. Although, some pupils may not achieve as highly as others, we expect all pupils to improve with good teaching. End of Year assessments in the form of both quizzes and formal assessments check for the retention and application of knowledge that has been taught across the year, and may reference work that has been completed in previous years.

"The most important assessments happened during teaching, not after it". (Black and Wiliam, 1998). Dylan Wiliam has suggested that *'responsive teaching' might have been a better term for Assessment for Learning. Responsive teaching – or formative assessment – blends planning and teaching, based on an understanding of how students learn from cognitive science, with formative assessment to identify what students have learned and adapt accordingly* (Fletcher-Wood, 2018). Continual checking of pupil understanding and addressing of misconceptions facilitates the development of subject specific mental models.

Responsive teaching is giving feedback as near to the point of teaching as possible to amend and improve the pupils' mental model.

Revision built-in: "*Unless we are intentional, there is a significant risk that pupils will forget much of what they have learnt".* (Mccrae, 2018). It is therefore important to invest significant time, as part of the mastery approach, in consolidating connections between material. Our long term memory becomes stronger the more we retrieve information. *The more effort there is in retrieving information – providing the attempt is successful – the greater the strengthening effect* (Bjork and Bjork, 2006). Material can be revisited across lessons as well as within lessons (spaced practice). We use a variety of ways for retrieval including:

• Retrieval Practice – recalling information that has already been learnt. The exact method will vary depending on the subject, but low-stakes quizzing is particularly high-leverage (Learning Scientists)
• Elaboration – explaining and describing ideas with many details by asking 'why' or 'how' to make links between the different knowledge (Learning Scientists)
• Interleaving – alternate practice of different types of content e.g. if pupils are learning four mathematical operations, it's more effective to interleave practice of different problem type (Deans for Impact, 2015).

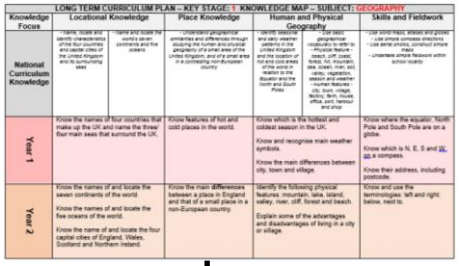
Reading: We recognise that the success of our pupils' ability to become proficient and fluent readers is to ensure reading is embedded across the curriculum. Pupils' capacity to build subject-specific mental models is bound through their capacity to read. In Early Years and Key Stage 1, pupils follow the *Little Wandle* phonics scheme to support our early readers when learning to read. Alongside our mastery approach to knowledge we also ensure the 'Everybody Reads' element is included in lessons, where appropriate, to support pupils in reading more often and reading more challenging texts. Our pupils use rulers and follow along in the text; they hear the teacher modelling how to read with expression, clarity and intonation. They have the opportunity to read out loud, practice speaking unfamiliar words and practice reading skills including retrieving information from the text and inference skills – skills that emerging readers need to continually practice in order to develop their ability to discuss and critique texts. In order to support pupils' advantages in life, reading and addressing gaps in pupils' ability to read, '*is the single most powerful, cost effective contribution that education can make to society.'* (Murphy and Murphy, 2018).

Our English Curriculum has been written using the Reading Reconsidered reading spine by Doug Lemov, who champions the importance of pupils' abilities to access complex texts; *'the five plagues of the developing reader—five forms of text complexity that are especially challenging and important AND that all students need to have extensive experience with during their school years if they want to hope to compete in college'* (Lemov 2013). Our English Curriculum is planned across both Key Stages 1 & 2, around these five key text types, to ensure our children have the best opportunities for accessing language and to successfully navigate reading with confidence.

Because these books are '*complex beyond a lexical level and demand more from the reader than other types of books'*, this fits in with our mastery approach and ensures our pupils are ready for the next stage of their education. We also ensure we teach subject-specific vocabulary to further enrich knowledge and understanding of the world so that pupils have the opportunities they deserve and are able to better develop their understanding of key concepts that will help them when they move on to the next stage in their education.

Wider curriculum: Our pupil's entitlement to a rich and varied curriculum isn't limited to subjects. To widen our pupils' experiences we include a number of enrichment activities in each year, including providing a variety of after school clubs, residentials and educational trips and visits to enhance learning and allow children to develop interests and life skills. Pupils in Year 6 are given roles and responsibilities in order to play an active role in school life and the world around them. Academic, sporting, and personal development are all celebrated across the curriculum, from in and outside of school. We are glad that we can offer these opportunities. This gives pupils the chance to develop their interests and to facilitate choices that they may make in the future.

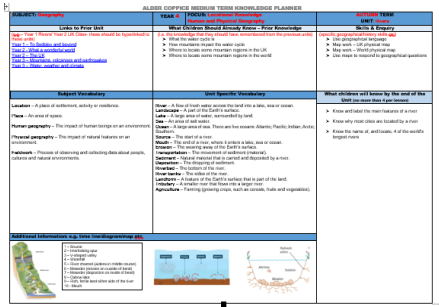
ORGANISATION: INTENT – PLANNING SEQUENCE EXPLAINED


LONG TERM CURRICULUM PLAN – KEY STAGE: 1 KNOWLEDGE MAP – SUBJECT: GEOGRAPHY

Knowledge Focus	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
National Curriculum Knowledge	- name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	- name and locate the world's seven continents and five oceans	- human and physical features in the local area and wider environment - use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Year 1	Know the names of four countries that make up the UK and name the three/four main seas that surround the UK.	Know features of hot and cold places in the world.	Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know the main differences between city, town and village.	Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W, up, a compass. Know their address, including postcode.
Year 2	Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.	Know the main differences between a place in England and that of a small place in a non-European country.	Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain some of the advantages and disadvantages of living in a city or village.	Know and use the terminologies: left and right, below, next to.


ALDER COPPICE LONG TERM CURRICULUM OVERVIEW 2020 - 2021

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SCIENCE	Aut	Year A	BIOLOGY – Everyday Materials	BIOLOGY – Animals, including humans	BIOLOGY – Living Things and their Habitats	BIOLOGY – Animals including humans	PHYSICS – Earth and Space	BIOLOGY – Evolution and Inheritance
		Year B	CHEMISTRY – Everyday Materials	CHEMISTRY – Rocks	CHEMISTRY – Rocks, Liquids and Gases	BIOLOGY – Growth and Puberty	CHEMISTRY – Reversible Changes	BIOLOGY – Living Things and their Habitats
	Spr	Year A	BIOLOGY – Plants	BIOLOGY – Skeletons Muscles	BIOLOGY – Food Chains	PHYSICS – Electricity	BIOLOGY – Reproduction in plants and animals	PHYSICS – Light
		Year B	BIOLOGY – Living Things and Habitats	BIOLOGY – Plants	BIOLOGY – Classification	PHYSICS – Forces	PHYSICS – Irreversible Changes	BIOLOGY – Evolution and Inheritance
	Sum	Year A	PHYSICS – Seasonal Changes	BIOLOGY – Food Chains	PHYSICS – Light and Shadows	PHYSICS – Earth	CHEMISTRY – Irreversible Changes	SCIENCE FAIR
		Year B						
HISTORY	Aut	Year A	Great Fire of London	Schools across the Ages	Stone Age	Anglo Saxons & Scots	Ancient Greece	WWII & Battle of Britain
		Year B						
	Spr	Year A	Toys through the Ages	Pluto Parks	Iron Age	Vikings	Ancient Egypt & Shang Dynasty	
		Year B						
	Sum	Year A	Florence Nightingale	Black Country	Roman Empire	Volcanoes & Local Area	Mayans	
		Year B						
GEOGRAPHY	Aut	Year A	My location (Location, location, location)	Continents (What a wonderful world)	Mountains, Volcanoes and Earthquakes	Rivers	Slums	Trade, economics and globalisation
		Year B						
	Spr	Year A	Belgium and the UK (To Barbara and beyond)	China	Mediterranean (Italy)	Migration	Biomes and rainforests	
		Year B						
	Sum	Year A	Hot and cold (Polar regions)	The UK	Water, weather and climate	Natural resources	The Americas	Local fieldwork
		Year B						
ART & DESIGN	Aut	Year A	Drawing faces: Keith Haring	Drawing William Morris	Drawing Cave Art	Drawing Figures, forms and reflections	Colour: Georgia Overton	Drawing and Colour: Sona Dibowska and Charles Sheeler
		Year B						
	Spr	Year A	Colour – Kandinsky	Painting and 3D –David Hockney and Rina Sandys	Painting and 3D Art- Monet and World pottery	Colour- Andy Warhol and Van Gogh	Drawing- Roy Lichtenstein	Painting and 3D Art- World Art
		Year B						
	Sum	Year A	Painting and 3D Art – Alien Hoots and Charcoles Owls	Pattern and Colour- Pat Whatmore, Alice and Kloss	Colour-Yoni Goyo	Painting and 2D Art- Artist	Painting and 3D Art- Banksy	
		Year B						
DESIGN & TECHNOLOGY	Aut	Year A						
		Year B						
	Spr	Year A						
		Year B						
	Sum	Year A						
		Year B						



1

Long Term Knowledge Planner

Subject Specific

What Knowledge?
Who?

2

Long Term Learning Journey

Subject Specific
What Knowledge?
What progression?
Who?

3

Long Term Plan
Whole School
Overview

Years 1 - 6

4

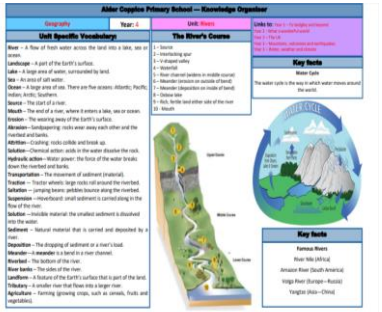
Medium Term Planning
Subject Specific
Unit Overview
Subject Specific
Vocabulary planned
Links to previous learning
Key knowledge
Lesson breakdown - Small Steps to Learning

PLANNING SEQUENCE CONTINUED

5

Short Term Planning Alder Coppice Lesson Plan

Year Group and



6

Knowledge Organiser

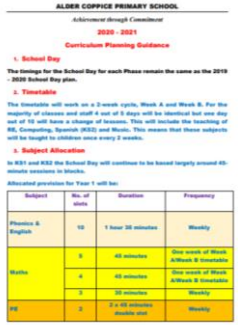
Subject & Unit Specific

Knowledge Organisers detailing Key Vocabulary and the minimum but essential knowledge
To be taught and assessed.

7

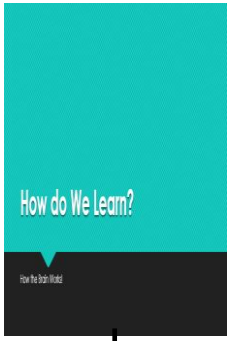
Resource Booklet

Subject & Unit Specific Containing detailed activities for each lesson with key texts, vocabulary, retrieval practice and end of unit quiz.



8

Pedagogy and Planning Guidance linked to School context & Educational Research



9

CPD Training On Cognitive Science and strategies for embedding an excellent teaching and learning environment to support the mastery approach.

ALDER COPPICE CURRICULUM OVERVIEW

ALDER COPPICE CURRICULUM OVERVIEW								
Subject			**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
SCIENCE	**Autumn**	**Unit 1**	PHYSICS – Seasonal Changes CHEMISTRY – Everyday Materials	BIOLOGY Animals and Life Cycles	BIOLOGY Healthy diet and Nutrition	BIOLOGY Digestion and Teeth	PHYSICS Earth and Space	BIOLOGY Circulatory System
		Unit 2		CHEMISTRY Everyday Materials	CHEMISTRY Rocks	CHEMISTRY Solids, Liquids and Gases	BIOLOGY Growth and Puberty	PHYSICS Electricity
	Spring	**Unit 3**	PHYSICS – Seasonal Changes BIOLOGY – Animals, including humans	BIOLOGY Plants	BIOLOGY Skeletons Muscles	BIOLOGY Food Chains	CHEMISTRY Reversible Changes	BIOLOGY Living Things and classification
		Unit 4		BIOLOGY Diet and Hygiene	PHYSICS Forces	PHYSICS Electricity	BIOLOGY Reproduction in plants and animals	PHYSICS Light
	Summer	**Unit 5**	BIOLOGY – Plants PHYSICS – Seasonal Changes	BIOLOGY Living Things and Habitats	BIOLOGY Plants	BIOLOGY Classification	PHYSICS Forces	BIOLOGY Evolution and Inheritance
		Unit 6		BIOLOGY Food Chains	PHYSICS Light and Shadows	PHYSICS Sound	CHEMISTRY Irreversible Changes	SCIENCE FAIR
HISTORY	**Autumn**		Toys through the Ages					
		Unit 1		Schools across the Ages	Prehistoric Britain	The Ancient Egyptians	Ancient Greece	WWII
	Spring		Great Fire of London					
		Unit 2		Martin Luther King Jnr	Romans	Anglo Saxons & Scots	Benin Kingdom	The Windrush Generation
	Summer		Florence Nightingale, Mary Seacole & Edith Cavell					
		Unit 3		Canals in our local area	Introduction to the Ancients	Vikings	Victorians – Industrial Revolution and our local area	Wales (Topic)
GEOGRAPHY	**Autumn**	**Unit 1**	My location	Continents	Europe - Mediterranean (Italy)	Settlements in the UK	Biomes	Migration
	Spring	**Unit 2**	The UK	Comparing Places - Kenya	Mountains, Volcanoes and Earthquakes	Water, Weather & Climate	South America	Maps & Fieldwork
	Summer	**Unit 3**	Polar Regions: Hot and Cold Places	Oceans	Energy	Rivers	North America	Wales (Topic)

