

Fen Ditton C. P. School



CURRICULUM STATEMENT

Our Learning and Curriculum Vision 2020

Policy Review Schedule	
Last Updated	Next Planned Review and Update
September 2020	January 2021 and September 2021
Governor Signature:	Simon Wall

Basic Principles behind our curriculum

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

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

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

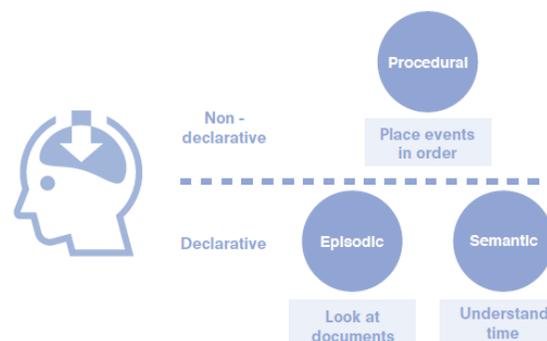
A model of long-term memory

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

Long-term memory involves three main areas:

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

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



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Our Curriculum Model

We have written our curriculum by focusing on the following factors:

1. Curriculum drivers

Curriculum drivers shape our curriculum breadth. We have derived these from an exploration of the backgrounds of our students, our beliefs about high quality education and our values of Respect, Kindness, Courage and Resilience. Our drivers are used to ensure we give our students appropriate and ambitious curriculum opportunities.

The main drivers which are embedded in our curriculum are:

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

2. Cultural capital

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

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

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

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

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

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

3. Curriculum breadth

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

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

Milestones

We have chosen to follow the ‘Chris Quigley Milestones’ approach for the delivery of our foundation subjects. Each **threshold concept** has been divided into three milestones (Milestone 1 - Years One and Two, Milestone 2 - Years Three and Four and Milestone 3 - Years Five and Six), each of

which includes the procedural and semantic knowledge students need to understand the threshold concepts and provides a progression model. Each subject is divided into knowledge categories and we use knowledge webs to help the children relate topics they have previously studied and to form strong, meaningful schema.

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

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

Proof of Progress (POP) tasks

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

Curriculum Delivery

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

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

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

Curriculum Outcomes

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

- We use comparative judgement in two ways: in the proof of progress tasks we set, and in comparing a child's work over time, from the start of the milestone to the end.
- We use lesson observations to see if pedagogical style matches our depth expectations
- Pupil voice activities such as book talks and questionnaires
- Class scrapbooks celebrate the learning which has taken place and aid as tool for pupil's discussion

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

MATHEMATICS

Mathematics is a creative and highly inter-connected discipline..... It is essential to everyday life.

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

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

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Foundation Stage	The principle focus in Foundation Stage is to develop a mathematical vocabulary to help children to explore mathematical concepts and solve problems. This includes: counting forwards and backwards up to 20; understanding addition and subtraction; recognizing and comparing different shapes and measures.
Key Stage 1	The principle focus of mathematics teaching in KS1 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, including with practical resources. Pupils will develop their vocabulary to describe and compare different quantities and shapes. By the end of Year 2 pupils should know the number bonds to 20 and be precise in using and understanding place value.
Lower Key Stage 2	The principle focus of mathematics teaching in lower KS2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Children will develop their ability to solve a range of problems including with simple fractions and decimal place value. By the end of Year 4 pupils should have memorized their multiplication tables including the 12 multiplication table and show precision and fluency in their work.
Upper Key Stage 2	The principle focus of mathematics teaching in upper KS2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. With this extended understanding pupils will develop their ability to solve a wide range of problems. By the end of Year 6 pupils should be fluent in written methods for all four operations.

Through the delivery of the Mathematics curriculum our aim is that children will:

- Be confident and have faith in their own abilities
- Be intrinsically motivated through the love and enjoyment of Maths and be willing to show **resilience** when challenged

- Be logical and methodical problem solvers with good reasoning skills
- Be independent thinkers and learners
- Be able to apply their skills in life
- Be able to see the benefit from learning through 'Trial and Improvement'.
- Be flexible in their approaches and have the **courage** to take risks
- Be able to see patterns and enjoy playing with numbers
- Be willing and able to co-operate, communicate and share ideas **respectfully**
- Be fluent and competent in using the 4 operations
- Know what apparatus or strategies to use and when to use them

Mathematic lessons in our school:

- Give children the opportunity to investigate and explore
- Provide a context to support children to understand why they are being taught different mathematical concepts
- Encourage children to ask questions; make and test predictions and make mathematical connections
- Encourage children to reflect on and evaluate their learning
- Have high expectations of all children
- Use practical resources and images to support learning
- Numbertalk and say it, build it, draw it, make it

Mathematics should be promoted across the school through:

