

# The Sauncey Wood Curriculum

**GROWING  
CURIOUS  
MINDS**



# Our Curriculum

## Our Aim- Intent

Through our personalised curriculum, we aim to nurture, challenge and inspire in everything we do at Sauncey Wood, both in and beyond the classroom. Our Curriculum is designed to be ambitious, flexible, inclusive and engaging where children build on their prior learning, developing skills they need to succeed in life. We encourage children to use our learning powers; Co-operation, Resourcefulness, Reflection, Perseverance and Curiosity to be the best they can be and inspire them through creative approaches which fuel a desire to learn. Our intention is ensure that each and every one of our children, regardless of any potential barriers to learning, receive an excellent education, make outstanding progress, become life-long Curious learners and are ready to achieve in an ever changing world.



# The Sauncey Wood Experience- Implementation

**At Sauncey Wood, every people is supported to grow and achieve holistically. This is achieved with:**

- Excellent teaching and learning, where pupils are encouraged to be curious and lead their own learning.
- Ensuring a safe environment where pupils feel happy and ready to develop their curiosity, demonstrate our learning powers and celebrate their own and others successes and achievements.
- Supporting our children to be bold and brave by participating in new experiences where creativity and flexibility are valued, having the courage to try new things and grow their minds and aim high.
- Using assessment to help learners embed and use knowledge fluently or to check understanding and inform teaching.
- Working with the wider community to ensure our children understand and experience the diversity in the wider world and prepare our children to be good citizens.
- Creating an environment that allows the learner to focus on learning.
- Ensuring resources and materials are selected – in a way that does not create unnecessary workload for staff – but supports our Curriculum intent.
- Celebrating every success in our children’s learning- every step matters.
- Providing a safe, supportive and vibrant community which demonstrates mutual respect and cooperation showing tolerance towards others.
- Providing rich and varied enrichment opportunities including clubs, trips and experiences.
- Ensuring a rigorous approach to the teaching of all subjects to develops learners’ confidence and enjoyment in being curious.



# Readiness for life- our Impact

At Sauncey Wood, our children:

- achieve ambitious academic success through accelerated progress
- are prepared for the next step of learning and life development
- feel safe and supported in the pursuits of their ambitions
- develop resilience, creativity, and the ability and desire to be Curious learners
- acquire appreciation, knowledge and respect for their own and other cultures
- are appreciative of and experience all subject areas, including STEM and the creative arts
- have their own talents nurtured and celebrated
- are bold and brave to try new experiences and 'have a go'
- are confident within themselves, have a strong sense of self-worth and responsibility
- develop a Growth Mind-set and love of learning- grow their Curious Mind
- are respectful and responsible citizens and know how to take care of themselves, others and the world around them
- always strive to be their best in all they do



# Reading

We strive to ensure children develop a life long love of reading whilst learning the skills they need to be a successful and fluent reader. Reading opens the door to the rest of the curriculum and by exploring a range of genres and texts, children develop their language and knowledge and understanding of their world. We support our children to become motivated and confident readers who read with accuracy and fluency whilst having a strong understanding of what they are reading. We aim to provide pupils with opportunities to build, consolidate and reinforce their Reading skills within a broad and balanced yet purposeful curriculum.

From Reception through to Year 6, Reading is central to our curriculum to allow pupils to access our full curriculum offer. At all stages, reading attainment is assessed and gaps addressed quickly and effectively for all pupils. Alongside, structured learning opportunities in Reading, we support children in developing an intrinsic interest in reading through access to reading opportunities in our library, reading areas and an ongoing timetable of reading events. Reading has a high profile at Sauncey Wood, as it is the key to effective learning. We aim to foster pleasure in reading, which will remain with the children for life. Children are encouraged to love books and read independently for progress and pleasure.