ALDER COPPICE CURRICULUM OVERVIEW								
Subject			**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
ART & DESIGN	**Autumn**	**Unit 1**	Painting and 3D Art – Mary Webb and Giacomo Balla	Drawing-William Morris	Drawing-Cave Art	Drawing-Figures, forms and reflections	Drawing- Roy Lichtenstein	Drawing and Colour- Sonia Delaunay and Charles Sheeler
	Spring	**Unit 2**	Colour – Kandinsky	Painting and 3D –David Hockney and Brice Marden	Painting and 3D Art- Monet and World pottery	Colour- Andy Warhol and Van Gogh	Colour- Georges Seurat	Painting and 3D Art- Welsh Art
	Summer	**Unit 3**	Drawing faces- Keith Haring	Pattern and Colour- Piet Mondrian, Miro and Klimt	Colour-Ken Done	Painting and 3D Art- Artist	Painting and 3D Art- Banksy	
DESIGN & TECHNOLOGY	**Autumn**	**Unit 1**	Mechanics	Textiles	Structures	Mechanics gears/cams	Structures -bridges	Textiles
	Spring							
		Unit 2	Structures	Mechanics - axles	Mechanics – linkages /levers	Food Technology	Food Technology	
	Summer							
		Unit 3	Textiles/ Food Technology	Food Technology	Food Technology	Textiles	Electrical components	CAD
MUSIC	**Autumn**	**Unit 1**	Menu song	Tony Chestnut	I've been to Harlem	This Little Light of Mine	What shall we do with the drunken sailor?	Dona nobis pacem
		Unit 2	Colonel Hathi's March & Magical musical aquarium	Carnival of the animals & Composing music inspired by birdsong	Nao chariya de/Mingulay boat song & Sound symmetry	The Pink Panther Theme & Composing with Colour	Why we Sing? & Introduction to Song writing	You to me are Everything & Twinkle Variations
	Spring	**Unit 3**	Football	Granma Rap	Latin Dance	The doot doot song	Madina tun nabi	Race
		Unit 4	'Dawn' from Sea interludes & Musical conversations	Orawa & Trains	'March' from The nutcracker & From a railway carriage	Fanfare for the common man & Spain	Building a Groove & Época	& Exploring Identity through Song
	Summer	**Unit 5**	Dancing and drawing to Nautilus & Cat and Mouse	Swing-along with Shostakovich & Charlie Chaplin	Just 3 notes & Samba with Sérgio	Global pentatonics & The Horse in Motion	Hey Mr Miller	Y6 Production
		Unit 6	Come Dance with Me	Tańczymy labada	Fly with the Stars	Favourite Song	Shadows & Composing for Protest	Y6 Production
COMPUTING	**Autumn**	**Unit 1**	Moving a robot & Digital Painting	IT Around Us Robot Algorithms	Connecting Computers Sequence in Music	The Internet Repetition in Shapes	Sharing Information Game Making	Internet Communication Variables in Games
		Unit 2						
	Spring	**Unit 3**	Technology around us & Grouping Data	Pictograms Digital Photography	Desktop publishing Stop Frame animation	Audio Editing Data Logging	Video Editing Flat-File Databases	Introduction to Spreadsheets
		Unit 4						
	Summer	**Unit 5** **Unit 6**	Programming & Digital Writing	Making Music An intro to quizzes	Branching Databases Events & Actions	Photo Editing Repetition in Games	Vector Drawing Selection in quizzes	Webpage creation 3D Modelling

ALDER COPPICE CURRICULUM OVERVIEW								
Subject			**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
PSHE LWW - Living in the Wider World R – Relationships EHW – Emotional Health and Wellbeing PHW – Physical Health and Wellbeing	**Autumn**	**Unit 1**	1a LWW - Rules 1b LWW – Rights and routines 1c R – Friends and feelings	1a LWW – Rules 1b EHW – Concentration and Improvement 1c LWW – Rules, rights and routines	1a LWW - Rules 1b EHW – Concentration and Improvement 1c LWW – Rules, rights and routines	1a LWW – Rules 1b EHW – Target-setting 1c LWW – Identity and values	1a LWW - Rules and society 1b EHW – Positive Mindset	1a LWW - Rules and human rights 1b PHW – Healthy lifestyle, incl substance use
		Unit 2	2a EHW – Concentration 2b EHW – Managing feeling and other people 2c LWW – Money/Value	2a R/EHW – Healthy friendships) 2b LWW – Money/ Value/Community	2a R/EHW – Positive relationships 2b LWW – Money/Value/ Community/Gratitude	2a R – Respect & peer pressure 2b LWW – Money doesn't grow on trees!	2 R – Respectful relationships	2 R – Respectful relationships
	Spring	**Unit 3**	3a EHW – Target setting 3b R – Good friends 3c E/PHW – Internet safety	3a EHW – Trying new things 3b E/PHW – Internet safety	3a LWW – Respecting difference 3b E/PHW – Internet safety	3a PHW – Keeping healthy –body 3b E/PHW – Internet safety	3a PHW – Basic first aid 3b E/PHW – Internet safety	3 EHW – Positive mental attitude 3b E/PHW – Internet safety
		Unit 4	4a R – Special people 4b LWW – Community 4c PHW – Healthy us: body	4a PHW – Staying safe 4b EHW – Changes and feelings	4a EHW – Goals 4b R – Getting along	4a EHW – Mental health 4b LWW – Future aspirations	4a EHW – Growing and changing	4 LWW – Rights and responsibilities
	Summer	**Unit 5**	5a PHW – Healthy us: body 5b EHW – Healthy us: minds 5c R – Healthy relationships	5a EHW – Learning to learn 5b R – Roles of different people	5 PHW – Physical wellbeing, including safety	5a R – Healthy relationships 5b PHW – Keeping safe	5a EHW – Overcoming obstacles 5b LWW – Contributing to society and	5 EHW – Calming the mind, incl yoga and meditation
		Unit 6	6a EHW – Respect: Self and others 6b R – Valuing difference 6c EHW – Moving on	6a PHW – Healthy us – body 6b EHW – Healthy us – minds 6c EHW – Moving on	6a – PHW – Diet and exercise 6b EHW – Moving on	6a LWW – Community and equality 6b EHW – Moving on	6a LWW – Decisions and impact 6b EHW – Moving on	6 EHW – Moving on and future aspirations

ALDER COPPICE CURRICULUM OVERVIEW																
Subject			**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**	
RE	**Autumn**	**Unit 1**	What does it mean to be me?		How can we care and share?		What does it mean to be a Hindu today?		Let's explore Egyptian and Greek Gods.		Who was Moses?		What do signs and symbols mean in religion?	
		Unit 2	How can we give and receive?		What is the festival of lights? (Diwali)		How did the world begin?		Why are ceremonies important to religious communities?		How can rules and routines help in everyday life?		What are the parables of Jesus?	
					Christmas: Christingles		Christmas: Comic strips story boards				Christmas: Advent around the world		Christmas: Christmas in the Gospels	
	Spring	**Unit 3**	How do we grow and change?		Friendship		How is food and fasting important across religions?		Why is Jesus so inspiring to some people?		Why is the Torah important for Jewish people today?		How do religions express the faith in the arts?	
		Unit 4	What makes us happy and sad?		Why are some books and stories special to some people?		Why is the Bible so important for Christians today?		What does it mean to be a Sikh today?		What is Passover and why is it celebrated?		Holy Week Diaries	
		Unit 4a					Easter : Comic strips story boards		Easter: Easter Gardens					
	Summer	**Unit 5**	Let's explore colour.		Who was Joseph?		Let's explore a place of worship: Church Study.		What does it mean to be a Buddhist today?		What is pilgrimage?			
		Unit 6	Let's explore stories from the Old Testament.		Which places are special and why?		Why do people pray?		How is water important across religions?		What can we learn from people of faith?			
			A	**C**	**A**	**C**	**A**	**C**	**A**	**C**	**A**	**C**	**A**	**C**
PE	**Autumn**	**Unit 1**	Fundamentals Ball Skills	Ball Skills Fundamentals	Team Building Sending and Receiving	Sending and Receiving Team Building	Football Tennis	Tennis Football	Netball	Basketball	Netball Tag Rugby	Tag Rugby Netball	Swimming/ Football	Football
		Unit 2	Dance	Gymnastics	Dance	Gymnastics	Gymnastics	Fitness	Gymnastics	Dance	Swimming	Dance	Fitness	Gymnastics
	Spring	**Unit 3**	Gymnastics	Dance	Gymnastics	Dance	Fitness	Gymnastics	Dance	Gymnastics	Dance	Swimming	Gymnastics	Fitness
		Unit 4	Fundamentals Ball Skills	Ball Skills Fundamentals	Sending and Receiving Team Building	Sending and Receiving Team Building	Football Tennis	Tennis Football	Basketball	Netball	Netball Tag Rugby	Swimming /Tag Rugby Netball	Football	Hockey
	Summer	**Unit 5**	Invasion Athletics	Athletics Invasion	Striking and Fielding Net and Wall	Net and Wall Striking and Fielding	Rounders Athletics	Athletics Rounders	Swimming	Handball	Cricket Athletics	Athletics Cricket	Volleyball Cricket	Cricket Volleyball
		Unit 6	Invasion Athletics	Athletics Invasion	Striking and Fielding Net and Wall	Net and Wall Striking and Fielding	Rounders Athletics	Athletics Rounders	Handball	Swimming	Cricket Athletics	Athletics Cricket	Volleyball Cricket	Cricket Volleyball
SPANISH	**Autumn**	**Unit 1**					Introducing Yourself		Animals, colours & Celebrations		Clothes		Conversation	
	Spring	**Unit 2**					Numbers, days, months & the date		Time		The Body & Sports			
	Summer	**Unit 3**					Family and where you live		School		Europe & Travel			

ALDER COPPICE ENGLISH CURRICULUM OVERVIEW KEY TEXTS AND WRITING OUTCOMES

Y1	**English Texts Overview**					
	Unit 1 Archaic	**Unit 2 Figurative**	**Unit 3 Significant Author**	**Unit 4 Resistant**	**Unit 5 Narratively Complex**	**Unit 6 Non-Linear**
Key Text **To be read every day*	*Where The Wild Things Are By Maurice Sendak & Traditional Tales (Sleeping Beauty, Rapunzel…)*	*The Tiger Who Came to Tea By Judith Kerr & Owl Babies By Martin Waddell*	***Julia Donaldson*** ***A Squash & A Squeeze*** *Room on the Broom The Gruffalo Cave Baby*	*Wolves By Emily Gravett & Lost and Found By Oliver Jeffers*	*The Day the Crayons Quit By Drew Daywalt & Hey, Little Ant By Hannah and Phillip Hoose*	*Granpa By John Burningham*
Outcomes	**Write to Inform** Captions, Labels and Sentence Building **Write to Entertain** 'Once Upon a Time' Story Re-tell **National Poetry Day** Range of poems	**Write to Entertain** Sentence Building Story Re-tell **Write to Inform** Information Sentences	**Write to Entertain** Diary Re-tell Poetry **Write to Inform** Biographical Sentences **World Book Week**	**Writing to Inform** Non-Chronological Report **Write to Inform** Instructions	**Write to Persuade** Letter **Write to Persuade** Poster	**Write to Entertain** Narrative **National Writing Week Project**
Y2	**AUTUMN**		**SPRING**		**SUMMER**	
	Unit 1 Archaic	**Unit 2 Resistant**	**Unit 3 Narratively Complex**	**Unit 4 Significant Author**	**Unit 5 Figurative**	**Unit 6 Non-Linear**
Key Text **To be read every day*	*Aesop's Fables & The Owl and the Pussycat By Edward Lear*	*The Tadpole's Promise By Jeanne Willis & The Dark By Lemony Snicket*	*The True Story of The Three Little Pigs By John Scieszka & Who's Afraid of the Big Bad Book? By Lauren Child*	***Roald Dahl*** ***George's Marvellous Medicine*** *Revolting Rhymes*	*The Owl Who Was Afraid of the Dark By Jill Tomlinson*	*Three Brave Women By C.L.G. Martin & The Last Wolf By Mini Grey*
Outcomes	**Write to Entertain** Story Re-tell Imitation Writing **Write to Entertain** Performance Poetry **National Poetry Day** Range of poems	**Write to Entertain** Story Re-tell **Write to Inform** Non-Chronological Report	**Write to Persuade** Letter **Write to Inform** Newspaper Report	**Write to Inform** Instructions Biographical Writing **World Book Week**	**Write to Entertain** Narrative	**Write to Persuade** Letter **Write to Entertain** Diary Writing **National Writing Week Project**

ALDER COPPICE ENGLISH CURRICULUM OVERVIEW KEY TEXTS AND WRITING OUTCOMES

Y3	AUTUMN		SPRING		SUMMER	
	Unit 1 Figurative	**Unit 2 Archaic**	**Unit 3 Non-Linear**	**Unit 4 Significant Author**	**Unit 5 Resistant**	**Unit 6 Narratively Complex**
Key Text **To be read every day*	*The Iron Man by Ted Hughes* *The Tunnel by Anthony Brown (Picture Book)*	*The Lion, The Witch and the Wardrobe by CS Lewis*	*The Legend of Captain Crow's Teeth by Eoin Colfer*	***Anne Fine*** ***Bill's New Frock*** *Flour Babies* *Madame Doubtfire*	*The Sound Collector by Roger McGough (poem)* *Harris Burdick by Allan Ahlberg (picture book)*	*Nim's Island by Wendy Orr*
Outcomes	**Write to Inform (2)** Instructions **Write to Entertain (2)** Narrative **National Poetry Day (1)** Range of poems	**Write to Entertain (2)** Narrative **Write to Inform (2)** Non-Chronological Report	**Write to Entertain (3)** Narrative **Write to Inform (3)** Letter	**Write to Entertain (2)** Diary **Write to Inform (2)** Biographical Writing **World Book Week (1)**	**Write to Entertain (6)** Poetry Narrative	**Write to Persuade (3)** Advertisement **Write to Inform (2)** Explanation Text **National Writing Week Project (1)**
Y4	**AUTUMN**		**SPRING**		**SUMMER**	
	Unit 1 Non-Linear	**Unit 2 Archaic**	**Unit 3 Narratively Complex**	**Unit 4 Significant Author**	**Unit 5 Resistant**	**Unit 6 Figurative**
Key Text **To be read every day*	*The Midnight Fox By Betsy Byars*	*Alice's Adventures in Wonderland By Lewis Carroll* *&* *Just So Stories By Rudyard Kipling*	*The Legend of Podkin One-Ear By Keiran Larwood*	***Katherine Rundell*** ***The Explorer*** *Rooftoppers* *The Wolf Wilder*	*The Jabberwocky By Lewis Carroll (poem)* *&* *Cloud Busting By Malorie Blackman (poem)*	*Tar Beach By Faith Ringgold* *&* *Voices in the Park By Anthony Browne (Picture)*
Outcomes	**Write to Entertain** Narrative **Write to Inform** Non-Chronological Report **National Poetry Day** Range of poems	**Write to Persuade** Leaflet **Write to Entertain** Narrative	**Write to Entertain** Narrative Diary	**Write to Inform** Letter Biographical Writing **World Book Week**	**Write to Entertain** Poetry **Write to Inform** Newspaper Report	**Write to Entertain** Play Script **Write to Entertain** Narrative **National Writing Week Project**