- Maths rich environments
- Using Maths in other subjects
- Celebrating Maths in class assemblies and other special events
- Being aware of well-known Mathematicians
- Times tables activities that children can access at home
- Mathematical games given for homework
- Half termly 'Maths Facts' sheets given for homework

Mathematics will be taught through:

- Daily Math's lessons following a 'Mastery Maths' scheme
- Building upon small steps to increase depth of understanding
- Lessons with opportunities to develop fluency, reasoning and problem-solving skills
- Weekly morning Math's fluency session (to include times tables)
- The concrete, pictorial, abstract sequence

ENGLISH

Purpose of study: (From the National Curriculum)	<p>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.</p> <p>Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually and socially. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.</p>	
Aims (From the National Curriculum)	<p>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. This means that that all pupils should:</p> <ul style="list-style-type: none"> • 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 • be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	
Principle Focus (From the National Curriculum)	Foundation Stage	Children should read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately. They should demonstrate understanding when talking with others about what they have read. Children should use their phonic knowledge to write words in ways which match their spoken sounds. They should write simple sentences which can be read by themselves and others.
	Key Stage 1	Year 1: Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Year 2: The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.
	Lower Key Stage 2	Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.
	Upper Key Stage 2	Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.
	<p>Through the delivery of the English curriculum our aim is that children will:</p> <ul style="list-style-type: none"> • Be confident communicators • Develop a love of writing and reading for pleasure 	

Our school's principles

What English looks like at Fen Ditton

- Have a sound understanding of grammar, spelling and punctuation appropriate to their age.
- Be independent writers and readers
- Be able to use their literacy skills in real life
- Write for real purposes and real audiences
- Develop a knowledge of and love for high quality English literature texts.
- Be able to work alone, in pairs, or in groups to share ideas and learn from each other
- Be fluent and competent in their spoken language.
- Be able to re-read, check, edit and improve their writing.

English lessons in our school will:

- Give children the opportunity to write in a range of genres, styles and formats.
- Provide contexts that give children opportunities for writing at length.
- Encourage children to ask questions and orally rehearse their ideas and thinking.
- Encourage children to reflect on, evaluate and improve their learning.
- Have high expectations of all children.
- Develop the children's spelling, grammar, punctuation and handwriting skills to a high standard.
- Teach these skills as an integral part of mainstream English teaching, focusing on quality texts from English literature.
- We shall follow a cursive handwriting approach across all Year Groups, to encourage the children to begin to write in well-formed, legible letters that will naturally progress to joined-up handwriting. The process begins by teaching letter formation from the outset with lead-in and lead-out strokes, so that these naturally begin to join together. Hand-writing sessions typically will concentrate on common letter combinations, and how the lead-in and lead-out strokes should combine. Software available on all computers mean that other fonts can be converted to the cursive style.
- Be linked to the current topic wherever possible, to provide further opportunities for writing.
- Use Talk4Writing principles where possible to deeply embed language and writing structures so that children can then use these to create their own independent pieces of writing. In this approach, a model text is analysed in detail to produce a story-map and a toolkit, which is then used as a template to create original work. This process is at first modelled very closely by the teacher, and the children then become increasingly independent, developing their own story-maps using the tool kit to develop their own original writing. The children therefore move from imitation, through innovation to independence.
- Use a dedicated Spelling Programme lesson every week to teach spelling patterns within Units of English, as well as further work to embed complete fluency with high-frequency words that do not fit any particular pattern. The text being studied in that unit can be used to find examples of the spelling pattern being taught that week. High frequency words will be addressed through fortnightly spelling challenges.
- Follow the Read Write Inc Phonics scheme with Reception and KS1 pupils and those in years 3 and 4 who are not yet able to read fluently. It helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories

English will be promoted across the school through:

- Literacy displays promoting pupils' imagination and achievements.
- Writing in other subjects, especially topics.
- Celebrating great writing in class assemblies, displays, Book Weeks, and other special events
- Being aware of great writers and their works.
- Author Visits

English will be taught through:

- A dedicated lesson every day.
- Making links to other areas of the curriculum.
- A hand-writing, spelling and grammar element to be included in each unit of work.
- Reinforcing new skills in independent work during Guided Reading time.
- Each half-term each class will focus on a specific text, and each half-term will feature a different kind of text: traditional (archaic), non-linear, complex, symbolic and resistant (mystery, puzzle) texts. This way we aim to broaden the pupils' experience of different types and styles of writing.
- Explicitly teach Tier 2 vocabulary, linked to each topic and to English lessons.
- Use the "Word-Aware" approach and methods to teach this vocabulary. All staff have been given training in this teaching method at the start of the year.
- Revisit and rehearse words already taught earlier in the year to embed long-term memory. Word-pots will be used in each class to reinforce and remind pupils of vocabulary already acquired.

