Westende Junior School

Curriculum Overview

Contents

Introduction

This document is designed to set out the curriculum intent and purpose; implementation and pedagogy; breadth and specifics of knowledge taught and progression of key concepts at Westende Junior School. Our curriculum, based on the National Curriculum (2014) is planned to reflect our school ethos:

To provide a nurturing, inclusive and inspiring learning environment which develops happy, confident children and ignites their passion for learning.

The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

For each curriculum subject, we have included the following elements, where applicable:

- Subject intent and purpose (what do we aim to achieve within this subject)
- Subject implementation and pedagogy (how we teach this subject at Westende Junior School)
- Subject breadth (an overview what knowledge content is being taught within each academic year)
- Knowledge Organisers (what is explicitly taught in each unit of work)
- Key concepts (what key ideas we want to develop as children progress throughout the school)
- Progression maps (what development in the key concepts looks like for each year group)

This curriculum coverage overview and details aims to allow all pupils to access the content and make progress throughout their time at Westende Junior School.

Curriculum Commitment

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

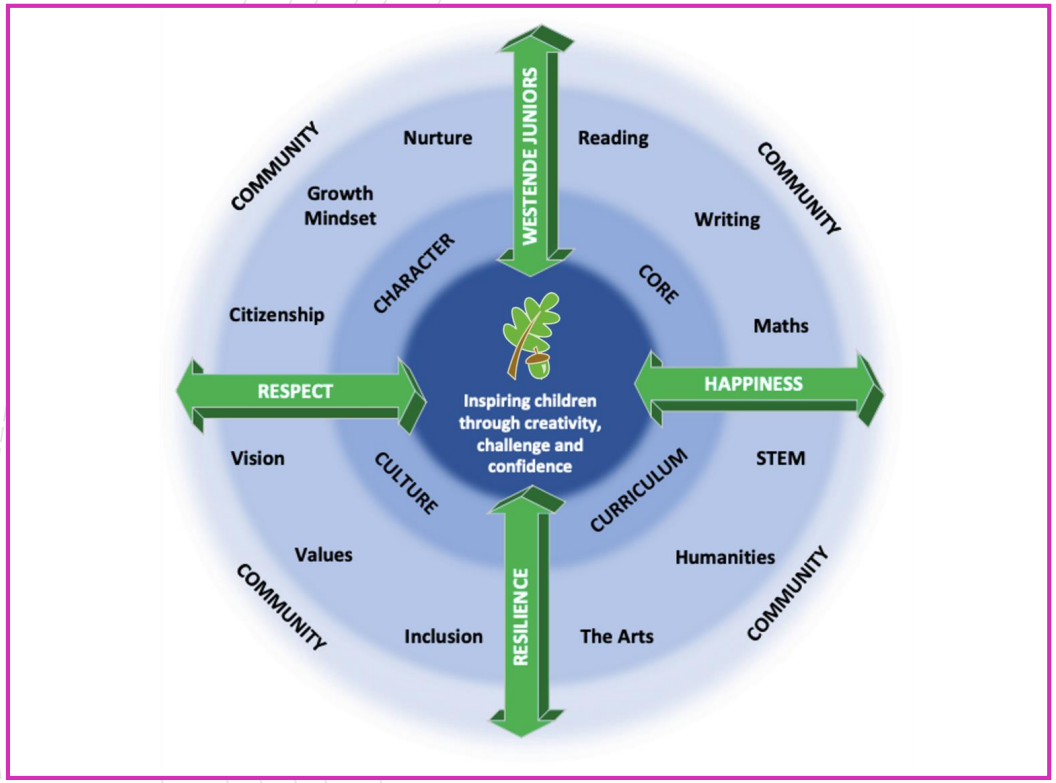
Our **CULTURE** is based upon offering equitable challenge to all so that they strive for academic, creative, emotional, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our vision is for all pupils is to leave Westende Junior School as life-long learners with the knowledge, concepts, skills and attitudes that make them ready for being responsible citizens of the 21st century.

We hope that our values of being **RESPECTFUL**, **HAPPY** and **RESILIENT** will enable pupils to develop a personal ethic and a moral attitude that will positively affect behaviour. Our aim is to equip them with the skills needed for successful lives both now and in the future and contribute positively to society.

We firmly believe that **CHARACTER** attributes are vital to future success and by promoting mental wellbeing, growth mindset and oracy education, our pupils take ownership of and responsibility for their learning and are confident; curious, communicate well, capable of doing new things and are not frightened to make mistakes.

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

Curriculum Commitment



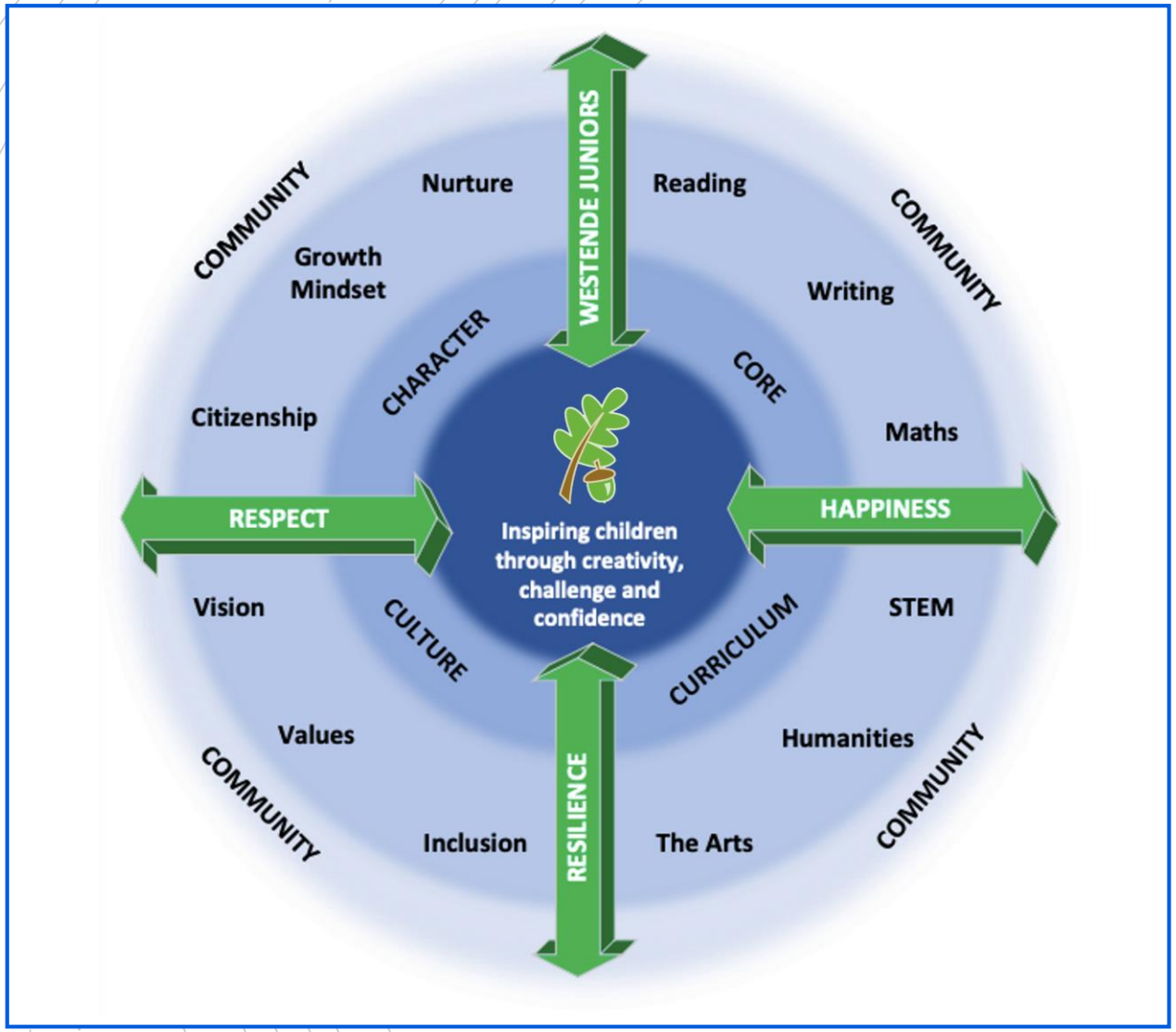
At Westende Junior School we firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies across the school: **CORE; CURRICULUM; CULTURE; CHARACTER** and **COMMUNITY**.