ALDER COPPICE ENGLISH CURRICULUM OVERVIEW KEY TEXTS AND WRITING OUTCOMES

Y5	AUTUMN		SPRING		SUMMER	
	Unit 1 Non-Linear	**Unit 2 Figurative**	**Unit 3 Narratively Complex**	**Unit 4 Significant Author**	**Unit 5 Resistant**	**Unit 6 Archaic**
Key Text **To be read every day*	*The Nowhere Emporium By Ross McKenzie*	*Harry Potter and the Philosopher's Stone By J.K Rowling & The Eagle By Alfred Lord Tennyson (poem)*	*Sky Song By Abi Elphinstone*	***Michael Morpurgo*** ***Beowulf*** *Why the whales came Alone on a wide wide sea*	*FArTHER By Grahame Baker-Smith (Picture Book)*	*Tom's Midnight Garden By Philippa Pearce*
Outcomes	**Write to Entertain** Narrative **Write to Inform** Biographical Writing **National Poetry Day** Range of poems	**Write to Persuade** Advertisement **Write to Entertain** Poetry	**Write to Entertain** Play Script **Write to Inform** Non-Chronological Report	**Write to Inform** Newspaper Report **Write to Inform** Letter **World Book Week**	**Write to Entertain** Narrative **Write to Inform** Explanation Text	**Write to Entertain** Diary **Write to Discuss** Debate + Argument **National Writing Week Project**

Y6	AUTUMN		SPRING		SUMMER	
	Unit 1 Non-Linear	**Unit 2 Figurative**	**Unit 3 Archaic**	**Unit 4 Significant Author**	**Unit 5 Narratively Complex**	**Unit 6 Resistant**
Key Text **To be read every day*	*The Storm Keepers Island By Catherine Doyle*	*The House with Chicken Legs By Sophie Anderson & The Listeners By Walter De La Mare*	*Macbeth By William Shakespeare*	***Phillip Pullman*** ***Clockwork*** *Northern Lights I was a Rat*	*Pax By Sara Pennypacker*	*A Monster Calls By Patrick Ness & The Arrival by Shaun Tan (Picture Book)*
Outcomes	**Write to Entertain (3)** Narrative **National Poetry Day (1)** Range of poems **Write to Inform (2)** Explanation Text	**Write to Persuade (2)** Advertisement **Write to Entertain (2)** Imitation Poetry	**Write to Inform (2)** Newspaper Report **Write to Discuss (2)** Debate + Balanced Argument **Write to Entertain (2)** Play Script	**Write to Inform (2)** Biographical Writing **Write to Entertain (2)** Narrative **World Book Week (1)**	**Write to Inform** Non-Chronological Report	**Write to Entertain** Narrative Diary **Write to Persuade** Letter **National Writing Week Project**

ALDER COPPICE MATHS LONG TERM OVERVIEW			
	AUTUMN	**SPRING**	**SUMMER**
Year 1	Place Value to 20	Place Value to 40	Place Value to 100
	Addition and Subtraction to 10	Addition and Subtraction to 20	Addition and Subtraction to 20
	Geometry - Shape	Measure - Length/Height, Mass & Capacity	
	Statistics - Pictograms		
Year 2	Place Value to 100	Addition and Subtraction to 100 cont'd	Multiplication/Division cont'd
	Addition and Subtraction to 100	Multiplication/Division	
	Geometry - Shape	Statistics - Block diagrams	
	Measure - Time	Measure –Length, Mass, Capacity/Volume & Temperature	

ALDER COPPICE MATHS LONG TERM OVERVIEW			
	AUTUMN	**SPRING**	**SUMMER**
Year 3	Place Value to 1000 Recap 0x,1x,10x, 2x, 5x, Times Tables	Addition and Subtraction to 1000 3x, 6x Times Tables Multiplication and Division	Fractions
	Addition and Subtraction to 1000 4x, 8x, Times Tables		
	Statistics - Bar Graphs, Venn and Carroll diagrams	Measure -Time	Geometry - Angles, Perpendicular and Parallel Lines
Year 4	Place Value to 10,000 Recap on 0x,1x, 10x, 2x, 5x, 10x, 4x, 8x, 3x, 6x	Multiplication/Division	Fractions
	Addition & Subtraction to 10, 000 9x, 7x, 11x, 12 Times Tables	Factors, Multiples	Decimals
	Geometry - Shape	Geometry - Position and Direction	Geometry - Shape , Symmetry
	Measure - Time	Measure - Area and Perimeter	Statistics – Timetables, Tables and Line Graphs
Year 5	Place Value to 100,000	Multiplication/Division Order of Operations	Decimals 2 and converting Measure
	Multiplication/Division	Fractions Decimals 1	Percentages
	Geometry – Shape Angles and circles	Geometry – Angles and Circles cont'd Measure – Area & Perimeter	Statistics - Pie Charts & Mean Geometry - Nets

ALDER COPPICE MATHS LONG TERM OVERVIEW			
	AUTUMN	**SPRING**	**SUMMER**
Year 6	Place Value to 10,000,000	Ratio and Proportion	
	Additive and Multiplicative Relationships	Algebra	
	Fractions		
	Measure - Volume	Measure – conversions and metric/imperial	
	Geometry - Position and Direction		

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Maths Rationale

Intent

At Alder Coppice we believe that ALL children are mathematicians who will be successful in this wonderful subject, exuding an enthusiasm and desire to enjoy opportunities to interact with a range of problems, to think logically and to work systematically and accurately. We aim to develop an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. We expect pupils to become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately and be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts. Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking. We instil in children a self-belief in their ability and a realisation of what they can achieve through hard work. Mistakes are seen as opportunities to discuss, explore and deepen our understanding of mathematical concepts. Our role as teachers of mathematics is to ensure that we provide the correct conditions that will enable children to achieve and be successful. As a school, our links with the Central Maths Hub ensure we provide high quality staff CPD for Maths teaching and learning around subject knowledge and a mastery approach. This empowers teachers to be the best mathematics educators with a sound pedagogical approach.

The National Curriculum is a Mastery curriculum with the following three aims, children:

- 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

These aims are delivered through a coherent journey of small steps, leading to a deep understanding and mastery of the subject.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

The content and principles underpinning the Maths curriculum at Alder Coppice reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. Aspects of learning are taught at a slower pace in order that children gain a depth of understanding before moving to new concepts and practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts. Daily practise related to prior learning ensures concepts are regularly revisited and revised leading to sustained learning that is transferred to long term memory. Teachers use precise questioning in class to check conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

We use Inspire Maths which is a whole-school primary maths Textbook programme alongside NCETM Professional Developmental materials which both support a teaching for mastery approach. This is achieved through meaningful contexts that are explored and discussed with peers and whole class interaction, using mathematical vocabulary and the use of full sentences. New concepts are shared within the context of a real life problem (anchor task) which children are able to discuss with partners. This initial activity prompts discussion and encompasses all three aims of the curriculum: problem solving, reasoning and fluency. Representations are carefully chosen that best expose the structure of the maths and these support children through a concrete, pictorial and abstract approach. Teachers in all year groups use manipulatives when introducing new concepts to support pupil's understanding; these are carefully chosen suited to the relevant age and stage of development. Opportunities are planned to develop pupil's conceptual and procedural understanding through activities that are planned using variation and intelligent practise.

In **Key Stage 1 …**

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, all using a CPA approach. Key addition facts are explicitly taught conceptually and practised frequently in order to develop fluency and quick recall.

Pupils are introduced to a range of 2D and 3D shapes as well as learning about various measures such as time, length, mass, capacity/volume and money.

In **Key Stage 2** …

The principal focus of mathematics teaching in key stage 2 is to ensure that pupils become increasingly fluent with larger whole numbers and the four operations. By the end of Year 4

pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Impact

Pupils at Alder Coppice will become fluent in the fundamentals of mathematics. Through varied and frequent practice with increasingly complex problems over time, pupils will have the conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Pupils will be confident Maths learners both engaged and challenged in their Maths and able to discuss and justify their thinking. They will value mistakes and understand that these lead to understanding at a deeper level. Pupils will believe that they can succeed in Maths and that this is achieved through hard work and commitment. Learning in Maths will ensure pupils understand how mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

English Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

At Alder Coppice, we are aware that upon entering school, pupils may not have encountered reading role models or developed a pleasure and love of reading. By teaching Reading, we aim for pupils to develop a love of reading and will leave school having encountered a wide range of books, authors and genres. We strongly believe that promoting a love of reading throughout the curriculum and beyond, with clearly built progression, is key to ensuring the success of our pupils, regardless of their starting point.

The national curriculum programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading

- Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions. Skilled word reading involves the speedy decoding of unfamiliar word and the speedy recognition of familiar words. This is underpinned by the understanding that the letters on the page represent the sounds in spoken words. This is why at Alder Coppice we have such a strong emphasis on Phonics to teach and embed these early reading skills from the start of Reception. We build on comprehension skills by drawing on linguistic knowledge, in particular vocabulary and grammar. Comprehension skills develop in Reception and Key Stage One through pupils' experience of high-quality discussion during Reading Practise sessions, as well as from reading and discussing a range of stories, non-fiction books and poetry, which is developed further in Key Stage Two.

The English Curriculum is designed to inspire children to become competent, confident communicators of the spoken and written word. Through providing children with a wide knowledge base of the English language, they will become fluent in speaking, reading and writing. We will provide children with a sound foundation of knowledge which will then enable them to make effective choices of how to communicate successfully in an ever-changing world. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary, thus addressing vocabulary gaps, and allows children to explore and appreciate our rich and varied literary heritage. As our context is predominantly White/British, we have ensured that our English Curriculum provides children with a wide variety of texts, celebrating a diversity of authors, characters and stories, thus allowing purposeful opportunities to discuss important aspects of British Values, mental health and well-being and citizenship, therefore developing children's cultural capital.

Intent

What are the aims of specific stages of the curriculum?

When children start EYFS they will be introduced to the Little Wandle phonics programme. In Nursery, this starts as whole class teaching as children are taught to listen for sounds in words. This later builds to recognising GPCs in Reception. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. The teaching of high quality systematic synthetic phonics continues into Key Stage One (Year 1 and 2). All children have a daily, dedicated phonics lesson, following the Little Wandle programme. These lessons are engaging and interactive, allowing children to make sustained progress. Children are taught to blend sounds to decode words, sentences and whole texts. As children become confident at decoding and word recognition, their fluency develops and allows them to develop their understanding of the texts they are reading (reading comprehension). Children have three reading practise sessions weekly, where all children read a book which is decodable. These sessions allow children to build their reading fluency, prosody and reading comprehension. Our ultimate aim of the teaching of reading is to develop fluency and comprehension skills and therefore their ability to use literature to learn and enjoy. Children in Key Stage 2 will continue to be taught the necessary phonics to help further develop fluency; however, the main focus of the teaching of reading in Key Stage 2 is to develop a thorough understanding of a range of genres and text types.

As part of our English Reading curriculum at Alder Coppice, we use our reading spine to ensure children have had exposure to a range of books of different genres and authors to further support children's cultural capital. Our reading spine consists of Archaic, figurative, resistant, non-linear and narratively complex texts. This ensures children leave Alder Coppice having read a broad range of books that expose them to ambitious vocabulary. At Alder Coppice, we also study a Significant Author each year to allow children to experience different authors and develop a further love of reading.

Key Aims:

❖ To read in line with age related expectations
❖ To talk passionately about books they have read
❖ Develop positive attitudes towards books so that reading is a pleasurable activity
❖ Read a varied selection of texts whilst gaining an increased level of fluency, automaticity and understanding
❖ Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
❖ Use reading as a means of gathering information to support their learning throughout the entire curriculum
❖ Enjoy writing in different contexts and for different purposes and audiences
❖ Write with increasing awareness of the conventions of grammar, punctuation and spelling
❖ Form letters correctly, leading to a fluent and legible, cursive handwriting style
❖ Develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations
❖ Develop their spoken language and performance skills in activities. Children will use this as a valuable tool and progression to develop their writing skills.

❖ Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

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.

Key areas for learning outlined for English aim 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.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

Reading is at the centre of our curriculum and all learning in English lessons is derived from quality key texts. The texts in the Alder Coppice Reading Spine have been rigorously selected to expose children to several reading challenges (referred to as The Five Plagues of the Developing Reader, Lemov 2016). The texts have been carefully selected to ensure that children are exposed to a wide range of literature, providing ample opportunity for developing pleasure, posing challenge and engagement. The teaching of reading, writing, grammar and punctuation and spoken language are all delivered with key texts at their core, providing a context for learning to take place.

The teaching of Phonics is delivered from EYFS to Year 1 through a robust, systematic phonics programme: Little Wandle, and across Years 2-6 Spelling is taught through the use of the NoNonsense Spelling Scheme. Handwriting is delivered through the Letter-Join scheme of work which incorporates spelling and phonics rules alongside allowing children to develop a clear and consistent cursive handwriting style.

In **Key Stage 1**, children will continue to build upon and develop the EYFS curriculum through the development and application of their early reading skills. The continuation of the

phonics programmes will develop our children's phonics skills further through the exposure of additional sounds and learn to apply these within a variety of reading and writing opportunities. Children in Key Stage 1 will experience a wide range of writing opportunities enabling them to develop their understanding of writing for a purpose and an audience. They use developing skills to encode the sounds they hear in words in order to spell them, whilst developing the physical skills needed for handwriting. They also learn how to organise their writing and start to develop their vocabulary and understanding of grammar by forming sentences; these then become developed into different sentence types and expanded upon within Year 2. They will also have the opportunity to use talk, drama and role-play to understand texts more deeply. Throughout Key Stage 1, the focus gradually moves from developing their word reading skills, to reading with increased accuracy, speed and undue hesitation. As their time moves on, every child will begin to develop their re-telling skills through a variety of genres including poems, narratives and information texts. Furthermore, this will aid their reading stamina, acquisition of language and repertoire of text types.