SCIENCE

Purpose of study: (From the National Curriculum)	Science has changed our lives and is vital to the world's future prosperity.	
<p>A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p>		
Aims (From the National Curriculum)	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	
Principle Focus (From the National Curriculum)	Foundation Stage	<p>The principle focus of Science teaching in the Foundation Stage is to enable the pupils to develop their understanding of the World. They should be encouraged to notice similarities and differences between objects, materials and living things, through practical experiences and discussions. Pupils should be developing their own observational skills by beginning to explain changes to animals and plants, as well as to the world around them.</p>
	Key Stage 1	<p>The principal focus of science teaching in KS1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice.</p>
	Lower Key Stage 2	<p>The principal focus of science teaching in lower KS2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.</p>
	Upper Key Stage 2	<p>The principal focus of science teaching in upper KS2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper KS2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.</p>
<p>Through the delivery of the Science curriculum our aim is that children will:</p> <ul style="list-style-type: none"> • Be confident and have faith in their own abilities • Be intrinsically motivated through the love and enjoyment of Science and be willing to persevere when challenged 		

**Our school's
principles**

**What
Science
looks like at
Fen Ditton**

- Be logical and methodical problem solvers with good reasoning skills
- Be independent thinkers and learners
- Be able to apply their skills in life
- Be flexible in their approaches and willing to take risks
- Be willing and able to co-operate, communicate and share ideas
- Ask and answer scientific questions

Science lessons in our school:

- Give children the opportunity to investigate and explore and use a range of scientific equipment to conduct their own investigations
- Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.
- Encourage children to ask questions; make and test predictions and make scientific connections
- Encourage children to reflect on and evaluate their learning.
- Have high expectations of all children
- Use practical resources and images to support learning

Science should be promoted across the school through:

- Using scientific concepts in other subjects
- Celebrating science in class assemblies and other special events such as themed science weeks
- Providing the children with regular opportunities to go on science themed trips and take part in workshops
- Having visitors to the school to share their knowledge and experiences with the children
- Being aware of well-known Scientists - teach the children about the scientists who represent each of our 'houses'
- Taking part in Science mentoring programs

Science will be taught through:

- Weekly through age related content, investigations and the wider school curriculum.

GEOGRAPHY

Geography should excite children and stimulate a natural curiosity about the world around them.

Purpose of study:

(From the National Curriculum)

A high-quality geography education should inspire in pupils a curiosity and fascination 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. As pupils 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. 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.

Aims

(From the National Curriculum)

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

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

Principle Focus

(From the National Curriculum)

Foundation Stage

Children can talk about the features of their own immediate environment and how environments might vary from one another. The children can comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

Key Stage 1

The principle focus of Geography teaching in KS1 is that pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

The principle focus of Geography teaching in KS2 is that pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Through the delivery of the Geography curriculum our aim is that children will:

Our school's principles

What Geography looks like at Fen Ditton

- Be confident and have faith in their own abilities
- Be intrinsically motivated through the love and enjoyment of Geography and be willing to persevere when challenged
- Be logical and methodical problem solvers with good reasoning skills
- Be independent thinkers and learners
- Be able to apply their skills in life
- Be flexible in their approaches and willing to take risks
- Be willing and able to co-operate, communicate and share ideas
- Ask and answer geographical questions

Geography lessons in our school:

- Give children the opportunity to investigate and explore. Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.
- Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.
- Encourage children to ask questions; make and test predictions and make geographical connections. Introduce vocabulary to enable children to talk about their observations and to ask those questions.
- Encourage children to reflect on and evaluate their learning.
- Have high expectations of all children.
- Use practical resources and images to support learning.
- Support children by providing supplementary experience and real-life information to enhance their learning about the world around them.

Geography should be promoted across the school through:

- Using geographical concepts in other subjects.
- Providing the children with regular opportunities to go on Geography-based field trips in the local area and beyond.
- Having visitors to the school to share their knowledge and experiences with the children.
- Being aware of well-known Geographers and explorers.

Geography will be taught through:

From Year 1 to Year 6 Geography will be interleaved with History and delivered as a discrete subject through **three main threshold concepts:**

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

These threshold concepts are divided into knowledge categories as follows:

- **Location**
- **Physical features**
- **Human features**
- **Diversity**
- **Physical processes**
- **Human processes**
- **Techniques**

Each threshold concept is divided into the three milestones, with relevant objectives delivered through micro topics which are revisited regularly over two years, to strengthen a child's schema.

HISTORY

History should inspire pupils' curiosity to know more about the past.