We take pride in developing outstanding teaching and learning by holding the highest expectations for all our pupils and knowing the pupils well so that every child can access and experience success in both the **CORE** and foundation **CURRICULUM**. Our aim is to create an inclusive environment where barriers to learning are overcome via strategies, targeted interventions or additional support giving full access to the curriculum for all. Our pupils' success will be recognised through increased independence and confidence in the classroom as well as being equipped for adulthood and the wider world.

The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results.

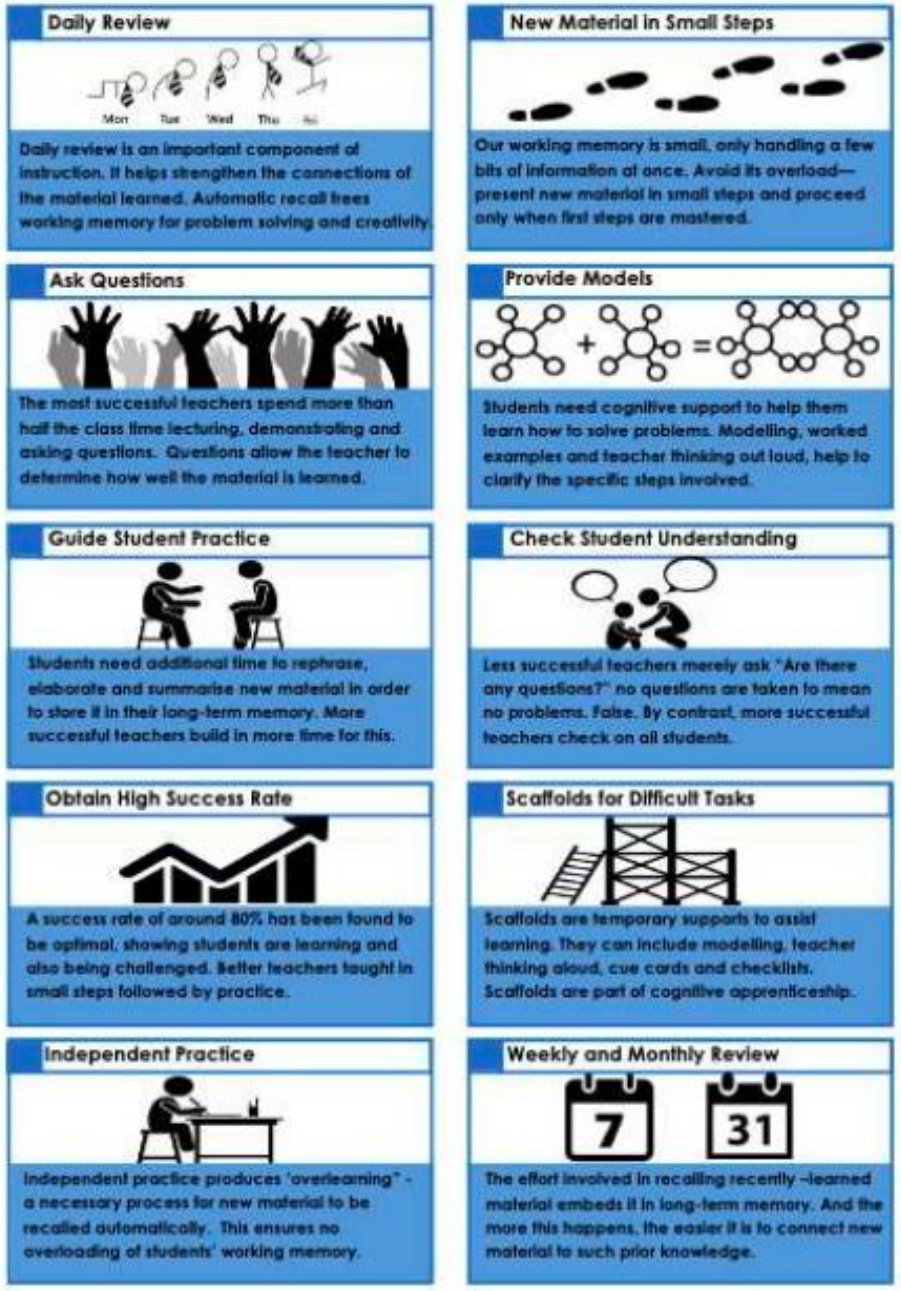
We foster independent learning and our carefully planned curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated, creative and enthusiastic in all that they do. Through real-life and connected learning in the classroom and outdoors, our children gain knowledge and become effective problem solvers.

We believe that magic happens at the intersection of knowledge and skills. Our pupils will need the essential knowledge and be able to apply this in order to be successful, educated citizens of the future.



Curriculum Compass

- Our Curriculum Compass portrays the expectation when planning and implementing a unit of work and should ensure that all children engage in exciting and meaningful activities which will help deepen their understanding of concepts being introduced and revisited.



Curriculum Pedagogy A Common Language for Teaching

At Westende Junior School we use Roseshine's Principles of Instruction as a basis to structure our teaching and learning within lessons. These principles are based upon research into effective pedagogy which result in increased progress and higher attainment of pupils. The sources of the report are summarised as follows:

Research in cognitive science;

Research on the classroom practices of master teachers;

Research on cognitive support to help students learn complex tasks.

Teachers have used these principles to identify a common language for teaching, which is used throughout the school.

Year Group Overviews

- These overviews summarise the topics and themes that are covered during the academic year for each of our year groups.
- More detail and progression statements for each subject can be found in the relevant subject areas of this Curriculum Progression Document.