In **Key Stage 2**, children will build on their love of reading through the selection of key texts driving the English learning. High quality teaching will be used to develop children's vocabulary as well as the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. Children will learn how to explore and analyse language, structure and content of texts and develop the skills and strategies needed to respond to these through daily class reading. Towards the end of Key Stage 2, children will continue to explore all genres of reading with accuracy and at an effortless and reasonable speaking pace. They will have an increased understanding of word meaning, choice vocabulary and the contextual use of language. They will be taught how to prepare readings, with appropriate use of intonation, summarise key information and events, and present their justification of opinions.

Writing skills taught in Key Stage 1 are built upon as children learn to write down their ideas with a growing degree of accuracy and good sentence punctuation. As they explore different genres, they will consolidate prior writing skills, vocabulary, their grasp of sentence structure, and their knowledge of linguistic terminology. To develop as writers, they will have opportunities to enhance the effectiveness of what they write through editing and redrafting in collaboration with teachers and peers. Using their phonic knowledge and other knowledge of spelling, our children will learn to spell as accurately as possible and apply this within their writing. Throughout upper Key Stage 2, the structures and conventions of writing from Years 3 and 4 will be built upon so our pupils learn the key grammatical structures to support the development of more sophisticated sentence structures, language choices and punctuation use to produce high quality written outcomes.

Details of specific Units can be found in our Long Term English Plan.

Impact

The English Curriculum aims to inspire children to become competent, confident communicators of the spoken and written word. Through providing children with a wide knowledge base of the English language, they will become fluent in speaking, reading and writing. Through their Primary Education, we will provide children with a sound foundation of knowledge which will then enable them to make effective choices of how to communicate with purpose. With reading at the core of the Primary Curriculum, students will develop transferable skills which will lead them to gain an in depth understanding of the world around

them. By teaching a knowledge-rich curriculum, we will develop thoughtful, independent pupils who can explore and utilise language effectively.

Measuring pupil's success and the impact of our English Curriculum at Alder Coppice happens in a number of ways:

❖ Teachers are required to keep ongoing assessment information on their pupils which then informs their planning and delivery of lessons – this is based upon English Key Objectives taught.

❖ Members of our Senior Leadership Team and English Subject Leader ensure consistency in teaching and learning through Learning Walks and Lesson Observations, as well as checking children's books.

❖ Summative Assessment information is obtained frequently – at least once a term under formal assessment conditions (Reading; Grammar, Punctuation & Vocabulary, and Spelling). More frequent, informal assessments are also carried out by class teachers using '10-minute tests' in GPV & Spelling, and Reading. Teachers also use self-made assessments specifically targeting key objectives taught to identify gaps in learning or any misconceptions that may then be addressed immediately.

❖ Use of the No More Marking Comparative Judgement programme allows teachers to assess children's writing in a time efficient, consistent manner. All teaching staff assess all year group's writing, providing an anonymous, objective assessment making process.

❖ Through the use of the Little Wandle Phonics Scheme for early readers – each phase is assessed regularly throughout the teaching of the scheme, to inform progress and assess the need for further interventions.

❖ Through the use of the Accelerated Reader programme across Key Stage 2, children are assessed on their Reading progress once a term – identifying a numerical range which children then use to identify their own reading material. The Book Level Range allows children to take ownership over their own reading progress and provides teachers with valuable reading progress data for informing assessments and reading interventions.

Science Rationale

Intent

Science is key to children understanding the world around them, how this world came to be and their place within it. For this reason, Science at Alder Coppice is knowledge driven to create a sense of awe and wonder and a natural curiosity and respect for their world, both locally and globally.

Science knowledge is taught in blocks of the specific disciplines of Biology, Chemistry and Physics and each of these are built upon within each year group. The skills of Scientific Enquiry are embedded within each of these blocks. All children are encouraged to develop and use a range of skills including asking questions, predicting, making careful observations in a variety of different ways, conducting experiments, building arguments and explaining concepts using the scientific language they will be immersed in.

The 2014 National Curriculum for Science aims to ensure that all children:

- 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 skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

In **Key Stage 1** Science**,** there is heavy focus upon understanding the variance in plants and animals and the conditions they require to survive and flourish. They study materials and their properties in the world around them and use this knowledge to help them make informed decisions about which would be fit for specific purposes. They make careful observations about the seasons, their effect on the environment and investigate simple food chains found in local habitats.

In **Key Stage 2** Science, the children's understanding of these topics both widens and deepens. Expanding upon materials, they explore rocks, their formation and uses. They witness and explore different states of matter and develop a secure understanding of space and the solar system. Each year group further explores the development of the human body focusing upon a different part of the anatomy. Some topics, such as Light and Electricity are re-visited in order to develop an in-depth understanding of these fundamental areas before the transition into Secondary School. The demands of Working Scientifically increase, with children taking greater responsibility in making choices about what they need to do in order to conduct a fair investigation with measurable results, from which they can develop a clear conclusion. Throughout their blocks of learning they will also be introduced to key scientists of the past and modern day, and how their work has influenced the Science they are learning about today. Children will be immersed in scientific language and through regular use of their knowledge organisers, set themselves high aspirations about what they can achieve in their Science learning.

Children's achievements and progress in Science will be continuously and progressively monitored throughout the sequenced Unit Blocks. This is done through the regular retrieval practice, quizzing and end of unit assessment quizzes which are recorded to enable staff to make informed decisions about Science achievement and progress by the end of Key Stage 2, in line with the 2018 Exemplification Guidance for Science. Pupils in Year 6 will also have the opportunity to showcase their Science learning from across School during the Year 6 Science Fair in which they plan and then showcase their own investigation.

Where possible, learning in the classroom will be supported by enrichment opportunities such as outside visits or visiting speakers.

For additional details, refer to our Long Term Plan.

Impact

As a Scientist, children will have retained key knowledge that is pertinent to the subject with real life contexts and enjoy learning about Science. They will be able to transfer their knowledge between different strands of both Science and other subjects in the curriculum i.e. Geography and the water cycle or use of materials in Design Technology and understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Pupils will have developed into reflective learners who carefully consider what they hear and see, and who are keen to drive their own learning further. They will have developed the ability to work collaboratively and be keen to discuss, argue and debate using the knowledge they have gained and their opportunities for disciplinary thinking. Children will gain an understanding about how Science continues to shape the world around us and how it is vital to the world's future prosperity. From this they will understand the role they have to play in this, possibly as a future Scientist themselves.

Geography Rationale

At Alder Coppice, we aim to inspire in pupils a curiosity and fascination about the world and its people. Our Geography Curriculum is designed to impart knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

By studying Geography, pupils will think critically about the world and appreciate that geography is relevant to their lives, experiences and futures. Geography allows us to make sense of the world around us and shows the connections between human behaviours and our planet. Pupils will understand how people affect the environment and how environment affects people. We will inspire in pupils a curiosity and fascination about the world and its people, showing them the world is a global community.

The geography curriculum incorporates fundamental geographical knowledge and skills, which supports pupils' understanding of geographical locations, map skills, how landscapes vary across the world and the difference between human and physical geography and how these change over time. Concepts such as Human and Physical Features, Physical and Human Processes, Diversity and geographical Techniques are interwoven into each Unit of work to ensure key learning is revisited, in order to embed a deeper understanding.

In EYFS, pupils are provided with a range of opportunities to explore, observe and discover all about the people, places and cultures in their local environment. Opportunities for pupils to explore both the past and present of their locality, and focus on a range of elements of the natural world are provided alongside exploration of the features of their own immediate environment and how places vary. Throughout Early Years, pupils will build comparison skills and use these to compare locations, people, materials and living things which forms the foundations of their Geography journey as they progress through school. This journey continues to be developed in Key Stage 1, where the children embark on a sequence of learning that starts with the world pupils know: their own local environment followed by the United Kingdom (Year 1). As they progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. In Year 2, we expand the pupil's knowledge and understanding to the whole of the planet; they learn to locate and name the seven continents and the five oceans as well as focussing in on a contrasting location (Kenya) and comparing that with their own local area.

In Key Stage 2, pupils will further extend their knowledge and understanding beyond the local area by further contrasting the United Kingdom and Europe (Year 3) and North and South America (Year 5) and a local study of North Wales (Year 6). This will support their understanding of place knowledge and the location and characteristics of a range of the world's most significant human and physical features.

Pupils will be introduced to tectonic processes in regards to mountains, volcanoes and earthquakes (Year 3) and hydrological and climatic processes in regards to water, weather

and climate (Year 4). Following on from this, pupils continue to deepen their knowledge of physical processes when learning about Rivers (Year 4) and Biomes (Year 5).

In Year 6, pupils will explore migration, a current topic that is relevant to today's world, which utilises their knowledge of Settlements from Year 4, so pupils are able to approach this complex topic with a greater depth and breadth of knowledge. Another crucial part of a pupil's geographical education in KS2 is fieldwork, which exposes pupils to geographical research; therefore, a Fieldwork Unit has been intentionally incorporated at the end of KS2, in Year 6, to capitalise on their greater maturity and geographical knowledge.

Intent

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our aims are for all pupils:

• To work as geographers through the use of maps, atlases and sources, which support them in understanding their place in the world, their locality and the wider world.
• To learn relevant vocabulary to describe the relationship between human and physical features and natural changes (physical processes) that happen over time.
• To understand the difference between natural and man-made geography and how both shape how countries interact with one another
• To understand the impact of global warming on the world and their role in combatting this
• To understand key human and physical geographical features of the world and describe how these have changed over time
• To be able to interpret a range of geographical information such as maps and diagrams.

National Curriculum:

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

- o 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;
- o 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
- o are competent in the geographical skills needed to:
- o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- o interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- o communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

All of our Geography units of work include carefully considered links to prior learning to ensure pupils are building on their previous learning and forming essential schemas. At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing

long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long-term memory, which will drive student progress and raise standards across the curriculum.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, such as key vocabulary, features of a place, diagrams and maps to support understanding, and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any written activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an 'Everybody Reads' session, where pupils are provided with opportunities to orally rehearse vocabulary, construct sentences and discuss the meaning of key words with their Learning Partners. This supports pupils with expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or in written work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Geography knowledge categories are interwoven into each Unit of work to ensure key learning is revisited, in order to consolidate geographical vocabulary and concepts year-on-year. These are - Location, Human and Physical Features, Human and Physical Processes, Diversity and geographical Techniques.

Details of specific units can be found in our Long Term Plan.

Impact

Pupils at Alder Coppice will be able to recall more and remember more as they progress through the geography curriculum. They will expand core geographical knowledge, deepen their conceptual understanding of people and environments on a variety of scales and have an understanding of the environment that shapes the world that we live in today. They will have developed the capacity to think creatively and critically about society and environments through analysing data and sources. The children will be well equipped to use these skills across other areas of learning that will allow them to progress further as they move away from primary education into Key Stage 3 and provide skills for life in the wider world.

To measure progress and understanding each Unit of work has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with Rosenshine Principles to support retention in the long-term memory.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them and to re-teach and recap where necessary.

The Geography Subject Leader regularly carries out book trawls and questions pupils to assess the progress of pupils' geographical knowledge and understanding of key concepts taught.

History Rationale

At Alder Coppice, we want our pupils to have a love for history and instil in them an awe and wonder in order to inspire their fascination and enquiry about the history of the world, and the notable events and people that have had a significant impact on shaping our world today.

Our history curriculum has been designed to be both knowledge-rich and coherently sequenced. It gives pupils a solid foundation and broad overview of some of the most important periods, events and themes in British and world history. There is an interplay of substantive knowledge and disciplinary knowledge: Substantive knowledge of historical events, dates and people in the past and knowledge of substantive concepts in history (such as 'democracy', 'civilisation' and 'invasion'), alongside the disciplinary knowledge of historical concepts (such as evidence, causation, significance and historical interpretation).

The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a chronological approach. In EYFS, pupils begin to understand the concept of time and changes over time by developing a sense of past and present, through settings, characters and events encountered in books read in class and storytelling. Their understanding of the world around them will support their learning in Year 1, where they explore the past and its influence, building on what they already know.

In Key Stage 1, pupils' understanding of chronology is developed through learning about things within living memory. They begin by looking at past and present with events close to their own living memory and within parents and grandparents' lives in Units such as Toys through the Ages and Schools through the Ages. Learning progresses to explore significant events such as The Great Fire of London and pupils further develop their chronological awareness by learning about significant individuals, from the past and explore what makes an individual 'significant' in our understanding of history. Children are encouraged to make comparisons and reflect on how life in the past differs from their experiences of life now. They also gain an understanding of how life in other countries differed from people's experiences in Britain through their learning about Martin Luther King Jr.

Alongside their chronological awareness, disciplinary concepts such as characteristic features are developed. Through an awareness of 'then and now' in Year 1 and 'change' in Year 2, pupils begin to understand cause and consequence when learning about the Great Fire of London and become aware of consequences of people's actions and the legacies of significant figures in history, such as Mary Seacole, Florence Nightingale and Edith Cavell.

In Key Stage 2, pupils build on their understanding of chronology to provide context to their learning and place significant periods and developments in time. British history is taught chronologically beginning with the first settlements of the Stone Age, Bronze and Iron Ages, then exploring the significance and impact of invaders such as The Romans and how they shaped Britain at the time and in Year 4 pupils learn about the Anglo Saxons and the Vikings.

Chronological knowledge continues to be developed by investigating history beyond 1066 when pupils in Year 5 learn about the Industrial Revolution and how it shaped our local area.

Pupils will also learn about the History of the wider world through Units on Ancient civilisations where substantive concepts such as continuity and change, significance, how evidence is used and interpretations are studied through Units on the Ancient Egyptians, Ancient Greece and the Benin Kingdom.

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. The curriculum aims to help children understand how the past is constructed and contested. For example, pupils begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, pupils will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Built around enquiry questions, alongside Chronology, the key disciplinary concepts of Characteristic Features, Continuity and Change, Cause and Consequence, Interpretations and Enquiry run through our curriculum to ensure progression year by year.