Guided Reading takes place in classes to further develop word recognition and comprehension skills. Key questions are focused on specific texts that challenge children's ideas and develop their ability to infer, deduce and speculate on the reasons for authors' choices. In Reception classes, Year 1 and Year 2, reading is taught through our phonics scheme- Twinkl. As well as the teaching of phonics, there is also a focus on comprehension and reading for enjoyment. Through phonic teaching, pupils learn to hear, identify, and manipulate sounds and understand the link between the sound (phoneme) and the way it is written (grapheme). We follow the Twinkl phonics. This is a phonics programme in which individual letters or letter sounds are 'blended' to form groups of letters or sounds, and those groups are then blended to form complete words. Children throughout Reception and Key Stage 1 take part in a daily phonics session. These focus on developing reading, writing and speaking and listening skills. Twinkl phonics is divided into six levels, with each level building on the skills and knowledge of previous learning. Children are also taught to read and spell 'tricky words' – words with spellings that are unusual. These include the words 'to', 'was', 'said' and 'the'. 'Tricky words' are ones that we can't sound – so these words just need to be remembered. In class, teachers also spend time sharing their favourite books with their class and reading to the class is protected so children experience books being read to them.

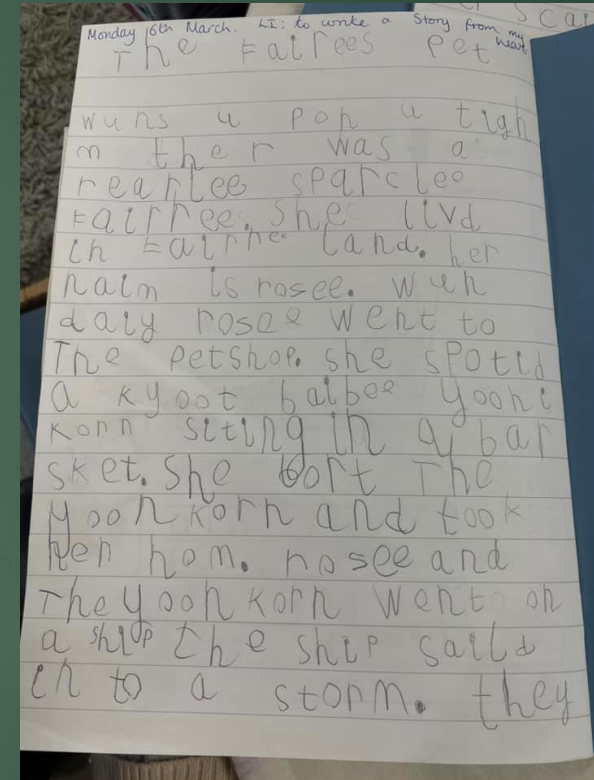
Furthermore, part of learning to read well is about finding your way around a good library. We are fortunate enough to have a fully stocked library that is run by children as well as staff. Pupils can access the library for pleasure and research to further develop a love of learning. Staff hear children read aloud as often as possible. Reading comprehension strategies are taught in explicit lessons each term during Reading sessions and applied to English and other subjects too. The skills teachers developed are literal, evaluation and inferential : questioning, sequencing, predicting, summarising, skimming and scanning, visualising plus the importance of learning new vocabulary and checking the meaning of words. Pupils in KS2 complete a reading comprehension test each half term. Each classroom has a dedicated reading space or display to highlight how fundamental an ability to read is. Class teachers will, at different points of the year, read a 'class novel' to pupils in their classes as a further opportunity to build the children's exposure to different kinds of texts. They also use it as an opportunity to develop pupils' understanding and enjoyment of books. We have many exciting initiatives that are all designed to get the children reading. These have included celebrating World Book Day, inviting in famous authors to talk to the children, Bed Time Stories, the 'Shelfie', Reading Bingo and other exciting challenges to inspire and engage.