Purpose of study:

(From the National Curriculum)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

(From the National Curriculum)

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

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

Principle

Focus

(From the National Curriculum)

Foundation Stage

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

The principle focus of history teaching in KS1 is to ensure pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

The principle focus of history teaching in KS2 is to ensure pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts

	<p>and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p style="text-align: center;">Our school's principles</p> <p style="text-align: center;">What History looks like at Fen Ditton</p>	<p>Through the delivery of the History curriculum our aim is that children will:</p> <ul style="list-style-type: none"> • Be confident and have faith in their own abilities • Be intrinsically motivated through the love and enjoyment of History and be willing to persevere when challenged • Be logical and methodical problem solvers with good reasoning skills • Be independent thinkers and learners • Be flexible in their approaches and willing to take risks • Be willing and able to co-operate, communicate and share ideas • Ask and answer relevant questions to further their knowledge <p>History lessons in our school:</p> <ul style="list-style-type: none"> • Give children the opportunity to investigate and explore the past • Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught. • Encourage children to ask questions; explore sources of evidence and make historical connections • Encourage children to reflect on and evaluate their learning. • Have high expectations of all children • Use practical resources and a range of sources of evidence to support learning • Use role play scenarios to allow the children to put themselves in the shoes of others to gain an insight and understanding into the past <p>History should be promoted across the school through:</p> <ul style="list-style-type: none"> • Using historical concepts and texts in other subjects • Providing the children with regular opportunities to go on history based trips in the local area and beyond • Having visitors to the school to share their knowledge and experiences with the children • Being aware of well-known Historians and famous people through both British and world history <p>History will be taught through:</p> <p>From Year 1 to Year 6 History will be interleaved with Geography and delivered as a discrete subject through three main threshold concepts:</p> <ul style="list-style-type: none"> • Investigate and interpret the past – recognising that our understanding of the past comes from an interpretation of the available evidence. • Build an overview of world history – developing an appreciation of the characteristic features of the past and that these features are

similar and different across time periods, and an understanding that life is different for different sections of society.

- **Understand chronology** – understanding how to chart the passing of time and how some aspects of history happened at similar times in different places.
- **Communicate historically** – using historical vocabulary and techniques to convey information about the past.

These threshold concepts are divided into knowledge categories as follows:

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

Each threshold concept is divided into the three milestones, with relevant objectives delivered through micro topics which are revisited regularly over two years, to strengthen a child's schema.

RELIGIOUS EDUCATION

Purpose of study:		A Good quality RE curriculum prepares children for life in modern Britain and the wider world. It gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society. It provokes challenging questions about the ultimate meaning and purpose of life, issues of right and wrong, and what it means to be human. It will develop pupils' knowledge and understanding of Christianity, other principal religions, traditions and worldviews. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.
Aims (From the Cambridgeshire Agreed Syllabus)		The Cambridgeshire Agreed Syllabus for Religious Educations aims to ensure that all pupils: <ul style="list-style-type: none"> • Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK • Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture. • Develop positive attitudes of respect toward other people who hold views and beliefs different from their own. • Develop the ability to make reasoned and informed judgements about religious issues. • Pupils feel able to ask questions and search for answers of meaning and purpose for themselves.
Principle Focus	Foundation Stage	RE is not taught as a discrete subject in EYFS but instead, it is interwoven in other areas of learning such as 'Understanding the World', 'Expressive Arts and Design' and 'Communication, language and Literacy'. Within these areas, children are encouraged to talk about past and present events in their own lives and the lives of family members. They are taught to understand that other children do not always enjoy the same things and that they need to be sensitive to this. Our experience based Topic work enables the children to learn about other countries and traditions. Pupils explore the similarities and differences between themselves and other children around the world.
	Key Stage 1	At KS1 pupils build upon their own experiences, backgrounds and upon the knowledge they have gained in EYFS. They are taught about Christianity and life in a Hindu /Jewish /Muslim family through stories and festivals linked to each religion.
	Key Stage 2	At KS2 pupils build on their understanding of Christianity and also study Hinduism, Judaism, Islam, Buddhism and Sikhism. They make connections between, and learn about, the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion and extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and valuing what is good and true. They consider their own beliefs and communicate their ideas whilst still recognising and respecting other people's viewpoints.
Our school's principles		At Fen Ditton CP School, RE is a very valued subject as it both supports and strengthens our School's caring ethos and the value which we place on the development of the whole child. We endeavour to ensure learning in RE is an engaging, creative and meaningful experience for all children. Links are made between subjects, and enrichment activities, such as trips and visitors are regularly planned.
What Religious Education looks like at Fen Ditton		RE is taught by class teachers every half-term either as weekly lessons or as special 'Celebration' days. Classroom based teaching is supported by weekly assemblies, delivered by teachers or visitors, on World or Religious topics, such as the celebration of 'Parinirvana' or 'International Holocaust Remembrance Day'. Interactive displays are often created from such assemblies allowing the children to fully engage with topics and handle religious or cultural artefacts. We value our diverse school community and the family backgrounds of the children and often invite parents in to share their culture or religious experiences. Each year, the whole school visits 'St Mary The Virgin' Parish Church in Fen Ditton for our annual Carol Concert and Stuart Wood, Minister at Barnwell Baptist Church, works closely with the school to support staff and pupils with their wellbeing.