By bringing pupils up to the present day, our Unit on The Windrush Generation in Year 6 brings us to the backdrop of Black Lives Matter and all-pervasive media coverage of race-related issues. As a predominantly white British school, it is essential that through this study pupils build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain that stretch back millennia. The key concepts experienced, will be a good preparation for KS3 - these include: empire; migration; exploration and discrimination.

The curriculum will provide pupils with a foundation of understanding and opportunities to draw together their knowledge and skills from across their primary sequence of learning, making references to prior learning and apply their knowledge to form educated opinions, which we hope, will make them curious, active citizens as they move onto secondary education.

Intent

At Alder Coppice Primary School, we aim to educate children about the past with the intention of helping our children to shape the future. The history curriculum begins in EYFS with the ‘Understanding the World’ strand looking at past and present and then follows the National Curriculum as a basis for its content and framework in Key Stage 1 and 2.

In line with the 2014 National Curriculum, we want all pupils to:

• gain a coherent knowledge and understanding of Britain’s past and that of the wider world, investigating how nations have changed, how empires have risen and fallen and their legacies;
• develop a curiosity to know more about the past – pupils use historical skills to identify, sort and evaluate primary and secondary sources, analyse changes across time, including in the local area and demonstrate historical knowledge through class discussion and debate;
• ask and answer perceptive questions and think critically;

• build skills and knowledge needed to weigh evidence, sift arguments and develop perspective and judgement about events and the role of men, women and children during different time periods, recognising that opportunities for varying groups within society would have been different during the course of history;
• begin to understand the complexity of people's lives and how significant individuals have impacted history including acknowledging the diversity of societies and relationships between different groups;
• explore their own identity and challenges within their own living memory and make sense of events in the present day.

Implementation

All of our History units of work include carefully considered links to prior learning to ensure pupils are building on their previous learning and forming essential schemas. Pupil's learning is centred on being inquisitive and analytical; providing children with the skills needed to be successful historians. Pupils are encouraged to make comparisons and ask questions to help not only build detailed schemas of world history but also to build empathy and a wider sense of belonging.

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long-term memory, which will drive student progress and raise standards across the curriculum.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, vocabulary, significant people and places, diagrams and time lines to support understanding, and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any written activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an 'Everybody Reads' session, where pupils are provided with opportunities to orally rehearse vocabulary, construct sentences and discuss the meaning of key words with their Learning Partners. This supports pupils with expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or in written work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Learning Environment – The classroom environment enables pupils' knowledge to develop and evolve – key materials are displayed around the classroom to communicate historical

information and key vocabulary and knowledge are displayed throughout the progression of a Unit of study, including timelines to help deepen pupils' understanding of chronology.

Impact

By the end of their primary school journey, pupils will have developed analytical thinking and questioning skills, which will prepare them for being inquisitive life-long learners. They will understand and have appreciation for how the world today was shaped by historical events and significant people and will have secured key knowledge of British and wider world history. Pupils will be able to analyse historical sources and consider reliability as well as asking questions to deepen understanding. Our pupils will become historians with a wealth of transferable skills to prepare them for further education and the world of work.

To measure progress and understanding each Unit of work has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with Rosenshine Principles to support retention in the long-term memory.

Assessment questions are planned into each curriculum Unit of work for pupils to show progression of knowledge and understanding of key concepts taught, either through verbal or written feedback. This allows teachers to assess pupils' skills and knowledge throughout each Unit taught.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them and to re-teach and recap where necessary.

The History Subject Leader regularly carries out book trawls and questions pupils to assess the progress of pupils' historical knowledge and understanding of key concepts taught.

Art Rationale

At Alder Coppice, by studying Art and Design, we want the pupils to develop a sense of creativity and individual expression which enables them to interact with the world and convey a personal response in an original way. Through the study of Art, students learn how to use different skills and techniques successfully and creatively to produce finished pieces of artwork that convey a personal response. This creative subject encourages problem solving skills, promotes self-esteem and self-expression, while contributing to fine motor skill development and visual spatial processing. Studying arts also helps to develop critical thinking and the ability to interpret the world around us.

The UK creative industries generates more than £111 billion pounds a year to the UK economy (Department for Digital, Culture, Media & Sport and The Rt Hon Nigel Adams MP, February 2020) with an estimated 2,040,000 jobs - 75 per cent of them outside London - the UK's creative industries are developing jobs faster than other sectors despite record employment in the UK economy as a whole (https://www.thecreativeindustries.co.uk/facts-figures/uk-creativeoverview-facts-and-figures-employment-figures March 2021). Therefore, our Art and Design curriculum will help the children at Alder Coppice to gain access to cultural richness and diversity within these industries.

Our Art and Design curriculum has been designed to be both knowledge-rich and carefully sequenced to give pupils the skills, concepts, and knowledge necessary for them to express their ideas and experiences in a visual and tactile form. It fires their imagination. While it is essentially a practical subject, Art at Alder Coppice provides opportunities for reflection and, and with increasing sensitivity, pupils acquire the ability to make informed, critical responses to their own work and that of others. There is an interplay of substantive knowledge and disciplinary knowledge: Substantive knowledge of known artists and an awareness of the principles of art, alongside disciplinary knowledge, including interpretation of the elements and appraisal of work.

The substantive knowledge taught in the curriculum in art is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art. These are:

7 Elements of Art:
• line • shape • colour • form • value • texture • space
7 Principles of Art:
• balance • contrast • emphasis • pattern • rhythm • variety • unity

In EYFS, pupils begin to foster and develop their creative skills by exploring, using and refining a variety of artistic effects to express their feelings and ideas. By exploring materials and media the children will be inspired to think flexibly and creatively. They will also develop their fine motor skills to use a range of tools confidently. This will support their creativity as they continue their learning in Year 1, where they will build on what they already know.

In Key Stage 1, pupils understanding of Painting and 3D Art, Drawing and Colour is developed through naming primary and secondary colours, alongside which brush is suitable. They will learn about which are dark thick lines and begin to understand which pencil to use to make light marks. Learning progresses to explore and understand how to sketch lightly. They will learn about a range of artists, such as Keith Haring, Mary Webb and Kandinsky. They will gain an understanding of how these artists have inspired others and be encouraged to ask questions about their work.

As they progress in Year 2, their growing knowledge about art and artists should help them to deepen their understanding of the colour wheel, use viewfinders and different mediums for drawing and add tints and tones to their work. They will learn about the vocabulary linked to 3D art and print. They will also begin to make suggestions about how artists have used colour, shape and pattern and create work in response to these artists.

In Key Stage 2, pupils will build on their understanding of techniques different artists have used and begin to recognise different art from different historical periods. For example, in Year 3, the pupils will learn about Neolithic art and art from the Chinese culture. They will build on their understanding of Monet and his Impressionist style and how this contrasts with the more abstract art of the Australian artist Ken Done. As they learn how to sculpt and print they will learn the importance of adapting and refining ideas. Their exposure to a range of artists increases in more depth as the Key Stage progresses. The children will also build on their ability to recall a variety of pieces of artwork and artists throughout the different Units of work in each year group. Children will further extend their knowledge by learning how to create a wash, while using a range of brushes.

In Year 3 they should develop their use of clay to create a simple pot in 3D art. As their drawing skills develop they will learn how to use hatching and cross hatching, they will add tints and tones in sketches and improve their drawing of facial expressions. They will learn to create a colour palette linked to nature or the built up world, as well as layering colours.

As children enter Year 4 they will build on their ability to mould materials, print, adapt and refine their ideas and make observations. They should also begin to use photography to develop their art. As they build on sketching skills they should be more considerate in their use of texture, light and shadow and body language. Their colour palettes should reflect moods and colour mixing should be effective. They should be becoming more experimental and know how specific artists developed their techniques.

Further progression will develop as the children enter Year 5 and use digital technology, a range of mediums and sketch with organisation of line, tone, shape and colour to show movement. They should know how to express emotion through art and follow a criteria. Their ability to research an artist for inspiration will develop further and they should begin to develop a more fluent grasp of visual language as they understand further features in art through history.

In Year 6, children will explore a full range of mediums for observational art using real-life proportions or more abstract interpretations. They should be able to draw on the themes they have explored through KS2 and understand the messages an artist is trying to convey. They will build on colours and techniques for effect, overprint and effectively create their own colour palette. They should demonstrate a fluent grasp of visual language.

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the Art and Design curriculum, allowing the children to develop resilience through controlled risk taking and experimentation and to gain value from engaging in personal creative discovery. From year to year, Unit to Unit, the curriculum supports the children in making connections between artists and skills and building upon prior substantive and disciplinary knowledge. The curriculum has been designed to help pupils understand Art and gain access to cultural richness and diversity. As the pupils build their knowledge they will have an opportunity to explore their own ideas through the Painting and 3D Art Unit. In Year 6 for example, as they learn about the work of Welsh artists they will build on their key skills and concepts to create a final piece of individual art.

The Art curriculum also helps deliver British values through having a sense of enjoyment and fascination when learning about the world around them and participating actively in artistic and creative activities. We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art. Pupils are encouraged to question and explore ideas sensitively, while maintaining respect and tolerance for the views and beliefs of others and discuss the work of a wide variety of artists and designers. Pupils have the opportunity to work in a variety of situations, sharing ideas and resources. A supportive ethos is built on encouraging the sharing of ideas and resources, peer-assessment and students encouraging each other to build resilience.

Intent

At Alder Coppice we value, and are dedicated to, the teaching and learning of all aspects regarding Art and Design; we see this as a fundamental part of school life.

In line with the 2014 National Curriculum, we will ensure all children:

- 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.

Through this journey the children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences within these. They will study painting and 3D art, drawing, as well as the use of colour. Understanding of the visual elements of Art and Design (line, tone, texture, colour, pattern, shape, 3D form) will be developed through providing a curriculum which will enable children to reach their true potential. We understand that the purpose of Art and Design education is to give pupils at Alder Coppice the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form; the appreciation and enjoyment of art enriches all our lives.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy.

We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

In Key Stage 1 and 2, in line with the National Curriculum, through a range of practical activities, as well as artist studies, children will be taught the knowledge, understanding and skills needed to engage in art and design techniques using a range of media and materials. As children move through the School the children gain knowledge and appreciation for a range of artists.

Children learn the skills of drawing, painting, collage, 3D work, as well as digital art and are given opportunities to explore and evaluate creative ideas through the use of Sketch Books.

Key skills and key knowledge for Art and Design have been mapped across the school (see the Long Term Plan for full details) to ensure progression between year groups. This also ensures that the children learn about real-life artists from a range of contexts, as well as developing their skills throughout the programme of study. In art lessons children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not. This will be part of their sketchbook learning.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, vocabulary, significant artists and paintings to support understanding, and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any practical activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an ‘Everybody Reads’ session, where pupils are provided with opportunities to orally rehearse vocabulary and discuss the meaning of key words with their Learning Partners. This supports pupils with expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or when carrying out practical work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Learning Environment – The learning environment enables pupils’ knowledge to develop and evolve – artwork is displayed in the classroom to communicate key information and key vocabulary and artistic skills are displayed in corridors to help deepen pupils’ understanding of the design process.

Impact

The Art and Design Curriculum at Alder Coppice will ensure that the children's personal development in creativity, independence, judgement and self-reflection is developed. The children will develop their knowledge of key artists and their techniques. They will build on their skills confidently in preparation for higher learning and be able to participate in an appreciation of all aspects of art in the world around them. They will develop and apply a repertoire of knowledge, skills and understanding in order to become independent, as well as innovative and celebrate originality. Through the art curriculum they will know that they are entering a diverse world and that they can add to that diversity with their own creative thoughts and passions. They will know that art and creativity can be an invaluable tool to promote wellness and positive mental health as they face the rigours of the modern world. High quality Art and Design education makes an essential contribution to a life-long love of art.

To measure progress and understanding each Unit has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with the Rosenshine Principles to support retention in the long-term memory.

Assessment questions are planned into each curriculum Unit of work for pupils to show progression of knowledge and understanding of key concepts taught, either through verbal or written feedback. This allows the teachers to assess pupils' skills and knowledge throughout each Unit taught.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from the previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them to re-teach and recap where necessary.

The Art Subject Leader regularly teaches a variety of year groups and carries out book trawls and questions pupils to assess the progress of pupils' art knowledge and understanding of key concepts taught.

Design and Technology Rationale

Rationale

At Alder Coppice, Design and Technology prepares children to deal with tomorrow's rapidly changing world and encourages them to be creative and independent thinkers. Creative thinking encourages children to make positive changes to their quality of life and prepares them for the world they will be living in and the jobs that have not yet been created. The subject encourages children to become autonomous and solve real-life problems, both as individuals and as part of a team, whilst applying their knowledge of other subjects, e.g. Science and Maths.

The UK creative industries generates more than £111 billion pounds a year to the UK economy (Department for Digital, Culture, Media & Sport and The Rt Hon Nigel Adams MP, February 2020) with an estimated 2,040,000 jobs - 75 per cent of them outside London - the UK's creative industries are developing jobs faster than other sectors despite record employment in the UK economy as a whole (https://www.thecreativeindustries.co.uk/facts-figures/uk-creative-overview-facts-andfigures-employment-figures March 2021). Therefore, our Design and Technology curriculum will help the children at Alder Coppice to become informed future consumers and potential innovators needed to fulfil the roles required within the creative industry.

The key aspects of our Design and Technology curriculum have been carefully planned to ensure progression of key knowledge and skills. For example, in Food Technology, in EYFS children develop their awareness of a range of foods, this leads to learning about healthy food choices and food hygiene in Key Stage 1. This is then developed further throughout Key Stage 2, by linking their understanding to learning about seasonality, food preparation techniques and adding creative flair to simple dishes, alongside a deeper understanding of food hygiene practices. Additionally, technical knowledge is developed through the teaching of structures and mechanisms throughout their learning journey, e.g. in EYFS children explore construction kits that may contain some mechanisms - wheels /gears/levers etc. and have opportunities to create their own models. In Key Stage 1 children are introduced to more technical vocabulary and build on their design skills to make products demonstrating their knowledge of structures and mechanisms. Whilst in Key Stage 2, this is further developed by combining knowledge from maths and science to include elements such as electrical components and making informed choices of the mechanisms required to support their purposeful designs.

Further opportunities are also provided to enhance the children's learning and experiences within school and the wider community, e.g. visits to local secondary schools to facilitate learning that goes beyond the primary national curriculum.