# Writing

We strive to develop in our pupils the ability to communicate effectively in speech, writing, to listen with understanding and have passion for reading. We support our pupils to be motivated and confident writers who write with accuracy and expression whilst having a strong understanding of key skills and being able to edit and improve their work. As writers we want them to have confidence to write for a range of purposes both formal and informal and to be able to write for a communication purpose as well as engaging audiences with imaginative short stories and poetry. In the EYFS, pupils are given the opportunities to write during their curious learning time by having access to a range of writing materials both in the indoor and outdoor classroom. Reception are also explicitly taught in small groups through focused teaching sessions with the teacher and/or nursery nurse and throughout the year are exposed to many different genres and write lists, facts, stories, poems and recounts. In Years 1 to 6, writing is taught following the school's long term plans, based on the National Curriculum and using The Write Stuff. Pupils are given opportunities to write in a wide range of genres and become familiar with the features of each e.g. narrative stories, writing in role and discursive and persuasive writing. Pupils also explore poetry at different points across the year with a focus on creating and performing poetry. Teachers use a range of strategies including Oracy, modelled and shared writing, planning, drafting and editing. Pupils are given opportunities to evaluate and reflect on their own work (purple polishing) in order that they may develop their own sense of achievement. Teachers give clear verbal feedback to pupils so they know how to improve and what they did well. In KS1 and KS2 planning includes grammar and punctuation focuses for each week.

Grammar and punctuation skills are linked to the text type being taught so that skills can be embedded and applied through whole class teaching and in the children's writing. Relevant websites are available on the school's website for further research. Spelling is taught within lessons in a playful and engaging manner. Each year group use 'every piece, every time' to ensure key skills are embedded and applied to all writing across the curriculum. These are based around the objectives in the National Curriculum. These guidelines help the pupils to remember the skills that a child in their year group should be including in their writing independently at all times, as well as new skills they are learning. In this way, we scaffold children's writing, supporting them in integrating all the age-appropriate features. Children's work is published and celebrated to give purpose for writing. English writing lessons are based around a high quality, engaging book or books. This allows pupils to explore writing from a range of texts, to identify and then adapt and use the features in their own writing. Other extended pieces of writing may be generated from learning in other subjects such as Science, History, RE, PSHE or Geography such as recounts, reports or writing in role, or from trips and workshops. Writing assessment is ongoing throughout every lesson and cross curricular to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given detailed feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. Herts for Learning Steps and AfL inform our on-going assessment. SLT monitor all pupil's books and hold individual termly meetings with all teachers to assess every individual child's learning needs and progress. In addition, pupil voice is used to enable leaders to assess the impact of writing across the curriculum.



# Oracy

Strong spoken language and developing confidence in Oracy skills is vital in supporting our children in their learning. Teaching Oracy skills go far beyond academic achievement, being confident in spoken language helps to boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy. Having the confidence to stand up and present to an audience, share your ideas to a partner or group, work effectively with others, play with language and vocabulary, debate an issue, be a confident listener are life skills that all children need to experience and develop.

Promoting oracy in the classroom builds speaking and listening skills. It also helps our children improve their written language skills. With an oracy skillset, children can gain the vocabulary to say what they want to say and then they are able to record their ideas. It also supports their understanding of etymology and the make up of words. They'll learn how to structure thoughts in a way that makes sense to others and themselves. Our effective teaching of Oracy has improved outcomes for all, supported our children's well-being and confidence and develops citizenship and empathy.



# Mathematics

At Sauncey Wood, We aim to develop in all our pupils the ability to be fluent, reason and problem solve in mathematics. We want them to be motivated and confident mathematicians who have a secure understanding across concrete, pictorial and abstract aspects of maths. We aim to provide pupils with opportunities to connect, consolidate and reinforce their maths skills within a broad and balanced yet purposeful curriculum. Whilst doing this, we also understand the importance of fluency in both arithmetic and times tables to ensure that children are able to access all areas of learning within mathematics. Maths lessons take place daily. From Reception to Year 6, pupils are provided with opportunities to develop and improve their skills in maths through experience and a variety of representations include concrete, pictorial and abstract. The National Curriculum states that mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. There is an understanding that programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

White Rose is used across the school to teach mathematics. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on. Each half term pupils are tested on their arithmetic and instant recall of times table facts supported by TT Rockstars for practise. In addition, they are tested on their reasoning skills each term.