MUSIC

‘Engage and inspire pupils to develop a love of music’

Purpose of study:

(From the National Curriculum)

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to love music and develop their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should be able to compose their own music and listen to and talk about a wide variety of musical genres.

Aims

(From the National Curriculum)

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject Content

(From the National Curriculum)

Foundation Stage

- Children represent their own ideas, thoughts and feelings through music. (ELG)
- Children sing songs, make music and experiment with sounds. (ELG)

Key Stage 1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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 interrelated dimensions of music.

Key Stage 2

- 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 interrelated 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.

Through the delivery of the Music curriculum our aim is that children will:

- Be enthusiastic and confident performers who see themselves as musicians.
- Be able to sing creatively and expressively.
- Enjoy listening to a variety of live and recorded music and will be able to appreciate a variety of genres.
- Be knowledgeable about the history of music and appreciate great composers and musicians.

Our school's principles

What Music looks like at Fen Ditton

- Have the ability to play tuned and un-tuned instruments and use these skills to compose individually and in small groups.
- All access high quality music teaching and will be provided with the opportunity to take part in extra-curricular activities.

Music lessons in our school:

- Give children time to investigate, explore and play musical instruments.
- Focus on the importance of teaching singing and will deliver high quality vocal work.
- Encourage children to Perform, experiment and be creative.
- Are interactive; Teachers are seen to be active musicians. They model and demonstrate the instruments they are teaching and provide hands on experience for pupils.
- Build upon pupil's prior experiences and learning.

Music should be promoted across the school through:

- Singing assemblies, class assemblies, our school productions and other special events, such as the Christmas Carol Concert.
- Cross – Curricular lessons and topic work.
- Choir, Clubs, Trips and opportunities to perform and compete in and outside of school. We hold Musical Soirees once a term to provide all children, whatever ability, a chance to perform in front of a live audience.
- Music Rich environments in classrooms and around the school using displays.
- Regular newsletters to parents that promote and inform them about the private music tuition that takes place on school grounds; such as our ukulele groups, guitar lessons and violin lessons.

Music will be taught in KS1 and KS2:

- Each Class Teacher will deliver a unit of work, each half term, using 'Charanga' or 'Sing up' as an aid.
- 'Music' will be prioritised as a whole school focus for one Term each year. Each year group will be given a piece from a musical genre to explore and the term will culminate in a whole school performance to show case our learning.
- A 'Cambridgeshire Music' Teacher will deliver small group lessons each week to the Year 4 and the Year 5 cohort. The Year 4 Pupils are learning to play the Viola or Violin and the Year 5 cohort learn a mixture of the P-Bone, Cornet and Baritone Horn.

Music will be taught in the Foundation stage:

- The enabling environment in the foundation stage allows for constant learning opportunities, through play, within Music and the wider area of 'Expressive Arts and Design'.
- Quality musical instruments are always out for the children to explore and the children are taught a variety of music skills using Boomwhackers and un tuned percussion.

PERSONAL, SOCIAL, CITIZENSHIP AND HEALTH EDUCATION									
Purpose of study: (From the National Curriculum)	Personal, Social, Citizenship and Health Education (PSCHE) education is an important and necessary part of all pupils' education. All schools should teach PSCHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.								
Aims (From the National Curriculum)	<p>The national curriculum guidance for PSCHE aims to ensure that all schools:</p> <ul style="list-style-type: none"> • promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society • Prepare pupils at the school for the opportunities, responsibilities and experiences of later life. • Make provision for personal, social, citizenship and health education (PSCHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education • Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 								
Principle Focus (From Cambridgeshire Primary Personal Development Programme)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Foundation Stage</td> <td>Children play co-operatively and take account of one another's ideas. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. They are confident to talk about their ideas and select resources independently. They understand and follow rules and adjust their behaviour to different situations and routines.</td> </tr> <tr> <td style="text-align: center;">Key Stage 1</td> <td>Promote self-awareness, self-esteem, and confidence by encouraging them to take pride in their achievements and talents</td> </tr> <tr> <td style="text-align: center;">Lower Key Stage 2</td> <td>Encourage the understanding of others' feelings and beliefs including promoting an understanding of a range of human emotions and ways of dealing with these</td> </tr> <tr> <td style="text-align: center;">Upper Key Stage 2</td> <td>Encourage pupils to develop the skills of communication, decision making and problem solving which affect their lives.</td> </tr> </table>	Foundation Stage	Children play co-operatively and take account of one another's ideas. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. They are confident to talk about their ideas and select resources independently. They understand and follow rules and adjust their behaviour to different situations and routines.	Key Stage 1	Promote self-awareness, self-esteem, and confidence by encouraging them to take pride in their achievements and talents	Lower Key Stage 2	Encourage the understanding of others' feelings and beliefs including promoting an understanding of a range of human emotions and ways of dealing with these	Upper Key Stage 2	Encourage pupils to develop the skills of communication, decision making and problem solving which affect their lives.
Foundation Stage	Children play co-operatively and take account of one another's ideas. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. They are confident to talk about their ideas and select resources independently. They understand and follow rules and adjust their behaviour to different situations and routines.								
Key Stage 1	Promote self-awareness, self-esteem, and confidence by encouraging them to take pride in their achievements and talents								
Lower Key Stage 2	Encourage the understanding of others' feelings and beliefs including promoting an understanding of a range of human emotions and ways of dealing with these								
Upper Key Stage 2	Encourage pupils to develop the skills of communication, decision making and problem solving which affect their lives.								
	<p>Through the delivery of the Personal, Social, Citizenship and Health Education curriculum our aim is that children will:</p> <ul style="list-style-type: none"> • Learn in a healthy, safe and caring environment • Gain an awareness of religious, cultural and moral values • Identify and embrace differences within school, families, relationships and the wider community 								