  - Year Three
  - Year Four
  - Year Five
  - Year Six

Year 3 - Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Fiction** **Non-Fiction** **Poetry**	Diary Writing Instructions	Shape Poems Traditional Tales	Historical Fiction Non-chron report	Persuasive Letters and Adverts Narrative Poetry	Play Script Writing Newspaper Reports	Performance Poetry Stories from other Cultures Explanation Texts
Oracy	Introduction to Oracy: • **Cognitive**-The deliberate application to what you are saying. • **Linguistic**- Knowing which words and phrases to use and using them. • **Physical**- Making yourself heard, using your voice and body as an instrument. • **Social and emotional**- Engaging with people around you; knowing you have the right to speak		Story telling using pictures and actions to recite a piece of text. Acting out forces in science.	Reciting and performing poetry through pictures and actions. Expressing emotions with a reason why.	Acting and reciting playscripts in groups. Discussion about Amelia Earhart and why she was important.	Performing poetry Reciting stories using pictures and actions
Class Guided Reading Book	James and The Giant Peach The Twits		Leila and the City of the Cat Goddess		Ottoline and the Yellow Cat The Butterfly Lion	
Maths	Place value Addition & subtraction	Addition & subtraction Multiplication and division	Multiplication / division Money Measurement	Fractions Statistics	Fractions Geometry	Measurement Time

Year 3 - STEM Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Rocks and Soils	Light and Shadow	Forces	Animals including humans Life Cycles. Skeletons and muscles	Plants	Magnets and Springs
Design & Technology	DT – Faberge Eggs		3D Canopic jars		Digital Art Healthy Eating	
Computing	Logging on AR quizzes STAR reading Assessment	Word Processing	Coding	Creating Presentatios (MS PowePoint)	Digital Art	Digital Art
	E-Safety - Familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate c ontent Introduction to safe search engines	**E-Safety** To understand what E-safety means and to recognise when it is and isn't safe online	**E-Safety** To compare staying safe online to staying safe in the real world and to explain and identify rules for travelling safely on the internet	**E-Safety** To understand the different ways to communicate online and to understand the positive and negative effects of communicating online	**E-Safety** To understand how to communicate safely online	**E-Safety** Identifying personal information and the importance of not sharing personal details online as well as understanding how to keep personal information safe online

Year 3 - Humanities Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	The Stone Age		The Egyptians		The Romans	
Geography	Russia		Egypt		The world around us	
Religious Education	Hinduism Theme Diwali *Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?*	Christianity Christmas *What is the true meaning of Christmas?*	Christianity Easter- Forgiveness *Jesus' Miracles - understanding the concept of miracles*	Christianity Easter *What is good about Good Friday?*	Hinduism Hind Beliefs *How can Brahman be everywhere and in everything?*	Hinduism Pilgrimage *Would visiting the River Ganges feel special to a non-Hindu?*

Year 3 - Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Swimming Invasion Games - Netball throwing and catching Circuit training/healthy hearts	Football Gymnastics	Hockey Gymnastics	Net and wall games - Tennis Egyptian Dance	Athletics Cricket	Swimming Rounders-striking and fielding
Art	Drawing -cave art Painting – Kadinsky		Egyptian Art Death Masks		Watercolour Landscapes	
Music	Playing- experimenting with things around us. Clapping, tapping, Physical movements that represent sound.	Listening-Russian Composers Tchaikovsky and 'The Nutcracker' Christmas Music	'Three Little Birds' by Bob Marley Learning and perfor ming the song	Dance lessons – moving to rhythm of the music and expressing emot ions through movement	Singing and Performing 'The Queen's Jubilee Performance'	

Year 3 - Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Settling In (Into the Woods)-We promote social development Health and Well being-Keeping safe	We promote Spiritual Development We promote Cultural Development	Health and Well Being-Healthy Lifestyles Health and Well Being-Growing and Changing	Relationships-Healthy Relationships	Relationships-Feelings and Emotions	Living in The Wider World-Rules, Rights and Responsibilities
Growth Mindset & Mental Health	Growth Mindset lessons 1-8 Mental Health Day Anti-Bullying Week		Mental Health Week Autism Awareness Week		Healthy Eating Week Transition to Year 4	
Diversity	Hinduism	Russia	Class Novel main character: Egyptian female Chinese New Year	Autism Awareness Week	Amelia Earhart (Women in History) Hinduism	Hinduism Recycling Plant

Year 4 - Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Fiction** **Non-Fiction** **Poetry**	Stories from other cultures Narrative poetry Letters	Myths & Legends Instructions	Suspense Stories Recount	Adventure Stories Non-Chronological reports Image poetry	Traditional tales Letters	Traditional tales Explanation texts Performance poetry
Oracy	Oracy week *- Linguistic* *- Social and Emotional* *- Cognitive* *- Physical*		STEM Project – repurposing single-use plastic *- Physical* *- Cognitive* *- Social and Emotional*		*Linguistic (to carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk).* *Debates – should there be a monarchy?*	
Class Guided Reading Book	The Vanishing Rainforest The Explorer		*The Miraculous Journey of Edward Tulane* *Sky Song*		*Romeo and Juliet* *Podkin One Ear*	
Maths	Place value Addition & subtraction	Multiplication and division Measurement	Multiplication and division Measurement Statistics	Fractions and decimals	Decimals Time Money Statistics	Statistics Geometry

Year 4 - STEM Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living Things and their habitats	Sound	Electricity	Digestion	States of Matter	States of Matter
Design & Technology	Rainforest animals Hand puppets Maracas Head dresses		Sewing Tudor Rose Cross Stitch		Cooking – knead and shape bread dough into evenly sized shapes – Mickey Mouse bread rolls	
Computing Science	Rainforest digital presentation	Music and Sound – Compose World	Digital imagery – Dazzle Mosaics	Data handling – Excel spreadsheets	Coding - Scratch	Touch typing Digital imagery - animation
	E-Safety Re-familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Re-Introduction to safe search engines	**E-Safety** Identify online games and apps and to recognise the dangers of online gaming and how to stay safe when using online games and apps	**E-Safety** Understand what cyber bullying is and how to identify incidents of cyber bullying and how to keep safe and deal with cyber bullying	**E-Safety** Identify types of situations we may face when being online and how to deal with these situations	**E-Safety** Understand how to be smart online and to know the do's and don'ts when going online	**E-Safety** Understand that we have a Digital Footprint

Year 4 - Humanities Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	The Vikings		The Tudors		The Monarchy – Queens of England	
Geography	Rainforest - location, climate, layers, animals and deforestation Brazil – South America		Sustainability – plastic pollution		Windsor and the local area including rivers Human and physical Geography Water cycle	
French	Clothing How to make things plural Story listening	Numbers to 20 Singular and plural work	Bi-lingual dictionary work Composing questions Understanding negatives in a sentence	Understand gender of nouns Animal vocabulary	Developing knowledge of phonics and pronunciation of vocabulary Position of colour and size adjectives in a sentence using songs, stories and rhymes to help.	
Religious Education	Judaism *How special is the relationship Jews have with God?*	Christianity *What is the most significant part of the Christmas story?*	Judaism *How important is it that Jews do what God asks them to do?*	Christianity *Is forgiveness always possible for Christians?*	Judaism *Commitment to God*	Judaism *Commitment to God*

Year 4 - Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Swimming Tag Rugby	Invasion games Fitness	Gymnastics Tag Rugby	Net and wall games dance	Striking and fielding Athletics	Swimming
Art	Rainforest collage Primary and secondary colours Paper plate rainforest animals		Clay dragon eye Brooches		Disney	Rivers
Music	Singing and performing	Learning songs for Christmas Pantomime	Listening, composing and performing	Listening, composing and performing	Berkshire Maestros In 2 Music Ukulele Lessons	