Each classroom has dedicated mixed resources, containing a variety of concrete resources, pictorial representations and reference grids. Manipulatives are consistent throughout the school and are encouraged to be used by all learners for fluency, reasoning and problem solving questions. Arithmetic strategies are taught in explicit lessons and these are revisited throughout the term to ensure that they are embedded. Children are assessed every half term on their year appropriate arithmetic through a short test. All children sit this test unless they are working significantly below their year group expectations. Children are assessed every half term on their year appropriate times tables through a short test that mirrors the expectation of the National Test at the end of Year 4. All children sit this test unless they are working significantly below their year group expectations. Times tables are re-visited throughout the term to ensure that they are embedded through Terrific timestables and TT Rockstars. Every child will be exposed to reasoning and problem solving questions at their level to ensure that they are applying their knowledge and able to use it in 'real-world' scenarios. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject.. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.

We introduce children to new words in order to develop their mathematical understanding further. In the teaching of maths, children are encouraged and supported to identify synonyms for known mathematical terms and use correct terminology when describing mathematical concepts. This is re-enforced through the use and repetition of stem sentences – a sentence structure including key vocabulary to explain a concept but missing variables that will change by question. Key maths vocabulary is displayed on the working wall and accessible to all learners through use of pictorial representations when possible. Events and Activities to promote Maths are on going across the year including a focused maths day, TT Rockstar battles and Maths challenges. The school has strong foundations to ensure all children achieve in their mathematics learning.



# Science

We strive to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think and work scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science. We believe science should be fun, encourage questioning and develop children's curiosity. We aim to ensure all children are exposed to high quality teaching and learning experiences, which allow children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills. Development of scientific vocabulary is key as this aids children's knowledge and understanding not only of the topic they are studying, but of the world around them. There is a whole school focus on tailoring the curriculum to the needs and individual interests of the children in each class - e.g. teachers make notes on planning sheets as to how the curriculum will be tailored and this also is addressed through the use of KWL charts etc. Children at Sauncey Wood are encouraged to follow their own lines of scientific enquiry and take ownership of how they would like to investigate and conduct experiments. Home learning provides opportunities for children to do their own research linked to Science and present their work in different ways. Lessons (and trips) are planned to reflect the needs of the school and community, providing experiences for the children to broaden their horizons. Lessons are planned to build knowledge and skills in an organised way, and to address any gaps in learning. Planning is adapted daily to ensure it meets the current needs of the class.

Science is taught weekly. Knowledge organisers to support scientific vocabulary and continued learning at home. There is an emphasis on learning being fun and engaging involving Hands-on investigations and being supported to research their own curious questions. We are fortunate enough to have a great idea space and beautiful pond where children can develop their scientific knowledge and enquiry further. Children are given choice in how they would like to present their work or show findings. Cross-curricular links are used e.g. Maths to display data gathered to practice skills further. A range of peer and group learning opportunities ensure all children are included and responsible for their learning. Children use the Internet and library for research when needed. Science days and visitors for the whole school expose children to new experiences and raise the profile of the subject. Curriculum workshops for parents support them in helping their children at home. Links have been made with local secondary schools for Key Stage 2 children to attend Science, Technology, Engineering and Maths workshops. The love and learning of Science is assessed through pupil voice, our annual Science day book looks and celebrating individual's achievements, continual assessment both formative and summative and monitoring data to ensure breadth and coverage of learning. Opportunities for research and investigations to try at home, are included in range of Home Learning tasks set for each class. Opportunities for vocabulary to be rehearsed and extended through Knowledge Organisers which can be shared at home.