Our school's principles

What Personal, Social, Citizenship and Health Education looks like at Fen Ditton

- Recognise that our bodies and minds change and need to be looked after in a variety of ways; physical health and fitness, mental wellbeing.
- Learn how to deal with friendship and conflict in a competent and respectful way, mindful of boundaries, personal space and privacy.
- Develop a positive self-esteem
- Approach challenges confidently
- Make safe choices, including those made 'online'.

Personal, Social, Citizenship and Health Education lessons in our school:

- Give children the opportunity to explore sensitive issues in a safe environment
- Allow children to share personal views in a respectful environment
- Encourage children to ask questions
- Develop tolerance of differences
- Help children to become reflective learners
- Follow a set of rules established by the teacher and children together.
- Use a range of teaching strategies including role play, stories, puppets, visitors.
- Promote respect.
- Are inclusive of everyone

Personal, Social, Citizenship and Health Education will be promoted across the school through:

- Consistent approach to behaviour management
- Celebrating achievement
- Encouraging children to reflect on their own learning and setting goals.
- Growth mindset principles
- Developing the Guardian Angel project between Year 6 and Early Years.

Personal, Social, Citizenship and Health Education will be taught through:

- Bookending each week with a 15-minute Circle time on Monday morning and a 15-minute Reflection time on Friday afternoon.
- Following Circle time on Monday morning, each class has a PSCE lesson.
- Four whole school assemblies; two linked to the school's Culture Capital, (including inspirational visits), one for singing and a Celebration assembly to reward achievements, individually and as Houses, and showcase class learning.
- Extra PD sessions to deal with matters that may arise

ART AND DESIGN

Purpose of study: <small>(From the National Curriculum)</small>	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able 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.	
Aims <small>(From the National Curriculum)</small>	The National Curriculum for art, craft and design aims to ensure that all pupils: <ul style="list-style-type: none"> • 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 	
Principle Focus <small>(From the National Curriculum)</small>	Foundation Stage	In Foundation Stage pupils should explore and use a variety of media and materials through a combination of child initiated and adult directed activities. The Curriculum outlines that children should have opportunities to learn to: <ul style="list-style-type: none"> • Explore the textures, movement, feel and look of different media and materials • Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects • Use different media and materials to express their own ideas • Explore colour and use for a particular purpose • Develop skills to use simple tools and techniques competently and appropriately • Select appropriate media and techniques and adapt their work where necessary
	Key Stage 1	The National Curriculum outlines that children in KS1 should be taught: <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
	Lower Key Stage 2	In Lower KS1 pupils should be taught to develop their techniques, including their control and their use of materials. Pupils should be taught: <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for

		<p>example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in history
	<p>Upper Key Stage 2</p>	<p>The principle focus in upper KS2 is to ensure that pupils extend their creativity and experimentation of different materials and techniques. They should also continue to develop their awareness of different kinds of art, craft and design.</p>
<p>Our school's principles</p> <p>What Art and Design looks like at Fen Ditton</p>		<p>Through the delivery of the art curriculum our aim is that children will:</p> <ul style="list-style-type: none"> Develop an enjoyment of creative art and see themselves as artists Feel confident in their artistic ability and have high aspirations to learn and develop Be able to express their own ideas, through art and give meaning to the world around them Be able to use a range of materials, tools and techniques at a comfortable level for them Show interest in other artists and the techniques that they have implemented Be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work <p>Art, craft and design lessons in our school:</p> <ul style="list-style-type: none"> Promote a confident, positive attitude towards the learning and use of art making it an enjoyable experience for all Enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas Have high expectations of all children Develop ability by using a range of materials, tools, and techniques. Foster an enjoyment and appreciation of art, both looking at their own work and the work of others Increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods Encourage children to ask questions and be intuitive about their learning <p>Art, craft and design should be promoted across the school through:</p> <ul style="list-style-type: none"> Rich artistic environments Celebrating it in class assemblies and other special events Being aware of well-known artists and designers Whole school exhibitions School trips to local galleries and artists Project time <p>Art, Craft and Design will be taught through:</p> <ul style="list-style-type: none"> The Chris Quigley Milestone Objectives.