Year 4 - Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Returning to school Reconnecting Re-engaging	Returning to school positive learning behaviour	Identity and diversity	Rights and responsibilit-ies	Families and other relationships	Coping with change-puberty
Growth Mindset & Mental Health	Mental health Day Anti-Bullying Week		Mental Health Week Autism Awareness Week		Healthy Eating Week	Transition to Year 5
Diversity	Judaism in RE		Identity and diversity – PSHE Chinese New Year	Autism Awareness Week		

Year 5 - Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Fiction** **Non-Fiction** **Poetry**	Diaries Instructions Narrative Poetry	Playscripts Biographies	Historical Classic fiction Newspaper Reports	Formal/ Informal letters War Poetry	Greek Myths Balanced Argument Performance Poetry	Adventure Stories Explanation Text
Oracy	Narrative Poetry. Linguistic and Physical (knowing which phrases to use)	Presenting. Physical (making yourself heard, using your voice and body as an instrument)	War Poetry To project their voice to a large audience. (Physical)	Scientific Discussions To use an increasingly sophistic ated range of sentence stems. (Linguistic) To draw upon knowledge of the world to support their ideas. (Cognitive)	Audio Recordings To speak with flair and passion (Social and Emotional) Presenting (To project their voice to a large audience) Talk for writing (Reciting and preforming a greek myth)	
Class Guided Reading Book	Kensuke's Kingdom by Michael Morpurgo Wonder by RG Palacio		Good-night Mister Tom By Michelle Magorian		Who Let the Gods Out By Maz Evans	
Maths	Place value Addition & subtraction	Statistics Multiplication and division Measurement	Multiplication / division Fractions	Measurement Fractions, decimals & percentages	Fractions, decimals and percentages Geometry: Properties of Shape	Geometry: position & direction Measurement: converting units and volume

Year 5 - STEM Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Forces	Materials	Audio Recordings To speak with flair and passion (Social and Emotional) Presenting (To project their voice to a large audience) Talk for writing (Reciting and preforming a greek myth)		Life Cycles Animals and Humans	
Design & Technology		Cams, pulleys or gears: fairgrounds	Cooking: rationing		Computer control of a made product – Lego WeDo	
Computing Science	Multi-media and word processing	Coding	IT digital media	IT data	Coding	Communication & collaboration
	E-Safety Re-familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Re-Introduction to safe search engines and understand risks of accessing resources from the internet	**E-Safety** Know what is meant by E-safety and how to SMART on the internet	**E-Safety** Understand the positives and negatives uses of social media	**E-Safety** Understand what cyberbullying is, identify it and its consequences and learn how to deal with cyber bullying.	**E-Safety** Understand how to show respect online and learn rules for how to conduct yourself online. To understand the differences between face to face and online communication	**E-Safety** Understand what a digital footprint is and to explore what information is appropriate to put online

Year 5 - Humanities Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		The Windrush	World War 2	Study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066 – World War Two	Ancient Greece	
Geography	India (time zones/latitude and longitude)		Polar Regions and Climate Change			Coasts and Erosion
French	Introduction to feminine and masculine animal nouns, positioning of colour adjectives and using them with masculine and feminine nouns, forming sentences, asking questions.		Definite article and plural nouns, possessive pronouns and their agreement, beginning to form negative sentences.		Introduction to pet and family nouns, expanding sentences to include nouns, adjectives and subordinate clauses, movement verbs.	
Religious Education	**Sikhism** *How far would a Sikh go for his or her religion?*	**Christianity** *Is the Christmas story true?*	**Sikhism** *Are Sikh stories important today?*	**Christianity** *How significant is it for Christians to believe in God.*	**Sikhism** *What is the best way for a Sikh to show commitment to God*	**Christianity** *What is the best way for a Christianity to show commitment to God?*

Year 5 - Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Athletics	Invasion Games	Lacrosse World War 2 Dance	Net and Wall games	Striking and Fielding	Swimming
Art	Sketching Indian Art		WW2 Pop-up books/ artwork	Space artwork- Peter Thorpe	Ancient Greek clay pots Parthenon Art	Coastal Scene using mixed collage on canvas
Music	Ukulele Berkshire Maestros In 2 Music programme		Ukulele Berkshire Maestros In 2 Music programme		Using voice, sounds, technology and instruments in a creative way. Charanga - Fresh Prince of Bell-Air	

Year 5 - Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Changing friendships	Celebrating strengths and setting goals	Caring in the community	Healthy committed relationships	Valuing our bodies and mind	Puberty and emotions
Growth Mindset & Mental Health	Mental Health day Anti-Bullying week		Mental Health Week		Healthy Eating Week	
Diversity	India	Floella Benjamin (The Windrush)		Residential Trip to Hooke Court Autisim Awareness Week	Different cultures and food (Modern Day Greece)	

Year 6 - Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Fiction** **Non-Fiction** **Poetry**	Adventure stories Balanced arguments	Newspaper report Diary entries	Classic fiction Non-chronological reports	Persuasive writing Classic poetry	Suspense writing Play scripts	Letter to new form tutors
Oracy	Presenting an argument	Presenting a point of view.			To speak fluently in front of an audience	To have stage presence
Class Guided Reading Book	When the mountains roared	Holes Peril in Paris	Middleworld - The Jaguar Stones	A Long Walk to Water My Name is River	Leon Garfield's Shakespeare stories	Pig Heart Boy
Maths	Place value Addition & subtraction	Multiplication and division Measurement	Multiplication / division Measurement Statistics	Fractions Statistics	Fractions Geometry	Measurement Statistics

Year 6 - STEM Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity	Light	Evolution	Animals and their habitats	Systems of the body	Sex and relationship education
Design & Technology	Power Bars Burglar alarms	Shadow puppet theatres	Mayan inspired masks	STEM 3M project	Sewing Making cushions	Food Technology - Cooking a meal
Computing	Coding and control	Adding music to film	Data Handling - Excel	Digital presentations - PowerPoint	Research skills	
	E-Safety Re-familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Re-Introduction to safe search engines and understand risks of accessing resources from the internet	**E-Safety** Recognise the features of spam and junk emails and to recognise some common online scams	**E-Safety** Recognise that online friends may not be who they say they are and understand ways to chat safely and securely online	**E-Safety** Identify that screen use has become excessive and to understand the negative impacts of too much time online. Learn what steps we can take to modify our screen time	**E-Safety** Learn about ways to manage your privacy and reputation online. Identify how to make good choices about sharing contact online.	**E-Safety** Learn how to stay safe online and to understand what to do if you face a digital dilemma

Year 6 - Humanities Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		Crime and Punishment	The Ancient Maya			
Geography	The Unstable Earth			Related to the STEM project	Sustainable fashion	
French	Shape book & writing a colour poem		Description of a Monster		Moi at toi (you and me)	
Religious Education	Islam *What is the best way for a Muslim to show commitment to God?*	Christianity *Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?*	Christianity *Is anything ever eternal?*	Christianity *Is Christianity still a strong religion 2000 years after Jesus was on earth?*	Islam *Does belief in Akhirah (life after death) help Muslims lead a good life?*	Buddhism *Is it possible for everyone to be happy?*