# Art & Design

At Sauncey Wood, it is essential that children are able to experience high quality Art and Design experiences and they can answer some fundamental questions about artists, diverse cultures and how the arts can be aesthetically pleasing. A sense of awe and wonder is developed through discovery of the processes this creates. It raises many social and moral questions. Through teaching, children have the opportunity to discuss choices we make and the effect they have on the world around us. This gives the children the opportunity to reflect on art work and creative work. This teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of the opportunities that this brings, it promotes respect for other people. This is achieved by ensuring that we engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. They are supported to produce creative work, exploring their ideas and recording their experiences and to become proficient in drawing, painting, sculpture and other art, craft and design technique. Through discussion and show casing their work, they learn to evaluate and analyse creative work using the language of art, craft and design. They discover more about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The enjoyment of Art is promoted throughout the school by ensuring that pupils are introduced to a variety of artists and given the opportunity to create art using different media. Teachers ensure high standards of teaching and learning in art and design using a progression of skills. Our curriculum provides pupils with opportunities to develop their skills in art using a range of media and materials. pupils have the opportunity to explore and evaluate different creative ideas developing skills in drawing, painting, printing, collage, textiles, 3D work and digital art. Pupils study a range of works by famous artists to develop knowledge of styles this achieve through cross-curricular opportunities in the classroom. The children have a sketch book that follows them through the school to show progression. Art is displayed to motivate and inspire others and to celebrate the pupils' artwork in their class. curriculum leaders monitor the effectiveness of teaching in Art to ensure that pupils reach end of key stage expectations and to evaluate the outcome in order to determine next steps for teaching and learning in Art. Our Art and design curriculum is planned to demonstrate progression and to stimulate creativity. Pupils are clear about what the intended outcomes are and have a means to measure their own work against this, as a means of expression or to explore the styles of other artists that inspire our own work. Pupils learn how to be reflective and evaluate their own and each other's work, thinking about how they can make changes to keep improving. This is meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.



# Computing



We believe that every child should have the right to a curriculum that champions excellence and Curiosity, supporting pupils in achieving to the very best of their abilities. When planning and teaching computing, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven into and is an integral part of all learning. Computing in general is a significant part of everyone's daily life and children are at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the computing lesson and across other subjects. Through the study of Computing, our children gain a wide range of fundamental skills, knowledge and understanding that equip them for the rest of their life. Computers and technology are such a part of everyday life and through accessing a robust and thorough Computing Curriculum, our pupils become digitally confident. We provide children with the knowledge they need to participate effectively and safely in the digital world beyond our school.

We use the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. It provides immense flexibility, strong cross-curricular links and has the flexibility to adapt to current events. We deliver the Computing curriculum through both explicit lessons and a broad range of cross-curricular experiences. Reception use a range of computing and technology throughout their Curious Learning. Year 1-6 have an explicit Computing lesson each week. Online safety is taught explicitly in computing and also throughout the curriculum. Our Foundation Stage children learn about using the internet safely and keeping personal information private. They learn to explore the world around them and how technology is an everyday part of their learning and understanding of the world. In Key Stage 1, the children learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They learn to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They are taught how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They are taught to use the technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concern about content or contact on the internet or other online technologies. Each of these skills is taught through half-termly units. In Key stage 2, the children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They use sequence, selection and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children learn how to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children learn to select, use and combine a range of programs, systems and content that accomplish given goals. They use the internet safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Our Children are confident users of technology. They have taken part in Safer Internet days sharing their knowledge around how to keep safe online. Our pupils are equipped to be digitally literate so that they can make the most of future opportunities and challenges. Throughout their learning in computing, our pupils have opportunities to connect, consolidate and reinforce their skills within a broad and balanced yet purposeful curriculum. This develops our pupils giving them a greater depth of understanding of the world around them so that they are able to make links across subject areas and enhance their thinking skills. Computing is used to enhance all subjects across our Curriculum.



# Design & Technology

Design and Technology is an inspiring and practical subject for our learners. This subject encourages our children to learn and think creatively to solve problems as individuals. We encourage children to use their creativity and imagination, to design and make products within a variety of contexts often linked to other curriculum areas. Our Design and Technology curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children are exposed to a wide range of media including textiles, food and woodwork; through this, children develop their knowledge, skills, vocabulary and resilience.