COMPUTING CURRICULUM

Purpose of study:	<p>At Fen Ditton CP School, we believe that provision of a high-quality education in Computing will teach pupils to become digitally literate, able to use, express themselves and develop their ideas through information and communication technology. The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Fen Ditton CP School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive approach to learning how computer systems work, developing the use of technology skills necessary to become digitally literate and participate fully in the modern world.</p> <p>Our aim is to teach children in our school the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content.</p>
Aims	<p>The purpose of teaching Computing in our school is to:</p> <ul style="list-style-type: none"> • Provide a broad, balanced, challenging and enjoyable curriculum for all pupils. • To meet the requirements of the national curriculum programmes of study for Computing at KS1 and KS2. • To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives. • Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. • Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems. • Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. • Develop an understanding of how digital systems work and to become digitally literate individuals. • Be respectful, responsible, competent, confident and creative users of information and communication technology and to use digital tools safely and responsibly. • Explore their attitudes towards information technology, its value for themselves, others and society, and develop awareness of its advantages and limitations.
Principle Focus <small>(From the National Curriculum)</small>	<p style="text-align: center;">Foundation Stage</p> <p>It is important in the foundation stage to give children a broad, play-based experience of technology and computing in a range of contexts;</p> <ul style="list-style-type: none"> • Computing is not just about computers. Early years learning environments should feature technology scenarios based on experience in the real world, such as role play. • Children gain confidence, control and language skills through opportunities such as ‘programming’ each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. • Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional

		<p>language.</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose.
	<p>Key Stage 1</p>	<p>The National Curriculum states that children should be taught to:</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	<p>Key Stage 2</p>	<p>Key Stage 2</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p>Our school's principles</p> <p>What Computing looks like at Fen Ditton</p>	<p>Through the delivery of the Computing curriculum our aim is that children should:</p> <p>Computer Science</p> <p>Acquire and develop skills associated with computer science in order to:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some algorithms work and detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services such as the World Wide Web. 	

Information Technology

Our children will:

- Use search technologies effectively.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Acquire and refine the techniques, e.g. *saving, copying, and checking the accuracy of input and output* needed to use technology.
- Practice mathematical skills, e.g. *ordering numbers including negative numbers, measuring and calculating to an appropriate number of decimal places, drawing and interpreting graphs and bar charts* in real contexts (i.e. MS excel).
- Develop the skills of collecting first-hand data, analysing and evaluating it, making inferences or predictions and testing them, drawing and presenting conclusions using appropriate hardware and software.

Digital Literacy

Our children will acquire and develop their skills in digital literacy in order to:

- Understand the opportunities networks offer for communication and collaboration.
- Be discerning in evaluating and presenting data and information.
- Be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Communication

Our children will:

- Develop language skills e.g. *systematic writing and in presenting their own ideas*
- Use appropriate technical vocabulary
- Read non-fiction and extract information from a variety of sources such as reference books, or online searching.

Values and Attitudes

Our children will:

- Work with others, listening to their ideas and expertise and treating these with respect, e.g. *cooperating and collaborating when using a computer as part of a group to ensure that all contribute*
- Acknowledge the ownership of ideas and recognise the value of information held on information technology systems e.g. *recognise how much work has gone into its production and how easily careless access can destroy it*
- Be aware of the security of their own and other people's information in electronic form e.g. *recognise that they should ask before reading or copying from other's work*
- Recognise the importance of printed output e.g. *keeping examples of work safe (in their Computing folders)*
- Be creative and persistent e.g. *when assembling a computer file from a large amount of source material*
- Consider the origin and quality of information and its fitness for purpose
- Critically evaluate their own and others' use of information technology

- Recognise the strengths and limitations of information technology and its users e.g. *a word processor is an effective and efficient tool to help writing, but, on occasion, handwritten text is more appropriate.*

Computing will be promoted across the school through:

- Computer work displays promoting pupils' imagination and achievements
- Using technology in other subjects
- Taking part in national activities such as "Internet Safety Day", "Hour of Code" etc.
- Offering a range of school clubs to further enrich the computing curriculum

Computing will be taught through:

- A dedicated **50-minute** lesson every week
- Making links to other areas of the curriculum
- Assemblies

PHYSICAL EDUCATION

Purpose of study: <small>(From the National Curriculum)</small>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	
Aims <small>(From the National Curriculum)</small>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 	
Principle Focus <small>(From the National Curriculum)</small>	Foundation Stage	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p>
	Key Stage 1	<p>Pupils should develop fundamental movement skills and become increasingly competent in a range of skills. They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
	Key Stage 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>