Year 6 - Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Swimming Athletics	Hockey Lacrosse	Dance Ultimate Frisbee	Gymnastics Tennis	Cricket Rounders	Swimming
Art	Watercolours Pencil sketching	Creating a stencil (Banksy)	Mayan inspired masks	STEM related	Textiles	Collage
Music	Ocarinas - play an instrument and read music	Composing and recording own composition	Mayan music – listening and appraising Body percussion	None	Singing and glockenspiels	Singing – learning production songs

Year 6 - Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Wellbeing	Wellbeing	Living in the wider world		Keeping safe – drugs and alcohol	Healthy relationships – growing and changing
Growth Mindset & Mental Health	World mental health day	Anti-bullying week E-safety	Types of mindset	How to support others	Relaxation and mindfulness	Transition unit, ready for secondary
Diversity	Bikeability	Trip to Oxford Castle	Trip to 3M	Autism Awareness Week Trip to the Mosque	End of SATs treat	Residential Trip to Devon

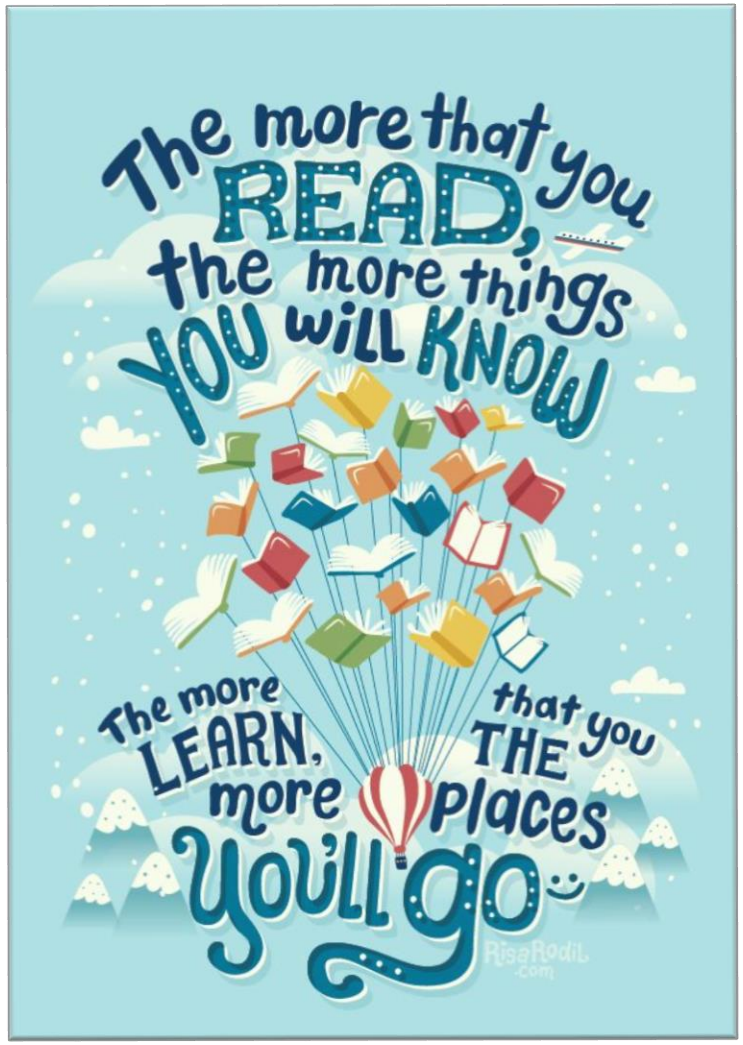
CORE SUBJECTS

READING

WRITING

MATHS

ORACY



READING

Reading Intent and Purpose

Why do we teach READING?

Teaching reading allows children to leave primary school as fluent and life-long readers with a love for the written word. The promotion of reading ensures children leave Year 6 with the ability to read fluently and with good understanding; this positively impacts their ability to speak articulately and write at a high level. Furthermore, through exposure to high-quality literature, pupils have opportunity to develop culturally, emotionally, intellectually, socially and spiritually.

What is the aim of our curriculum for READING?

The aim is that children leave primary school able to read easily, fluently and with good understanding. They are encouraged to develop the habit of reading widely and often, for both pleasure and information. Through exposure to high-quality texts and focussed teaching of style, grammar and vocabulary, children acquire the knowledge and skills to retrieve, infer, predict and analyse. Children leave Year 6 with an understanding of our literary heritage and different literary genres, which enables them to access a variety of high-quality texts in secondary school.

Reading Intent and Purpose

What do we teach in our Reading curriculum?

Years 3 & 4

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:

- develop positive attitudes to reading, and an understanding of what they read
- understand what they read, in books they can read independently
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Years 5 & 6

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet

Comprehension:

- maintain positive attitudes to reading, and an understanding of what they read
- understand what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Reading Intent and Purpose

How does our Reading curriculum link to our key curriculum competencies?

Character

Children can show growth mindset by independently sourcing challenging books with ambitious vocabulary and themes. They should then be able to apply this new vocabulary to their writing. Resilience is built through the exploration of new words and through encouragement to persevere with appropriately challenging texts.

Culture

Through reading, children can access news and current affairs and use this objectively to form their own opinions about the world around them, enabling them to become responsible citizens. This should include local, national and global information giving them a broad knowledge base, which they can use articulately to debate moral, environmental and topical issues.

Core

Reading is a core element to the core subject English. A secure ability to decode and comprehend is an essential foundation for further study in the subject.

Curriculum

There are a vast amount of cross-curricular opportunities for pupils to apply their reading skills in other subjects.

Reading skills support with;

DT – reading instructions to make objects and cook

Mathematics – For reading problems and written numbers

Science – reasoning and using key vocabulary

Music – reading lyrics for singing

Geography – reading different countries on a map and signs in local area.

Community

Through high quality teaching of reading, leading to fluency and understanding, all children will move into the next stage of their school life with this integral life skill enabling them to access all forms of literature in the wider world.

Reading Implementation and Pedagogy

How is Reading taught at Westende Junior School?

- Reading at Westende Junior School is taught using a range of approaches that provide an array of opportunities to develop a love of reading that we hope will stay with them for life. This should empower them to succeed in other curriculum areas. All children will experience:
  - A range of high-quality texts are available as printed books through the class book shelves, school library and as ebooks through our online Accelerated Reader library, providing a familiarity with choosing both fiction, non-fiction and poetry books as well as an opportunity to choose books to read for pleasure. Texts reflect the interests of the children and our school community, providing diverse and culturally rich texts.
  - A whole-class reading approach so that all children are immersed in high-quality literature, discussions and reasoning to develop fluency, comprehension, vocabulary, as well as listening to high-quality modelled reading.
  - A range of question types focussing on the key skills of retrieval, inference, prediction, vocabulary, summary and comparison. Children are taught to answer using Answer, Prove it, Explain it (APE) or Point, Evidence, Explanation (PEE) in addition to PiXL reading strategies.

Reading Implementation and Pedagogy

Why is Reading taught in this way?