Intent

At Alder Coppice, we aim to provide children with a Design and Technology curriculum which allows them to:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To foster enjoyment, satisfaction and purpose in designing and making;
- Enable children to talk about how things work, and to draw and model their ideas;
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- Solve problems and exercise their creativity within a variety of contexts considering their own needs and that of others;
- Have opportunities to reflect on and evaluate present and past design and technological processes, products, uses and impact and their contribution to society;
- Combine a range of skills from across the curriculum to design, make and evaluate products showing their understanding of purpose, aesthetic and environmental issues, which will allow them to be successful in society, secondary education, further education and eventually, out in the working world.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

In EYFS, children develop their Design and Technology skills through exploration and play and are introduced to techniques to design, make and evaluate simple products.

In Key Stage 1 and 2, in line with the National Curriculum, through a range of practical activities children are taught the knowledge, understanding and skills needed to engage in the processes of designing, making and evaluating, linked to specific criteria. Units are planned progressively each term to build on current knowledge within the Design and Technology curriculum; children develop the range, accuracy and breadth of understanding that will prepare them for Key Stage 3, when children select from and use a wider, more complex range of materials and components in their designs.

Our lessons follow a cycle of the key components of the National Curriculum for Design and Technology:

Design
The children will be taught to generate and share ideas for designs based on different criteria. They will be taught how to communicate their ideas carefully through discussion and annotated sketches.

Make
The children will be taught how to use a range or tools and techniques safely to perform practical tasks and begin to consider the most effective for the task. They will work with a range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

Evaluate
Children will explore and evaluate a range of existing products and designers in order to understand how key events and individuals in design and technology have helped shape the world. They will also evaluate their own ideas and products against a range of design criteria and begin to consider views of others to improve their work.

Technical Knowledge
Children will learn how to apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They will develop their knowledge and understanding of how to use mechanical and electrical systems in their products.

Key skills and key knowledge for Design and Technology have been mapped across the school (see the Long Term Plan for full details) to ensure progression between year groups. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, vocabulary, significant designers and diagrams to support understanding, and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any practical activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an 'Everybody Reads' session, where pupils are provided with opportunities to orally rehearse vocabulary and discuss the meaning of key words with their Learning Partners. This supports pupils with expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or when carrying out practical work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Learning Environment – The learning environment enables pupils' knowledge to develop and evolve – diagrams are displayed in the classroom to communicate key information and key vocabulary and knowledge are displayed in corridors to help deepen pupils' understanding of the design process.

Impact

The Design and Technology Curriculum at Alder Coppice will ensure that the children develop the creative, technical and practical expertise needed to perform everyday tasks

confidently in preparation for higher learning and to be able to participate successfully in an increasingly technological world. Throughout their learning, pupils will build and apply a repertoire of knowledge, understanding and skills in order to design and make products for a wide range of users and critique, evaluate and test their ideas and products and the work of others. In addition to this they will be able to apply the principles of nutrition and learn how to cook. Children will design and make a range of products appropriate to the age and ability of the child.

The children will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

To measure progress and understanding each Unit of work has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with Rosenshine Principles to support retention in the long-term memory.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them and to re-teach and recap where necessary.

The DT Subject Leader regularly carries out book trawls and questions pupils to assess the progress of pupils' DT knowledge and understanding of key concepts taught.

Music Rationale

Rationale

At Alder Coppice our music lessons offer enjoyable learning experiences which are accessible to all our children. We aim to make the music lessons fun and inspiring, engaging the children with songs, lyrics and movement in order to build up their confidence. Music teaching at Alder Coppice follows the requirements of the Early Learning Goals, National Curriculum for Music and the new model music curriculum; providing a broad and balanced curriculum; ensuring the progressive development of musical concepts, knowledge and skills. The Sing Up scheme we use aims for every child to have access to high-quality, practical, and engaging musical experiences ensuring pupils revisit key musical skills throughout each Unit of work and therefore enables progression in key areas of music development. We want all children to develop the self-confidence, skills, knowledge, and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to. The children therefore, gain a firm understanding of what music is through listening, appraising, singing, playing, composing and performing.

Intent

Sing Up Music is designed and written by subject specialists. It sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. Together, the Units (for EYFS to Year 6) provide complete and progressive Units that meet the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters.

Early Learning Goals:

Being Imaginative and Expressive Children at the expected level of development will:
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes…, with others, and – when appropriate – try to move in time with music.

Music Development Matters:

The aims cover the following aspects of musical learning and development:
- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

Key Stage 1 & 2
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.

Key Stage 1

National Curriculum Attainment:
Pupils should be able to:
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

National Curriculum attainment:
Pupils should be able to:
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

Throughout EYFS and both Key Stages in Music lessons, our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide range of music.

The Sing Up scheme of work provides excellent learning sequences and access to a range of songs, scores and audio tracks to support implementation of a quality music curriculum.

Each unit of work has an on-going musical learning focus to enable previous musical skills to be embedded. Music lessons are built around progression in the areas of Improvising and Composing, Singing and Playing, Listening and Appraising, which enables revisiting these key areas in all Units of learning. The collecting of evidence to demonstrate pupil progress is also written into each year group's units of work – a 'Progression snapshot activity' - as part of a Unit at three points during the year – September, February, and June.

Please refer to our Long Term Plan for an overview of the Units taught.

Performance is at the heart of music teaching and learning at Alder Coppice and all pupils participate in performances throughout the year, including a special themed Harvest celebration. Each Christmas sees Foundation Stage put on a Nativity production while Key Stage 1 also perform in school. Pupils from Year 3 to Year 6 perform at our annual carol concert held at a local Church. Every two years, pupils are also encouraged to perform at the annual Young Voices Concert at Birmingham's LG Arena. Parents are invited and welcomed to watch all of these performances whether at school or outside of school.

Music is also embedded at Alder Coppice with the opportunity for children to learn a range of individual instruments, including violin, guitar, flute and keyboard. These lessons are arranged by Dudley Performing Arts and delivered by visiting Peripatetic staff. Pupils that learn a musical instrument have the opportunity to sit examinations and perform at our carol concert and assemblies. Staff willingly provide a range of extra-curricular musical activities including Singing Club, Recorder Club and Musical Theatre Club free of charge.

Impact

The Music Curriculum at Alder Coppice is high quality, and is planned to demonstrate progression, building on and embedding current skills in the different musical components as set out in the Sing Up progression documents on the Sing Up website (Singup.org). Pupils develop their knowledge, skills and understanding of the inter-related dimensions of music as well as their composition, listening and appraising skills. Throughout all of this the child's enjoyment of music is a key element, running alongside the 'taught' musical skills and objectives.

The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. Music has also been seen to have a positive impact on well-being and consequently Music can support our pupils' mental health.

Through the child's journey at Alder Coppice, our pupils will be equipped with musical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world, where they can further develop their skills and continue to enjoy and embrace music in their lives.

PE Rationale

Intent

Alder Coppice Primary School recognises the value of Physical Education (PE) for promoting healthy and active lifestyles through the enjoyment of a range of physical activities, games and engagement in competitive sports. PE at Alder Coppice aims to develop a child's knowledge, skills and understanding of physical literacy so that they can perform with increasing competence and confidence across a range of physical activities for sustained periods of time.

This falls in line with 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.

Implementation

At Alder Coppice, all pupils will receive a minimum of one PE session a week. Teachers use the PE Scheme '*Getset4pe'* as a starting point for planning, which is built upon to provide further opportunities to enhance knowledge of and practice the fundamental skills required in a range of competitive physical activities and sports. At every possible opportunity, planning offers the provision of small sided games and performances for the application of taught skills to provide enjoyment and knowledge of games for participation in sport later in life.

In Key Stage 1, children are taught to:

- Master basic movements which provide a foundation across a variety of sporting activities
- Begin to participate in small team games
- Develop knowledge of basic tactical thinking
- Understanding of the bodies capacity
- Knowledge of how to lead healthy, active lifestyles
- Perform Dance and Gymnastic routines using simple movement patterns

In Key Stage 1, children will be taught the National Curriculum aims through the following activity units: Fundamentals, Ball Skills, Dance, Gymnastics, Invasion Games, Athletics, Team Building, Sending and Receiving, Striking and Fielding and Net and Wall.

In Key Stage 1, all children will develop knowledge and understanding of the core skills needed across a range of physical activities, which will support their learning in Key Stage 2.

In Key Stage 2, children are taught to:

- Use running, jumping, throwing and catching in isolation and combination
- Play competitive games, modified where appropriate (See *Subject knowledge Learning Journey*)
- Develop flexibility, strength, technique, control and balance
- Perform dance using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individual and within a team
- Select appropriate tactics to participate in competitive games
- Know basic rules to play and officiate competitive games
- Compare their performances with previous ones and demonstrate improvement to achieve their personal bests
- Swim competently and confidently over a distance of at least 25m using a range of strokes and knowledge of water-safety

In Key Stage 2, children will be taught the National Curriculum aims through the following: A variety of Invasion, Striking and Fielding, Net and Wall games (See *Subject knowledge Learning Journey* for full details) Dance, Gymnastics, Swimming, Athletics, Fitness and Outdoor Adventurous Activities.

Throughout Key Stage 1 and Key Stage 2, Teachers use the assessment tools provided by Getset4pe to monitor progress and success in lessons. Using this feedback, Teachers adapt future planning and lessons to cater for individuals' physical abilities so that all pupils can access success and challenge within lessons.

Impact

PE is taught as a basis for lifelong learning, where children have access to a wide range of activities in the belief that if taught well, and the children are allowed to enjoy success, then they will continue to have a physically active life.

A high quality Physical Education Curriculum inspires all children to succeed and excel in recreational and competitive sports as well as other physically-demanding activities. At Alder Coppice, we provide opportunities for children to become physically literate in a way which supports their health and fitness. Opportunities to compete in competitive sport and other activities also helps to build character and embed values such as fairness and respect.

Religious Education Rationale

Intent

At Alder Coppice, we believe that it is important for all pupils to learn from and about religion, so that they can understand the world around them. Our RE lessons are intended to offer knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We offer a broad and balanced curriculum which encourages the children's personal development and well-being.

Our RE curriculum enhances pupils' awareness and understanding of religious beliefs, teaching, practices and of the various forms of religious expression. The lessons provide a progressive experience, with scope for cross-curricular learning. They encourage children to gain knowledge and understanding of the influence religion has on individuals, families, communities and cultures. Religious Education at our school encourages children to develop the ability to make reasoned and informed judgments about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Our intent is to make sure that children understand the reliance of RE in today's modern world and how it affects our lives. We encourage children to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum encourages discussion, independence, debate, analyst and creativity.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

RE is taught in units throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit and consideration has been given to ensure progression across units throughout each year group across the school. The Dudley Agreed Syllabus is the basis for our curriculum. This Agreed syllabus draws on the experience of the local faith communities within the Borough of Dudley.

At Alder Coppice it has been agreed that having taken into account the requirements and guidelines in the Agreed Syllabus, the following religions have been selected:

- Christianity
- Islam
- Hinduism
- Sikhism
- Judaism
- Buddhism

All religions are treated with respect and sensitivity and we value the links, which are, and can be made between home, school and a faith communities. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences. We acknowledge that each religion studied can contribute to the education of our children.

Dudley Agreed RE Syllabus

In **Key Stage 1 …**

The following contains a summary of the core knowledge and skills which should be taught and of the requirements which should be kept in mind when planning and delivering Religious Education following guidance from The Dudley Agreed Syllabus for Religious Education 2013 Children should:

- Explore both implicit and explicit religious material.
- Be taught Christianity and at least one other principal religion.
- Possess a depth in knowledge into why a religious practice or belief is important.
- Be encouraged to talk and share their thoughts and views about the religious material that they learn about.
- Be encouraged to explain or attempt to give reasons to support their views. It is important to remember that sound quality of learning is more desirable than insecure quantity of learning.

In **Key Stage 2** …

- Extend and deepen their knowledge of Christianity and of a second religion with the intention of ensuring that pupils have knowledge which is reasonably deep and secure.
- Have had some engagement with the four other principal religious traditions over the course of Key Stage One and Key Stage Two.
- Become familiar with the idea that religious words and actions may be intended to be interpreted metaphorically or may have a symbolic or a non-literal meaning.
- Gain a more specific and nuanced understanding of why, beyond a generic explanation, certain religious rituals and ceremonies often have a high status and importance within particular faiths.
- Be permitted and encouraged to raise questions which are important to them about the truth and worth of the religious material they learn about.
- Be encouraged to express their own views in response to the religious material they learn about and should be encouraged to support their views using relevant reasons which are clear and cogent.

Impact

We believe that the impact of out RE curriculum can encourage children to have a better understanding of the religions that make up the UK landscape. Our Curriculum promotes children to have inquisitive minds. It develops respect, tolerance and understanding for all those around them including themselves. This can be seen through using the correct vocabulary, explanations and respectful opinions. Impact can be seen by all teachers and children enjoying the teaching and learning of RE. Through their RE learning, the children

are able to make links between their own lives and those in their community and in the wider world, developing an understanding of other people's cultures and ways of life. We therefore seek to ensure children develop spiritually, academically, emotionally and morally to enable them to cope with the opportunities, challenges and responsibilities of living in a rapidly, multicultural world.

PSHE Rationale

Intent

At Alder Coppice, we believe that personal, social, health and economic education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our bespoke planned programme of learning ensures children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

PSHE education is vital to our curriculum and to meeting the schools' requirement to promote pupils' health and wellbeing. The Department for Education (DfE) has made it clear that schools should make provision for PSHE education.

Our overarching aim for PSHE education is to provide pupils with:

- Relevant knowledge as appropriate to their age and stage of learning
- Opportunities to enhance their personal knowledge and understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The language, skills and strategies they need in order to live a healthy, safe, fulfilling, responsible and balanced life, whereby they have developed the life skill tools in order to make informed choices

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

Throughout the PSHE curriculum, children learn about, explore, and develop opinions about issues that concern themselves personally, their family, their community, the environment and the wider world.
Core themes:

- LWW - Living in the Wider World
- R – Relationships
- EHW – Emotional Health and Wellbeing
- PHW – Physical Health and Wellbeing

Many of the lessons span across the core themes, for example, relationship lesson are also part of Living in the Wider World, and may fall into Emotional Health and Wellbeing, depending on the content.