Through a variety of creative and practical activities, we teach the knowledge and skills needed to engage in a process of designing and making. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. We ensure that children are aware of health and safety issues related to all tasks undertaken. The children work in a range of relevant contexts and each year group undertakes a construction topic, a textile topic and a food/drink topic. When designing and making, the children are taught to design, use research and develop their own steps to success. Each product designed is aimed at particular groups or individuals. Children generate and communicate their ideas through discussion, annotated sketches and prototypes. When making their products, children in each year group select tools and perform practical tasks that are linked to specific skills relevant to their year group, for example: cutting materials safely using tools provided in Key Stage 1 to cutting materials with precision and refining the finish with appropriate tools in Key Stage 2. Once tasks are completed or products finished, they are analysed, evaluated and investigated to ensure they have met their own design steps to success. In Design and Technology, children will be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design and Technology. There will also be opportunities for collaborative learning where children will be asked to work as part of a team, learning to support and help one another towards a challenging, yet rewarding goal.

We ensure the children build an understanding of skills in order to design and make products for a wide range of users. Children critique, evaluate and test their ideas and products. Furthermore, children understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products throughout their school career. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child. As designers, children will develop skills and attributes they can use beyond school and into adulthood.



# Geography

We aim to inspire pupils with a curiosity and interest about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our Geography curriculum uses our local area of Batford and Harpenden including The Oval allowing our children to learn more about the area around the school, our town, the UK and the wider world. The curriculum encourages exploration of issues that affect the world today and into the future. Through our Geography curriculum, children will gain a secure knowledge and understanding of Britain and that of the wider world through studying how humans have shaped the world and the physical forces and process acting on our planet. They learn to make connections, to identify patterns, to embed key concepts and vocabulary as well as exploring some aspects in more depth. Increase and develop their geographical skills, concepts, knowledge and attitudes. They increase their understanding of location and place; to explore physical and human geography and develop their fieldwork and mapping skills. They develop and use their skills in enquiry, data collection, analysis and evaluation and develop a sense of identity through learning about places and people around the world.

In Reception, our children explore the world through Understanding of the world, exploring our local area and the wider world. Children in Year 1-6 learn Geography through a carefully planned curriculum with topics exploring diverse aspects of our planet and its people. Topics are chosen because they build cultural capital, prepare them for the world of the future, excite and enthuse them. We explore the richness of our local area too, including transport and rivers. Units are taught over a half term with a weekly lesson. Our use of recall grids ensures that children build on their prior learning, embed key ideas and vocabulary so that they learn more, know more and remember more.

Our children are learning and making progress in Geography when: The curriculum is implemented effectively Learning in their books is purposeful, varied, clear and of a high quality They can demonstrate an understanding of the key concepts e.g. patterns in the way people migrate and settle or why a particular climate exists in one area. They know and can use relevant vocabulary. They are interested in the world across time and place. Children are learning more Geography vocabulary linked to their topics Monitoring showed that the activities children completed in their books were varied from work on mapping to recording findings from surveys of their local area to diagrams of physical features such as volcanoes and rivers. Pupil voice meetings with children demonstrated how much they enjoy their learning in Geography.



# History

Through effective History teaching we aim to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and cultural understanding based on historical heritage. Thus they learn to value their own past and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. Children are taught to understand how events in the past have influenced our lives today. They develop skills in investigating past events and by doing so develop core skills of enquiry, analysis, interpretation and problem solving. Our curriculum is ambitious and motivating for all pupils. The curriculum is set according to the National Curriculum and provides our pupils with the building blocks of what they need to know and be able to do, in order to succeed in History. Our curriculum is broad and balanced for all pupils. We include the both local, British and wider world topics. There is more to the History curriculum than just the National Curriculum topics. In this way, we strengthen what is distinctive about our school, its setting and the background of our pupils and encompasses the British Values throughout. Our curriculum is successfully adapted, for all abilities, including those pupils with SEN. Our curriculum is coherently planned and sequenced. We have a structured, chronological approach but have adapted this to allow for the need to stretch our older children with more complex learning and deeper thinking. Our planning focusses on skills, concepts and processes and is intent on inspiring curiosity.