- At Westende Junior School we will empower children through their ability to be confident readers and speakers. This will develop their fluency and vocabulary. We also want to ensure children have a love of language and are aware of how others speak.
- The aim of whole class reading (whether this be through the class novel or extracts) is to expand pupils' vocabulary and deepen their understanding of the texts that they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections, looking closely at the elements which require further understanding, keeping in mind that children must learn to infer meaning from the text, predict, explain the meaning and comment on the author's choice of vocabulary or style, retrieve information and sequence or summarise. Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory and make links across a range of books and text types.

Reading Implementation and Pedagogy

How will we know if children are making progress?

- Reading assessment at the end of each term using Pixl.
- We assess and track reading progress regularly using Accelerated Reader, an online reading programme which allows children to access quizzes after reading a range of books. At the beginning of each half term, children take a ‘Star Reader’ test which indicated their reading range. The results of this are analysed and track across the year using the program.

Reading
Key Concepts

Reading Progression Map – Decoding

3	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Begin to read Y3/Y4 exception words.
4	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.
5	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. • Read most Y5/ Y6 exception words.
6	• Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
3	• Read high and medium frequency words automatically • Recognise a range of prefixes and suffixes to support decoding of words when reading • Use tone, intonation and expression when reading aloud • Use a range of self-help strategies to tackle unfamiliar words and texts	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	• Increase vocabulary using understanding of context to know what they mean. • Discuss authors' choice of words and phrases for effect.
4	• Rapid and automatic decoding of most unfamiliar words using secure phonic knowledge • Make meaning from unfamiliar words through their structure and context • Recognise how simple and complex sentences affect meaning and impact • Use punctuation to determine intonation and expression when reading aloud	• Use dictionaries to check the meaning of words that they have read	• Discuss vocabulary used to capture readers' interest and imagination

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
5	• Re-read and reads ahead to locate clues to support understanding. • Use different voices when reading aloud to enhance mood and meaning. • Scan texts to locate key information.		• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
6	• Use phonic and etymological knowledge to pronounce words correctly. • Skim texts to ascertain the gist. • Employ dramatic effect to engage listeners whilst reading aloud. • Use a combination of scanning and close reading to locate information.		• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading Progression Map – Inference

3	• Infer characters' feelings in fiction. • Infer the likely consequences of a logical explanation. • Relate general knowledge to texts to clarify understanding.
4	• Use deduction to identify possible reasons for characters' behaviour and actions. • Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • Tease out clues and ideas from texts to clarify understanding.
5	• Draw inferences from characters' feelings, thoughts and motives. • Uses the text to justify their inferences.
6	• Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Reading Progression Map – Prediction

3	• Justify predictions using evidence from the text.
4	• Justify predictions from details stated and implied
5	• Make predictions of events based on details stated and implied, justifying them in detail with evidence from the text.
6	• Predicts characters actions and reasons for these, using details which are stated or implied and justifies them with evidence from the text.

Reading Progression Map – Explanation

3	• Recognise how different texts are presented; e.g. magazines; leaflets. • Talk about why certain texts appeal to readers. • Identify techniques authors use to affect the reader
4	• Explain how ideas are developed in non-fiction texts. • Identify the key features of different text-types. • Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • Identify how language, structure and presentation contribute to meaning
5	• Understand the writer's perspective from explicit and implicit opinion. • Compare the themes and structures of different narrative texts. • Compare the features and structures of different types of non-fiction texts.
6	• Understand underlying themes, causes and consequences within whole texts. • Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). • Recognise authors' techniques to influence and manipulate the reader.

Reading Progression Map – Retrieval

3	• Retrieve and record information from non- fiction texts using navigational tools (e.g. index, contents). • Can find key words in a range of texts.
4	• Use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information • Scan for key words in texts to locate information quickly.
5	• Uses a range of techniques to locate information in fiction and non-fiction texts to answer questions based on the text.
6	• Develops techniques to quickly retrieve information in wide variety of texts.

Reading Progression Map – Sequence / Summary

3	• Make notes of the key points in a text. • Retell a story clearly, with some detail.
4	• Locate and summarise details from a text to support opinions and predictions. • Identify main ideas drawn from more than one paragraph and summarise these.
5	• Extract information from across a text and summarise in note form. • Identify main ideas drawn from more than one paragraph and to summarise these.
6	• Draw out key information and to summarise the main ideas in a text.

Reading Progression Map – Engagement

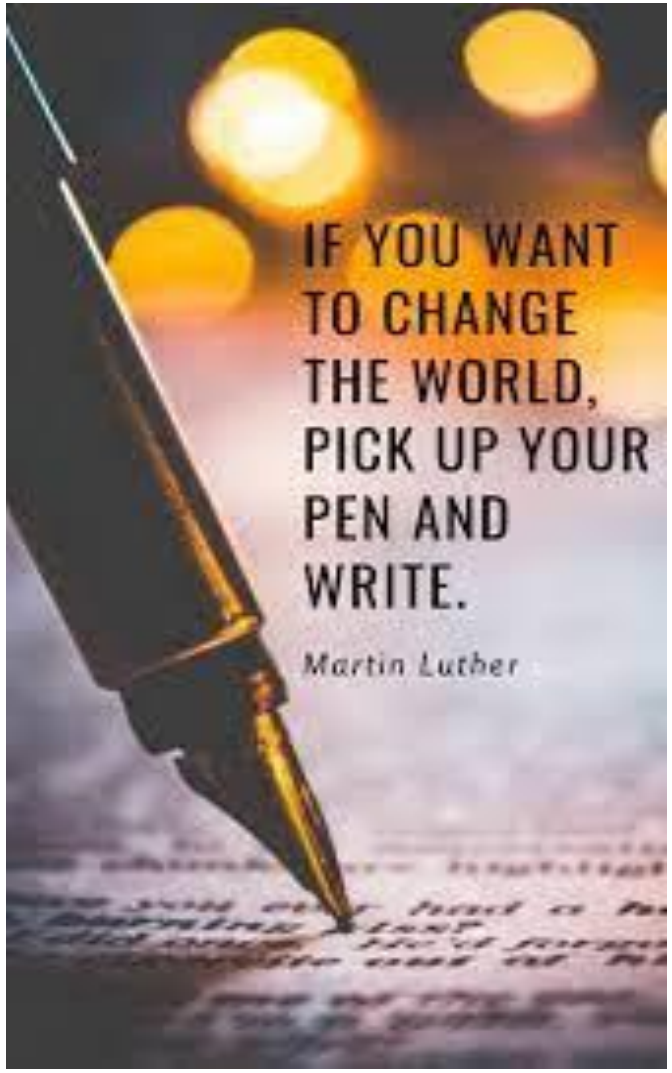
3	• Choose to read a widening range of books. • Make comparisons between books. • Empathise with characters. • Debate moral dilemmas in texts • Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Use appropriate terminology when discussing texts (plot, character, setting). • Compare and evaluates different non-fiction texts.
4	• Discuss and compare texts from a wide variety of genres and writers. • Read for a range of purposes. • Identify themes and conventions in a wide range of books. • Willingly read a wide range of authors and genres. • Makes connections between fiction and non- fiction texts and the real world. • Navigates web sites.