In Years 1, 2 and 3 the children explore life, in and out of school, through the lives of our Alder Coppice characters: Alfie, Sam and Abbie. This allows our children to discuss (in an environment where respecting each other's opinion and allowing the freedom of thought and expression is the overriding ethos) how they feel about the situation, what advice they would give, whether they feel this is right or wrong, whether they have ever been in the same situation and what they would do.

In Years 4, 5 and 6 lessons further develop the core themes explored in previous years, progressing to age-appropriate issues, for example, social media use and good mental health, as well as incorporating topical issues as they arise in this ever changing world.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.
By the end of primary school children would have been taught about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For full details of the core themes, please refer to our Long Term Plan, available on the school website.

Regular feedback from staff and focused discussions with children across the school ensure the integrity of the curriculum.

Impact

The PSHE curriculum at Alder Coppice will ensure that all children have the knowledge, skills and understanding they need in order to lead confident, healthy, happy and independent lives. It will provide them with the necessary skills to become informed, active, responsible citizens and make them eager to take the next step in their life's journey.

Science Rationale

Intent

Science is key to children understanding the world around them, how this world came to be and their place within it. For this reason, Science at Alder Coppice is knowledge driven to create a sense of awe and wonder and a natural curiosity and respect for their world, both locally and globally.

Science knowledge is taught in blocks of the specific disciplines of Biology, Chemistry and Physics and each of these are built upon within each year group. The skills of Scientific Enquiry are embedded within each of these blocks. All children are encouraged to develop and use a range of skills including asking questions, predicting, making careful observations in a variety of different ways, conducting experiments, building arguments and explaining concepts using the scientific language they will be immersed in.

The 2014 National Curriculum for Science aims to ensure that all children:

- 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 skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this.

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our Curriculum Policy. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

In **Key Stage 1** Science, there is heavy focus upon understanding the variance in plants and animals and the conditions they require to survive and flourish. They study materials and their properties in the world around them and use this knowledge to help them make informed decisions about which would be fit for specific purposes. They make careful observations about the seasons, their effect on the environment and investigate simple food chains found in local habitats.

In **Key Stage 2** Science, the children's understanding of these topics both widens and deepens. Expanding upon materials, they explore rocks, their formation and uses. They

witness and explore different states of matter and develop a secure understanding of space and the solar system. Each year group further explores the development of the human body focusing upon a different part of the anatomy. Some topics, such as Light and Electricity are re-visited in order to develop an in-depth understanding of these fundamental areas before the transition into Secondary School. The demands of Working Scientifically increase, with children taking greater responsibility in making choices about what they need to do in order to conduct a fair investigation with measurable results, from which they can develop a clear conclusion. Throughout their blocks of learning they will also be introduced to key scientists of the past and modern day, and how their work has influenced the Science they are learning about today. Children will be immersed in scientific language and through regular use of their knowledge organisers, set themselves high aspirations about what they can achieve in their Science learning.

Children's achievements and progress in Science will be continuously and progressively monitored throughout the sequenced Unit Blocks. This is done through the regular retrieval practice, quizzing and end of unit assessment quizzes which are recorded to enable staff to make informed decisions about Science achievement and progress by the end of Key Stage 2, in line with the 2018 Exemplification Guidance for Science. Pupils in Year 6 will also have the opportunity to showcase their Science learning from across School during the Year 6 Science Fair in which they plan and then showcase their own investigation.

Where possible, learning in the classroom will be supported by enrichment opportunities such as outside visits or visiting speakers. For additional details, refer to our Long Term Plan.

Impact

As a Scientist, children will have retained key knowledge that is pertinent to the subject with real life contexts and enjoy learning about Science. They will be able to transfer their knowledge between different strands of both Science and other subjects in the curriculum i.e. Geography and the water cycle or use of materials in Design Technology and understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Pupils will have developed into reflective learners who carefully consider what they hear and see, and who are keen to drive their own learning further. They will have developed the ability to work collaboratively and be keen to discuss, argue and debate using the knowledge they have gained and their opportunities for disciplinary thinking. Children will gain an understanding about how Science continues to shape the world around us and how it is vital to the world's future prosperity. From this they will understand the role they have to play in this, possibly as a future Scientist themselves.

Spanish Rationale

Intent

At Alder Coppice, our Spanish curriculum is designed to inspire and challenge children to progressively develop their linguistic skills, instil an interest and curiosity about languages and further their understanding of the world around them by raising their awareness of cultural differences, here and in other countries. We aim to engage children in stimulating activities, which include both the written and spoken elements of a language, involving conversational work, singing activities and games, in order to provide opportunities for children to use and apply their learning in a variety of contexts and to provide a platform for future learning opportunities in Key Stage 3.

The National Curriculum for Spanish aims to ensure that all pupils:

- Understand and respond to spoken and written language
- Speak with increasing confidence, fluency and spontaneity
- Finding ways of communicating including through discussion and asking questions
- Improving the accuracy of their pronunciation and intonation
- Can write for different purposes and audiences using the variety of grammatical structures that have been learnt
- Discover and develop an appreciation of a range of writing in the language studied

Implementation

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

We follow the 'LCP' Scheme of work to ensure coverage and progression across Key Stage 2, which has been planned to develop the knowledge, skills and vocabulary needed, in order to meet the end of the Key Stage 2 requirements. Each Unit of work ensures coherence and progression through the activities to support the skills of speaking, listening, reading and writing. Children are taught to listen attentively to spoken language and respond, joining in
with songs, rhymes and games.

Throughout the lessons, vocabulary across a range of everyday topics of conversation is taught in order to give them a basic understanding of this language, such as learning greetings and how to introduce themselves, numbers, days of the week, colours, the weather, family and travel. Children develop an appreciation of a variety of Spanish

customs, songs and rhymes in Spanish that are delivered through the curriculum content as well as listening to native Spanish speakers, to ensure correct pronunciation.

Impact

Our MFL curriculum ensures that children develop their knowledge of where in the world Spanish is spoken and provides a context for language learning in order to develop the children's understanding of different cultures. It gives children an understanding of how a different language is structured and helps them to build an interest in languages to support further language learning in Key Stage 3.

5. ALDER COPPICE PRIMARY CURRICULUM IMPLEMENTATION

At Alder Coppice, we are fully committed to all teaching being excellent by developing our pedagogy on teaching strategies that can enhance teaching and learning across the curriculum. Our pupils enjoy coming to school and are happy in their learning, they are encouraged to ask questions and teachers continually strive to stretch their thinking in order for pupils to achieve their potential in a supportive, welcoming learning environment. We recognise the importance of lessons being engaging and stimulating, where pupils receive high quality teaching and responsive feedback for improvement. We want all pupils to think hard about their learning, learn from their mistakes and strive to be the best they can be. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive student progress and raise standards across the curriculum.

5.1 Principles for Teaching and Learning

Teachers:

- Deliver high quality lessons that make children think deeply about what they are learning
- Explicitly model outcomes and processes to ensure students know what excellence looks like
- Instil in pupils a strong desire to learn
- Actively promote and encourage pupils to be curious and ask questions
- Plan lessons that include techniques aimed at enhancing long term retention of substantive knowledge
- Remind pupils how the learning in the lesson relates to previous learning
- Ensure challenge is planned into all parts of the learning
- Give responsive and immediate feedback throughout lessons to ensure pupils are understanding and improving their learning
- Identify gaps and misconceptions to inform next lesson
- Identify and plan for misconceptions
- Make essential content explicit through carefully paced and timed activities
- Create structured opportunities for partner talk in lessons
- Consistently ask pupils to improve and develop their own and their classmates' initial answers to drive improvement and enable pupils to take ownership of their learning
- Consistently ask "Why" and "How" questions and "Stretching It" so that the reward for right answers is harder questions.

Pupils:

- Are doing the cognitive work in the lessons; thinking, writing, reading or discussing concepts throughout the lessons
- Support each other in their learning; listening and prompting each other with questions and ideas
- Know what the expectations are for presentation of work

- Ask and answer questions that develop their understanding
- Discuss ideas using technical vocabulary
- Consistently giving evidence for their answers
- Respond to feedback from the teacher by acting on the feedback set to produce improved work using the whole school feedback codes
- Actively contribute to their learning environment and demonstrate excellent behaviour

5.2 Lesson Structure and Teaching Strategies

Lessons are planned and delivered in a structured and purposeful way and adapted when required by pupil responses and pupil assessments. The following strategies that teachers deploy to plan and deliver lessons have been taken from, or adapted from 'Teach Like A Champion 2.0', (Lemov 2015) and will inform our approach to teaching and learning going forward. Our lessons also include techniques aimed at enhancing long term retention of substantive knowledge.

Planning Strategies include:

4Ms. A Lesson Objective should be **m**anageable in a single lesson, framed so that success can be **m**easured (ideally by the end of the lesson), written before activities are planned (**m**ade first), and focused on what is **m**ost important to progression.

Double Plan. We don't just plan what teachers will be doing and saying; we plan for what the pupils will be doing each step of the way too. (Where possible, we embed all pupils' activity resources in one place – a Resource Booklet: graphs, tables, maps, primary sources, novel excerpts, places to write, questions and more).

Plan for Error. We anticipate pupil errors, plan for the misconceptions we know pupils may have and aim to address these as part of the lesson.

SLANT. We insist on the following for all pupils in our lessons. We explicitly reference this acronym:

Sit up straight
Listen
Ask and answer questions
Never give up
Track the speaker.

In EYFS and Year 1 – we reference the acronym **STAR** – **S**it Up, **T**rack the speaker, **A**ttention, **R**eady (to learn).

The I, We, You structure:

I – the beginning of the learning is delivered by the direct transference of knowledge from the teacher to the pupil.
We - the teacher gradually allows pupils to complete examples with less and less assistance on more and more of the task from 'I do – you help' to 'You do – I help'.
You – is the final step when the pupil is provided with the opportunity to practice on their own, giving them multiple opportunities and situations increasing in difficulty.

A Knowledge Rich Lesson includes the following strategies:

Do Now. Have a short task on the board or desks for pupils to start as soon as they enter, without any explanation or input from yourself. (Retrieval Practice).

Right is Right. Set and defend a high standard of correctness in your classroom to ensure a high quality response. Do not 'round up' almost correct answers yourself. (The "rounding up" refers to when teachers respond to a partially correct or nearly correct answer by affirming and repeating it, but then also adding critical detail (sometimes the most insightful or challenging detail) to make the answer fully correct).

Stretch It. The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. (Ask 'How' or 'Why' questions; Ask for another way to answer; Ask for evidence: Ask pupils to integrate a related skill; Ask pupils to apply the skill in another setting).

No Opt Out. Pupils cannot opt out with 'I don't know.' Return to them with the original question once it has been answered correctly elsewhere and ensure they practice getting the answer right.

Wait Time. Wait 3-5 seconds after asking a question, or longer if required. This allows pupils time to think before answering. Narrate to encourage participation, noting where pupils are productively active (e.g. using their books) to give hints to other pupils.

Less Hands Up. Our expectation should be that once children have had time to think for themselves or with a partner they should all be ready to answer. There may be occasions where you ask for hands up and you should ensure pupils lower their hand and turn to look at the person talking (track speaker). Manage and vary the ways that pupils raise their hands.

Cold Call. Make engaged participation the expectation by also calling on pupils regardless of whether they have raised their hands or not. (Be mindful of individual self-esteem!)

Call and Response. Use group choral response to build energetic, positive engagement that emphasises and reinforces academic content.

Everybody Reads. Ask pupils to read aloud frequently, but manage the process to ensure expressiveness, accountability and engagement.

Everybody Writes. Prepare your pupils to engage rigorously by giving them the chance to reflect in writing, before you ask them to discuss - include **Front the Writing** - Arrange lessons so that writing comes earlier in the process to ensure pupils think rigorously and practice writing skills. **Art of the Sentence** - Pupils create a single well-crafted sentence – you push the pupils for more complex sentence types by using a rich variety of *sentence starter* prompts, e.g. 'Despite…', 'In the long run…', or *sentence parameter prompts*, e.g. 'Explain in one full sentence that uses a subordinating clause…'.

Own and Track. Have pupils correct or revise their own work, fostering an environment of accountability for the correct answer whilst helping pupils reflect on work and know why answers are right or wrong.

Format Matters. Help your pupils practice responding in a format that fit the demands and expectations of the subject e.g. in a full sentence, using appropriate subject specific technical vocabulary etc.

Exit Ticket. End each lesson with an explicit assessment of your objective that you can use to evaluate your (and your pupils') success.

Lessons include Lemov's (2015) - 'Five Major "Muscle Groups". (There are generally five types of activities pupils participate in, which requires pupils to think and engage in a different way). They are:

- Assimilating knowledge directly from sources such as the teacher or text.
- Participating in guided practice or guided questioning structured by the teacher.
- Executing skills without teacher support, as in independent practice.
- Reflecting on an idea – thinking quietly and deeply.
- Discussing and developing ideas with classmates.

Lesson Elements to support the Knowledge Based Approach to Learning:

A range of the following lesson elements are included, where appropriate into the planning process, in order to ensure the *'five major muscle groups'* are part of every lesson and that pupils practice key skills and long term retention of substantive knowledge is enhanced:

Retrieval Practice -	at the start and end of every lesson to support pupils with building schemas and retaining knowledge in their long term memory, through Do Now activities or low stakes quizzing.
Everybody Reads -	reading practice is embedded across the curriculum
Everybody Writes -	emerging writers need practice at development of sentence types and vocabulary, this element ensures writing is given high priority
Find the Answer -	enables continual practice at the skill of retrieving information from texts
Partner Talk/Whole - Class Discussion	ensures pupils formulate their thoughts and ideas through paired discussion to promote active listening and scholarly discussions, develop a deeper understanding of concepts and gain life skills.
Tell the Story -	pupils listen to and take part in story telling as a way to develop understanding and place learning in a context that pupils can relate to.
Analyse the Source –	pupils learn how to 'read' something meticulously in order to understand the key important information and facts that are gleaned by studying something closely in pictures, diagrams, maps, historical artefacts etc.
Disciplinary Thinking –	pupils are consistently answering question in order to use their knowledge and understanding to think deeply about how and why concepts are connected, find evidence to justify their reasoning and improve their understanding of the world around them.