We have designed our History curriculum with the intent that our children will: become increasingly reflective, critical and analytical thinkers; possess a secure understanding of key subject specific vocabulary as well as the chronology of the British Isles and other important periods of History; discover links and connections to the History they learn and the wider community and locality; further their knowledge and explanations of change and continuity over time with regards to the History of the British Isles and other societies and epochs; differentiate between source types and explain how interpretations in History may differ; draw on similarities and differences within given time frames and across previously taught History; enquire into Historical themed questions and form their own opinions and interpretation of the past

History has always been held in high regard at Sauncey Wood Primary School. We pride ourselves on our creative learning environment and classroom displays. We make full use of a range of hands on and resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. Our history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, our curriculum aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our Early Years Foundation Stage (EYFS) follows the EYFS framework which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. They are encouraged to be curious, talk about past and present events and relate these to their peers, their own families and their communities. We also look for opportunities to personalise learning to individual children's specific interests whenever they come to light. In Key Stage 1 and 2, history is taught in weekly lessons, in half term blocks, with 3 'topics' taught per year group. Learning is supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and are put on the class webpages on the school website to inform parents. Our young historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. Children are offered enrichment trips or themed days, these are used to enhance the History and bring it to life. SMSC is threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.

We are very proud of the fact that our children love history. Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupil work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Book looks tie up with planning and there is a diverse range of activities which have been carefully planned to ensure children can access the full range of skills needed in order to become a budding historian.



# French

We aim to develop children's language and language learning skills through the teaching of French. We want children to be able to enjoy communicating and understanding another language. We also wish to increase cultural awareness by learning about French speaking countries and their people. We promote the need for accurate pronunciation and grammar. We value the knowledge, skills and understanding required for learning a new language has on the teaching and learning of English.

MFL is taught throughout KS2 in order to develop their proficiency in the language. Learning focuses on practical activities involving lots of speaking and listening. Lessons build up from oral tasks to short reading and written tasks. Provision is based on the requirements of the National Curriculum and emphasises the development of oral and written language along with an understanding of French culture.

Our children grasp the basics in a different language which helps them when they move to Secondary School. They also get to explore and learn about different cultures and ways of life. Learning a different language helps our children to be curious about the wider world and want to explore and visit other countries and places.

We are fortunate to have student leaders who run yearly workshops linked to languages from our local secondary schools which inspires our children further.





# Music

Through our teaching of music, children gain an understanding of what music is through listening, evaluating, singing and composing across a diverse range of musical styles and genres of music throughout history.

Our music curriculum gives children the opportunity to sing, listen, evaluate and play a variety of instruments throughout their time at school. In the classroom, children will learn to play the recorder, glockenspiels, violin and djembes (African drums), along with other percussion instruments. Through the musical program Charanga, teachers are able to provide inclusive lessons to engage all children in a fun and practical way. Children are also involved in regular singing assemblies, and each class will participate in a collaborative musical production during the school year. By joining the school choir or playing an instrument, children have the opportunity to attend musical performances and concerts with other local schools. Trips are also organised to attend musical theatre as well as workshops in school to promote Music further. We also celebrate National Music day yearly.

Music enables children to learn about the cultures and history of different ethnicities around the world. Children are able to express their preferences and opinions about musical genres, and can enjoy music and express themselves through creating and performing.



# Physical Education

We believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a pupil's physical development and wellbeing. Taking part in PE and School Sport has significant benefits for all our pupils. It helps our pupils to become more active and healthy, and can play a vital role in developing their confidence and self-esteem, encourage team work and wider social and personal skills. We work with the St. Albans School Games and Harpenden and District Sports Association to maximise opportunities for all our pupils to access high-quality PE and school sport. All of our pupils take part in a minimum of 2 hours PE weekly (this includes swimming in Year 2 and 3). All our pupils are encouraged to attend extra curricular sports opportunities both in and outside of school. As PE is a statutory subject, pupils are required to have and change into and out of a PE kit before and after their lessons or club.