Reading Progression Map – Engagement

5	• Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Recommend texts to peers based on personal choice. • Understand own reading habits and set personal goals. • Explore themes through poetry, prose and other media. • Articulate a personal response and find evidence to support this.
6	• Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • Recognise more complex themes in what they read (such as loss or heroism). • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • Compare characters, settings and themes within a text and across more than one text. • Read extensively for pleasure. • Read longer texts with sustained stamina and interest. • Compare texts written in different periods.

Reading Progression Map – Poetry and Performance

3	• Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud.
4	• Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
5	• Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
6	• Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



WRITING

Writing Intent and Purpose

Why do we teach writing?

The overall curriculum purpose for teaching writing is to enable children to write articulately, informatively and imaginatively, drawing on their knowledge of vocabulary, grammar and punctuation to write effectively for an audience. The children should be able to apply these skills to a wide variety of purposes and contexts. Furthermore, the children should be confident in the process of transcription to write fluently, legibly and quickly. This should be underpinned by a sound knowledge of spelling - understanding the relationship between phonics, word structure and spelling structure – as well as punctuation and grammar.

What is the aim of our curriculum for writing?

The aim of the writing curriculum is to build on the skills of transcription and composition until all children are at the expected standard or higher at the end of each year. Through careful planning of units, children should be taught to develop an awareness of audience: they should be able to adapt and change their writing effectively depending on who it is for, the purpose and the context. Children aiming for greater depth should be given more freedom in their choice of context to reflect their capabilities. Furthermore, through regular reading and explicit vocabulary teaching, the children should have a sophisticated bank of vocabulary; modelling writer's craft in lessons teaches them how to effectively incorporate this into their work. Modelling of writing also allows children to understand the use of different sentence structures and how to punctuate them correctly and effectively for the task, supported by explicit teaching of grammar, punctuation and spelling. When a task is finished, children are encouraged to edit their work thoroughly, working independently and collaboratively to spot mistakes. The children should see the teacher also using this process to enable them to do this effectively.

Writing Intent and Purpose

What do we teach in our writing curriculum?

Years 3 & 4

In Lower Key Stage 2, children have exposure to different genres and text types. They spend time drawing upon a range of model texts, toolkits and success criteria to support and develop their writing for a range of audiences and purposes. There is focus on the building of simple, accurate grammar and punctuation as well as legible, joined handwriting. They begin to develop their understanding of key grammatical terms and attempt to use the skills in their writing.

Years 5 & 6

Upon reaching Upper Key Stage 2, the children will have acquired a greater understanding of writing through a range of model texts across a variety of genres. They continue to explore model texts to understand how to write effectively, including key features, language and structure. At this stage, children are building on prior knowledge to develop a further understanding of audience and purpose. Through their writing they are taught to develop character, drawing on texts they have read for support. Grammatically, they are taught to use more advanced punctuation, such as semicolons and colons, and how to clarify meaning using punctuation.

Writing Intent and Purpose

How does our writing curriculum link to our key curriculum competencies?

Character

Through the process of editing and improving work, children develop a more resilient attitude to feedback; normalising the process of editing demonstrates to the children that everybody can improve their work, regardless of age or ability. Promoting growth mindset is especially important in writing because it encourages the children to spot but also embrace their mistakes, leading to more reflective learners.

Culture

A secure understanding of writing supports all career paths. With children competent within writing it will support their ability to succeed within their life-long learning journey. Children will be equipped to write for a variety of purposes and audience which can be used throughout their adult life to give them the tools to make their own judgements.

Core

Writing has clear links to the other core subjects. Writing is a process which may contribute to creative problem solving in maths and a developed vocabulary when reading which would allow them to access more challenging texts.

Curriculum

Within almost all curriculum areas at Westende Junior School there are opportunities to write. This should be encouraged and embedded because it exposes the children to a range of contexts, building a well-rounded writer.

Community

The teaching of writing is very carefully differentiated according to the child's needs. This is done largely through scaffolding, e.g. the child is provided with sentence stems for their work, and appropriately levelled modelled texts. Children aiming for greater depth are provided with many opportunities to write at length and are given freedom in the application of their 'hot' task. When planning, teachers carefully consider how the topics studied can engage all children, especially those who are more reluctant.

Writing Implementation and Pedagogy

How is writing taught at Westende Junior School?

- At Westende Junior School there are a range of fiction and non-fiction genres covered, including diary writing, letters and newspapers, which have been carefully selected to show progression across year groups and to fit with topics studied; each year group aim to teach a fiction and non-fiction topic every half term, with a poetry unit every term. Within the teaching of these genres there are several expectations which are consistent across the school. Firstly, that grammar, punctuation and spelling is taught explicitly for an hour every week following a progression map of objectives, building on their current knowledge. Alongside this, a unit is structured following a clear three stage plan: a 'cold' assessment task; exploration of a high-quality model text including vocabulary, grammar and punctuation; a scaffolded and modelled innovation of the model text, culminating in an assessed 'hot task' assessment piece. The school write cursively and children are taught to write legibly in joined handwriting, even when writing at speed.

Writing Implementation and Pedagogy

Why is writing taught in this way?

The three stage approach that we use enables children to read and write independently for a variety of audiences and purposes within different subjects. Children should be able to show increasing control over of their awareness of audience and purpose, including manipulating vocabulary and grammatical structures that the writing requires. Their work should be able to demonstrate a higher level of cohesion as they go through the school and they should be able to use the range of punctuation taught at KS2 with ease and effectiveness. The teaching of narrative writing (including the use of a carefully chosen text to analyse and explore) should build on the skills of describing settings, characters and atmosphere, including dialogue and teaching children how to include this accurately but also effectively in order to move the story forward.

Writing Implementation and Pedagogy

How will we know if children are making progress?

- Children at Westende Junior School will be able to express their opinions and write in a structured, technically accurate way. They will be confident to experiment with their writing across a range of genres and curriculum areas, ready to continue to expand their experiences of writing as they move through the key stages and onto secondary school.
- For every unit of learning, children will complete a ‘cold’ task at the start, and a ‘hot’ task at the end – this will be used to monitor children’s progression within that unit of learning. In year six each 'cold' and 'hot' task is assessed against all the key writing objectives for summative assessment purposes. In other year groups, however, key objectives (two or three) are chosen to assess against for each unit. This gives a manageable and focussed aim for teaching the unit and assessing children's attainment against those objectives.