Plot the Data -	pupils develop their understanding of how to read, interpret and analyse information in graphs, tables and other forms of data analysis used in a variety of contexts across the curriculum.
Redraft -	pupils 'Own and Track' their answers to ensure misconceptions are addressed and improvements are made to up level answers and written work.
Debate It -	pupils have opportunities to use argumentative language and back up their thinking by applying their knowledge or finding evidence to support their reasoning. (Important skills for life).
This Reminds Me -	Pupils are encouraged to deepen their understanding and build schemas by making explicit links to a previous topic which shares a similar/contrasting theme, concept, person or event.

Lesson Resources to support Learning

Knowledge Organisers

Knowledge Organisers provide the essential knowledge that pupils need to cover in a Unit of work; these are shared at the beginning of a Unit of work so pupils know what they are going to be learning and help them to remember key information such as dates, important people, vocabulary and their definitions and concepts related to the subject being taught.

Resource Booklets

Resource booklets are used where appropriate across the curriculum, to ensure rigorous and engaging lessons. These contain the relevant lesson elements for specific activities in each lesson and resources needed, such as key texts, maps, diagrams or pictures etc, retrieval quizzes and any other forms of retrieval exercises, such as *exit tickets for a* Unit of work.

Knowledge Quiz

Low stake quizzes are also used as part of retrieval practice to recap the key knowledge or information learnt over the Unit. These quizzes are used regularly as part of our weekly, 3-4 weekly reviews and end of term/year assessments to provide essential recall of key knowledge, support teacher assessment of the learning and also support the pupils' long term retention of key knowledge.

5.3 Feedback

At Alder Coppice we use a combination of strategies to ensure we can provide the most effective feedback that enhances learning, whilst also emphasising the importance for it to be *meaningful, manageable and motivating.* During the lesson the teachers continually circulate to read, respond and mark student work to ensure understanding and progress is being made.

Key Principles and Aims of Feedback

- Empower pupils to take responsibility for improving their own work; teachers scaffold and prompt pupils, but don't do the thinking for them;
- Further pupils' learning and deepen their understanding of key concepts;
- Celebrate pupils' work and effort and ensure appropriate challenge for all pupils;
- Create age appropriate dialogue with pupils to aid progression;
- Embed feedback within the teaching and learning process across the curriculum;
- Ensure high standards and expectations are consistent, age appropriate and children know what standards they are aiming for;
- Only use written comments as a last resort for those pupils who may be unable to locate their own errors, even after guided modelling and prompts from the teacher;
- Address misconceptions in the lesson whenever possible, or in the next appropriate lesson to ensure improvement in understanding;
- Provide feedback as part of Assessment for Learning (AFL) and the School's wider Assessment Policy and procedures;
- Engage pupils in self and peer assessment;

Drawing on research from cognitive science, including Rosenshine Principles: we ensure that learning is revisited frequently and over time to ensure new learning is embedded; teachers are aware that when assessing if learning is secure, assessment data needs to be gathered after some time has passed, and not from evidence gathered too close to the initial point of learning.

For full details, please refer to our Feedback and Marking Policy.

5.4 The Learning Environment: Classrooms and Corridors

The physical environment can have a significant influence on learning, therefore at Alder Coppice we ensure classrooms and corridors celebrate pupils' work, sharing the knowledge pupils have gained and provide a calm and welcoming environment to maximize learning opportunities and engage every child.

Principles of an excellent learning environment:

- The learning environment is a positive and tidy space
- Staff and pupils take responsibility for keeping the learning environment tidy
- Corridors are welcoming and celebrate pupils' learning
- The learning environment is a welcoming and happy place to learn

Classrooms:

- Are well organised and tidy – with organisers and allocated places for maths resources, reading books and exercise books
- Have resources clearly labelled and that are easily accessible to pupils
- Are set up to ensure a calm and warm environment for learning
- Are free from clutter and adhere to health and safety requirements

Display:

- Celebrates pupils' work and shows the knowledge gained in lessons
- Are used as an aid to remembering knowledge learnt in a variety of subjects
- Include models of excellence
- Demonstrate high standards of literacy
- Include key words and vocabulary to aid learning

5.5 Professional Development

At Alder Coppice, all teachers aspire to be excellent practitioners to enable our vision for excellent progress and outcomes for our pupils. We are highly committed to supporting and coaching members of staff, no matter what stage of their career to improve and develop them as a professional. We aim to have links with one of our Secondary feeder schools, in order to support the teaching and learning in our classrooms.

Coaching

We aim to support and coach our practitioners on all the new strategies and techniques we are implementing as part of our new knowledge-rich curriculum. Now staff have had training on these approaches, we believe that coaching is the best way to improve our practice, with teachers respecting and acting on any feedback received.

We aim to coach staff where appropriate during learning walks to support our professional development in the classroom. Staff are happy to have an 'open door policy' and welcome colleagues into the classroom to support their professional development.

Inset days

Inset days provide an opportunity for staff to discuss routines and develop their pedagogy and teaching skills.

5.6 Quality Assurance of Teaching and Learning

Principles:

- Provide accurate evidence to identify staff knowledge and skills gaps, to inform the professional development support given
- Embed a positive learning culture in all classrooms
- Monitor the implementation of policies and application of principles in classroom practice
- Work together to collaborate and drive improvement
- Performance and line management is an integral part of how we quality assure teaching and learning
- Identify underperformance and support developmental needs

Practice:

Lesson Observations

Lesson observations are an important way to inform an individual of strengths and areas for improvement as part of professional development. Teachers are always informed when an observation is going to take place and have a professional discussion about any particular areas we will be observing. Teachers are given verbal and written feedback and any subsequent observations needed are discussed with the teacher. Evidence collected from lesson observations informs the School Evaluation Form and School Improvement Plan, so that we know the quality of our teaching and learning across the school and can address any areas for development accordingly.

Learning Walks

Learning walks allow Senior Leaders, Governors and Subject Leads to gather evidence of how well our school policies, practices and procedures are embedded in every classroom. We have an open door policy and are happy to invite colleagues into our classrooms. Senior Leaders and Subject Leaders support teachers with any developmental needs through coaching and feedback and staff welcome comments and suggestions to improve professional practices.

Phase Meetings

During phase meetings, evidence from assessments, both formal and summative, for individuals and groups of children are discussed and any issues that may be affecting progress or behavioural problems for specific classes are also taken into account when deciding how to address any concerns. Any discussions are reported back to the Senior Leadership Team, which then informs any developments required to improve our practices in the classroom or address any whole school issues, with regards to teaching and learning.

6. ALDER COPPICE PRIMARY CURRICULUM IMPACT

At Alder Coppice, our practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. Pupils are able to work independently and collaboratively with their peers as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will understand more and have a strong desire to embrace challenge and to be resilient learners.

Every Lesson Counts and this curriculum design ensures that the needs of all pupils can be met within the environment of high quality teaching and learning, in this way it can be seen to impact in a very positive way on pupils' outcomes; enjoyment of the curriculum promotes achievement, confidence and good behaviour. Developing pupils' independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

We will measure the impact of curriculum through: assessment results, attendance rates, behaviour, Extracurricular Club attendance, Pupil Voice, Parent questionnaires, Lesson observations and Curriculum Reviews.

6.1 Teaching Essentials - Impact

ALDER COPPICE PRIMARY – TEACHING ESSENTIALS				
Aspect	**Excellent impact**	**Effective impact**	**Some impact**	**No impact**
Classroom Expectations – the Learning Environment **Tidy** – resources are on shelves and/ in cupboards. Furniture is orderly. Desk is clear. No paper on the floor **Display** include pupil work – opportunities to celebrate success, key words, model answers exemplify success	Classroom is well organised. Display celebrates pupils' successes/ is used in an interactive way to enhance student learning and exemplifies excellent work. The learning environment is safe and secure and the pupils are comfortable to ask and answer questions to enhance learning. Pupils' work demonstrates excellent presentation, as a resource to support future learning.	Classroom is an effective learning space. Atmosphere is controlled by teacher. Pupils feel able to respond to questions confidently. Display reflects subject themes and pupils' work is celebrated and model work is displayed.	Classroom doesn't meet expectations; it is poorly organised and untidy. Displays don't reflect current learning. Little pupil work on display and/or model work. There is inconsistency in the quality of the work and presentation in books and/or resource booklets.	Classroom is untidy and not welcoming and does not support learning. Display is minimal and outdated Pupils take little care with their presentation of their work and their work is unfinished.
Climate for Learning • SLANT/STAR • STEPS • Positive Narration • Respect & Responsibility • Learning Climate 1,2,3	Disruption to learning is highly unusual. Teacher using strategies with skill so learning never loses momentum. Teacher's daily practice is a model for other teachers. Teacher uses positive narration and the rewards policy to create a positive climate for learning.	Teacher has high expectations and applies the school policy, so students feel safe and secure. Consistently applies a range of techniques to tackle low level disruption. Teacher rewards and sanctions students consistently.	Teacher reacts to and manages challenging behaviour in-line with school policy, though it might be inconsistently applied. Teacher can struggle in the moment when faced with challenging behaviour.	Teacher attempts to deploy strategies to manage behaviour. Pupils are sanctioned and rewarded inconsistently.
I • Exposition • Instructions are specific, checked with the pupils • Small steps • Modelling	Teacher talk is precise and purposeful to maximise learning time; Models and demonstrations of critical processes and concepts focus on thinking and understanding;	Teacher talk is structured and appropriate for the class. Models and demonstrations are accurate and enable pupils to be more successful when working independently; Expositions are based on good	Teacher talk is not consistently effective – sometimes too long or not structured. Models are attempted but focus on procedures more than	Teacher talk has no impact as a result of poor planning and delivery; models are not used. Teacher doesn't question using cold call, or questions are too low leverage or

ALDER COPPICE PRIMARY – TEACHING ESSENTIALS				
Aspect	**Excellent impact**	**Effective impact**	**Some impact**	**No impact**
We • Check for understanding: targeted questions • mini whiteboards • Cold call • Call and response • No opt out • Partner Talk • Think pair share • Own & Track **You** • Models of excellence • Check for understanding • live marking • Academic narration • Adaptation in the moment • Deliberate practice	Exposition reflects expert subject knowledge. Questioning makes students think hard and engage in challenging dialogue; Planned and targeted questioning is a highly effective check for understanding; Pupil talk is purposeful and pupils communicate as subject experts. Independent work is set up well for success. Teacher's circulation is planned from the task, adapted for different tasks and stages of the lesson and enables confident checking for understanding through live marking against an exemplar – allowing for in the moment adaptation to the lesson and pupil progress.	subject knowledge. Teacher's use of scripted & targeted questioning effectively checks for understanding and stretches pupils' thinking; Pupil talk is structured to enable students to actively engage in their learning. Teacher's circulation is effective and ensures participation ratio in independent practice is high. Effective checks for understanding through monitoring enables the teacher to give personal support to some students and to address misconceptions.	thinking; expositions are accurate but lack the subject knowledge to push pupils' thinking. Teacher's questions are insufficiently well planned to check the right key learning and to be targeted to the right students. Students are given a few opportunities to engage in active discussions that enhance learning. Teacher's circulation is limited to pupils with poor behaviour or is driven by pupil's who ask for help and clarification. As a result, not all pupils work hard.	poorly planned/phrased/timed to enable pupil progress. Opportunities for structured Pupil/partner talk are rare. Teacher does not circulate the room or circulates without responding to the pupils' work.
School routines Routines and Teaching Strategies • Everybody Reads • Everybody Writes • Cold call • Call and response • No opt out • Partner Talk • Wait Time • Own & Track • Right is Right • Format Matters	Teaching strategies are evident and embedded within the class routines. The teacher's use of strategies is a model for others of excellent practice. Pupils start *Do Nows* on entry to classroom. All trackers, books and the correct equipment are out; pupil responds to non-verbal signals or instructions quickly; transitions are quick and clear.	Teaching strategies are used effectively. The teacher has to remind the class more than once to achieve focused work. All trackers are out and pupils are taking an active part in the lesson.	Teaching strategies are sometimes used. 100% is not established when instructions are given. Not all pupils are actively engaged in the lesson for the majority of the time. Trackers are not out.	Teaching strategies are not used or impact is minimal. Pupils do not have the correct equipment. Pupils do not have Trackers out. Pupils are not responding to teaching and learning activities.

ALDER COPPICE PRIMARY – TEACHING ESSENTIALS				
Aspect	**Excellent impact**	**Effective impact**	**Some impact**	**No impact**
Ratio – How hard are pupils thinking? • Independent work in books/resource booklets • Activities that make student thinking visible	Pupils are thinking hard about challenging work; Pupils are writing, reading, speaking, and active, problem solving for most of the time; Pupils are engaged, where appropriate, in reading scholarly age appropriate texts within the lesson and using disciplinary thinking.	Lessons consistently put significant cognitive load on to pupils and make them think and work hard; Pupils are writing, reading, speaking and problem solving for at least 50% of the time; Pupils are engaged in reading and responding on a range of subject appropriate activities.	Lessons engage pupils in appropriate cognitive work aligned to an objective; Pupils are not thinking sufficiently hard; Pupils are writing, reading for less than 50% of the time; Subject literacy is valued and students are supported to read texts.	Lessons do not effectively engage pupils in challenging cognitive work; Pupils are not thinking hard enough. Pupils' learning is inconsistent.
Feedback • Green/Blue pen response • Live marking – Tick & Fix • Presentation is neat and orderly Feedback and marking policy adhered to	Teacher feedback has a significant impact on student progress and allows them to take ownership of their own work. Teacher live marks in the classroom against an exemplar. Feedback is excellent and students are given action steps/questions and time to enable the student to improve the specific piece of work and similar kind of work in the future.	Teacher effectively implements the marking and feedback policy and evidence of this is clear in responses seen and progress of pupils. It is clear pupils are acting on feedback. Teacher live marks. Feedback provides pupils with time and steps to improve the specific piece of work.	Teacher implements the marking and feedback policy inconsistently. Pupils act on feedback but their answers lack depth. Feedback provides some support but does not have much impact on a pupil's progress.	The teacher is not effectively implementing the marking & feedback policy. There is little feedback from teachers and evidence of pupils improving their work. Steps to improve are inconsistent or they focus too heavily on the specifics of task to be useful.