		<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • By the end of Year 6 children should be able to swim 25m.
<p>Our school's principles</p> <p>What Physical Education looks like at Fen Ditton</p>	<p>PE lessons in our school:</p> <ul style="list-style-type: none"> • Will raise pupils heart rates every lesson through warm-ups or the main activities • Will use high quality teaching materials such as the Val Sabin gymnastics scheme and the new Cambridgeshire Scheme of Work for PE • Will be inclusive and adapted to allow all children to take part in lessons • Will expect staff to be suitably dressed to lead sessions • Will expect pupils to come prepared to take part in sport with the correct clothing and equipment, children who do not have correct clothing are expected to borrow the school supply • Involve support staff as any other lesson would • Encourage cooperation and effective communication • Allow children opportunity for healthy competition, earning house points for their house as appropriate • Give pupils opportunity to try new sports <p>PE should be promoted across the school through:</p> <ul style="list-style-type: none"> • School engagement with local sporting festivals and competitions – primarily led by CSSP • Participation and achievement in sport to be celebrated through celebration assemblies • Special days and events e.g sports day, sport relief mile • Featuring as part of school assemblies and class assemblies as appropriate • Promotion of out of school events/clubs for pupils • Access to sports at break and lunchtimes under the guidance of a qualified sports coach • A wide range of after school clubs available to pupils e.g. dance, gymnastics, multi sports. 	

PE will be taught through:

- Two hour long lessons for every class in the school
- Safe use of equipment and resources
- Links as appropriate to local, national and international events
- Indoors and outdoors as appropriate
- Children attending swimming lessons with an outside provider for one term in year 5

Annex to our policy for September 2020 due to COVID-19 Pandemic

The 1st September 2020 will see the return of all our children back to school since we closed at the end of March, due to the restrictions that were put in place as a result of the COVID-19 Pandemic. In order to ensure all children transition back to school as successfully as possible we have carefully considered our approach to facilitate this. We are very mindful that every child will have had varying experiences during their time away from school.

Fen Ditton Community Primary School September 2020 Recovery Aims and Approach

Our approach will be based around the ‘ordinary magic’ of **learning**, supporting pupils’ **social and emotional needs**, building **relationships** and developing pupils’ **resilience**. We aim to achieve all of this through creating a **safe and nurturing environment**. We also recognize, at this stage, children will have experienced this pandemic very differently, and although for some children, this period may have been a positive one, for the most, they will have suffered a variety of losses of routine, structure, friendship and opportunity. We will also be promoting and supporting pupils’ **physical and mental health**.

We will achieve the above by ensuring we welcome back pupils effectively in the first few weeks, by creating a safe and nurturing environment, while establishing clear protocols and procedures with the pupils.

The aims, highlighted in bold above, should be introduced early on, and teachers should consider daily approaches to support pupils to achieve them. These key aspects will continue to be developed throughout the academic year and beyond. In some cases, teachers will deliver one-off lessons to support social, emotional, relationships resilience and pupils physical and mental health, but they should also be woven into the fabric of a lesson or day. E.g. plan lessons that involve relationship building or finish a lesson by focussing on learning behaviours and resilience shown as well as academic achievements.

Academic ‘losses’ and gaps in learning will be developed through **ongoing effective assessment**, in particular **Assessment for Learning** strategies, informing well thought-out planning and deployment of adults. In particular, at the beginning of a unit of work.

During the first few weeks, and across the first half term, teachers should plan and deliver some lessons (no specific length of time) to support pupils understand and establish:

- **The pandemic - their understanding, how they have found the experience.**
- **What makes an effective learner?**
- **What does a positive relationships with peers and adults look like?**
- **What does it mean to be resilient?**

- **What are the behaviour expectations – *everyday* positive behaviours in the classroom and in the outside environment? There will also be the need to establish routines and protocols related to Covid-19.**
- **What does good mental and physical health look like and begin to explore strategies to self-regulate emotions and feelings?**

Following pupils understanding of what these things mean, the approach should then be an **ongoing one** to further develop and deepen their understanding, therefore embedding a school-wide common approach and language into the daily life at Fen Ditton

Classroom:

- Desks facing forwards
- Individual equipment where possible
- Selective on shared resources – good hygiene required at all times
- Visual timetable following our agreed structure
- A display supporting self-regulation
- A display with the class charter, but directly linked to our school values, which should be visible.
- Environments should be warm and welcoming and have a class identity linked to the class name.

This is the daily structure we will use for the first half term and then review things from there.

Staggered start time	Go Noodle/Cosmic Yoga/ Jo Wicks etc..	Maths	(Staggered) Break Time	(Staggered) Break Time	English	Story time/ Becomes guided reading after a few weeks	(Staggered) Lunch	Mindfulness activities	Foundation subject	(Staggered) Break Time	Continue Foundation Subject	Reflection Time	Staggered End Time
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