We strive to ensure that all pupils have access to high quality physical education (PE) curriculum that inspires all pupils to succeed and excel in sports, physical activity and wider health and well-being activities beyond the curriculum. All of our pupils take part in a minimum of 2 hours PE weekly (this includes swimming in Year 2 and 3). All our pupils are encouraged to attend extra curricular sports opportunities both in and outside of school. All pupils are supported and encouraged to take part in 60 minutes physical activity daily including use of our daily mile track and active break and lunch times building their stamina and skills. We are committed to developing our pupils to have the confidence and capability to perform to the best of their ability across our PE curriculum raising physical literacy for all and fundamentally ensuring our curriculum is fun and inspiring. We follow the National Curriculum and strive for all pupils to develop healthy and life long positive habits. Every child has 2 hours of PE weekly and are encouraged to physical active for 60 minutes a day- this includes taking part in the Daily Mile. They are given opportunities to participate in competitive sport through School Games and the HDSA. We provide opportunities for pupils to take part in a range of extra curricular activities and sign post to opportunities outside of school. Lessons are fun and engaging lessons focusing on progressive skill development over time. Forest School opportunities for all children across the year. All pupils receive lessons focusing on fundamental skills including dance, gymnastics and games. We support the understanding of healthy food by cooking in our kitchen.

We are committed to motivating pupils to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. They will understand the benefits of making healthy life style choices and the impact these will have on how they love their lives. We provide a curriculum that all pupils can access. This means personalising and adapting our practice to target the needs of our pupils, setting individual targets where appropriate and valuing the diverse experiences that our pupils bring to school. It also includes providing specialised resources where appropriate. We have high expectations of all our children and aim to overcome any potential barriers to their learning.



# Personal Development

Personal Development provides a foundation on which to build academic learning. It aims to promote the spiritual, moral, cultural, mental and physical development of pupils and to prepare them to participate fully in and make the most of the opportunities, responsibilities and experiences of later life. Children are given the time and space to explore, clarify and, where appropriate, challenge their own and others' values, attitudes and beliefs and to develop an understanding of our rights and responsibilities.

Our PD work includes a strong focus on our school values and on mental health and wellbeing. In addition to weekly taught sessions, which follow a familiar structure, using the Jigsaw scheme, opportunities for PD learning are developed across all areas of the curriculum and through occasional special events. Children develop subject knowledge within each focused Jigsaw unit, which builds towards a final outcome that demonstrates how this translates into personal understanding and can be applied to us as a school community and to each child's individual context.

The impact of our PD curriculum is also seen in the way pupils interact with others, the way in which can keep themselves mentally and physically healthy, the respect pupils have for other people and the way in which pupils can keep themselves and people around them safe. The impact of PD is not just seen in academic progress within the subject, it is also seen in the way pupils become active, respectful and engaged citizens of modern Britain.



# Religion and World Views

We follow The Herts Agreed Syllabus for Religion and World Views. Planning is linked to whole school value of 'Curiosity' including Ultimate Questions. We tailor the curriculum to the needs and individual interests of the children in the class. KWL charts used regularly throughout the school. The local Jump! team regularly deliver lessons and enrich the curriculum within the classroom. Home learning provides opportunities for children to do their own research and present their work in different ways to share with others. Visitors and trips are planned to reflect the needs of the school and community, providing valuable experiences for the children to broaden their horizons and develop a greater understanding about different faiths. Lessons are planned to build knowledge and skills in an organised way and to address any gaps in learning.

An emphasis is put on fun and engaging learning to ensure all children enjoy their learning. Cross-curricular links are used, in particular with drama, art, outdoor learning and writing. Peer learning and continual assessment is used throughout the school. Hands-on learning is hugely beneficial, e.g. using religious artefacts and we have R.E. days, e.g. Bollywood dancing, egg decorating and rolling. Visits to places of worship make learning real and support children's understanding further. e.g. Synagogue (Yr1 & 5) and mosque (Yr2,3,4), and visitors from different faiths, e.g. Hindu, Sikh, Christian come into school. We enter the Nature Spirited Arts Competition yearly, which also promotes SMSC links too. Parents/carers and children from different faiths are encouraged to share their personal experiences with children across the school.

Pupil voice across the school and book looks show children respond well to their learning. The teaching of religious vocabulary in context and revisiting this across year groups helps to embed children's knowledge and understanding. Shared displays focus on different aspects of R.E. and celebrate children's work. Teachers continually assess - both formative and summative and monitor data ensuring progression and breadth of coverage across the school.