Writing Breadth

	Fiction					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	Diaries	Playscripts	Historical fiction		Traditional Tales	Stories from other cultures
Yr 4	Stories from other cultures	Myths and Legends	Adventure Stories	Dilemma/ warning tale	Suspense/ mystery	Traditional Tales
Yr5	Adventure Stories	Playscripts	Historical/ classical fiction		Greek myths	Diaries/ blogs
Yr 6	Diaries	Adventure stories	Suspense/ mystery	SATs writing – where evidence needed	Classic fiction	Playscripts

	Non Fiction					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	Instructions	Non-chron report	Persuasion - letters and adverts		Newspaper reports	Explanation texts
Yr 4	Persuasion	Instructions	Balanced Arguments	Non-chron report	Explanation texts	Recount
Yr5	Instructions	Biographies	Formal/ informal letters	Newspaper reports	Balanced argument	Explanation text
Yr 6	Newspaper reports	Non –chron report	Formal/ informal letters	SATs writing – where evidence needed	SATs writing – where evidence needed	Biographies

	Poetry					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3		Shape Poems		Narrative poetry		Performance Poetry
Yr 4		Performance Poetry		Image poems		Narrative poetry
Yr5	Narrative poetry		War poetry		Performance poetry	
Yr 6	Nonsense poetry			Classic poetry e.g. The Raven		Performance Poetry

Writing
Key Concepts

Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
3	• Begin to use ideas from their own reading and modelled examples to plan their writing. • Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • Begin to organise their writing into paragraphs around a theme. • Compose and rehearse sentences orally (including dialogue).	• Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • Make deliberate ambitious word choices to add detail. • Begin to create settings, characters and plot in narratives.
4	• **Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.** • **Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.** • **Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.**	• **Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).** • **Write a range of narratives that are well- structured and well-paced.** • **Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.** • **Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.**

Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
5	• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • Consistently link ideas across paragraphs. • Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	• Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • Regularly use dialogue to convey a character and to advance the action. • Perform their own compositions confidently using appropriate intonation, volume • and movement so that meaning is clear.
6	• **Note down and develop initial ideas, drawing on reading and research where necessary.** • **Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).** • **Use a wide range of devices to build cohesion within and across paragraphs.** • **Habitually proofread for spelling and punctuation errors.** • **Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.** • **Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.**	• **Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).** • **Distinguish between the language of speech and writing and to choose the appropriate level of formality.** • **Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).**

Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
3	• Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • Use 'a' or 'an' correctly throughout a piece of writing.	• Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. • Use a range of conjunctions, adverbs and prepositions to show time, place and cause.
4	• **Always maintain an accurate tense throughout a piece of writing.** • **Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.**	• **Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.** • **Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.** • **Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.**
5	• use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • Ensure the consistent and correct use of tense throughout all pieces of writing.	• Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). • Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
6	• Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	• Use the subjunctive form in formal writing. • Use the perfect form of verbs to mark relationships of time and cause. • Use the passive voice. • Use question tags in informal writing.

Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
3	• Use the full range of punctuation from previous year groups. • To punctuate direct speech accurately, including the use of inverted commas	• Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
4	• Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • Consistently use apostrophes for singular and plural possession.	• Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
5	• Use commas consistently to clarify meaning or to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis.	• Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
6	• Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.	• Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Writing Progression Map – Presentation

3	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting • To begin to choose how to present their work in an appropriate manner to the task and audience
4	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Have legible, consistence and quality in their handwriting • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task • Choose how to present their work in an appropriate manner to the task and audience
5	• Has a clear and consistent writing style • Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency.
6	• Maintains legibility in joined handwriting when writing at speed. • Varies handwriting styles to suit task and audience

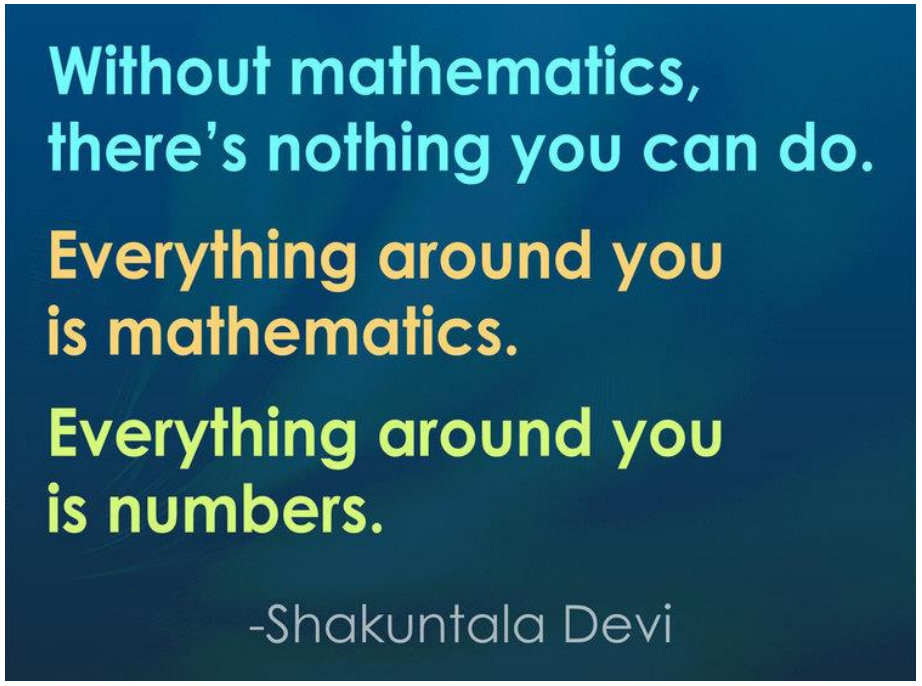
Writing progression Map – Spelling

	Coverage	Spelling Rules
3	• Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words correctly that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Suffix -ly sion / tion Prefixes sure / ture -ous, -ious Adding suffixes beginning a vowel to polysyllabic words cian / ssion
4	• Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words correctly that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Suffix -ly sion / tion Prefixes sure / ture -ous, -ious Adding suffixes beginning a vowel to polysyllabic words cian / ssion

Writing progression Map – Spelling

	Coverage	Spelling Rules
5	• Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	tial / cial able / ible cious / tious ant / ent, ancy / ency Adding suffixes beginning with a vowel to words ending in –fer
6	• Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words by using the first 3 or 4 letters of a word to check spelling or meaning. • Use a thesaurus.	ei / ie Hyphens Silent letters tial / cial

MATHS



- **Note:**

Due to the nature of the subject, the breadth of knowledge studied and the key concepts being developed are intrinsically linked. Therefore, there are not separate documents detailing the breadth of knowledge and subject overviews then progression within key concepts. Instead, these are combined into a breadth **and** progression map.

Mathematics Intent and Purpose

Why do we teach mathematics?

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore 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.

What is the aim of our curriculum for mathematics?

Using a Maths Mastery approach and following the National Curriculum, we aim to ensure that all children:

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

Mathematics is an interconnected subject in which they need to be able to move fluently between representations of mathematical ideas. Children 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. 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 should consolidate their understanding, including through additional practice, before moving on.

Mathematics Intent and Purpose

What do we teach in our mathematics curriculum?

Years 3 & 4

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. Pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 x table and show precision and fluency in their work.

Years 5 & 6

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. Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

Mathematics Intent and Purpose

How does our Mathematics curriculum link to our key curriculum competencies?

Character

Through a Maths Mastery approach to fluency, reasoning and problem solving, the children will be encouraged to develop resilience and perseverance by demonstrating a deep understanding, knowledge and application of their Maths. They will move from a concrete to a pictorial and then to an abstract representation of their work. The children will independently select resources. Also, through both formative and summative assessment, the children will be supported to respond positively to feedback. They will also be supported to value the learning from mistakes.

Culture

The National curriculum for Mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their Mathematical vocabulary and presenting a mathematical justification, argument or proof. The children are assisted in making their thinking clear to themselves, as well as others and teachers ensure that pupils build secure foundations by using discussion and 'talk partner' work to probe and remedy the children's misconceptions. Maths displays show current Mathematical vocabulary. Where relevant, the children are also encouraged to expand on their reasoning in writing.

Core

Maths is a core subject. A secure understanding of place value and the number system is an essential foundation for further study in the subject.

Curriculum

There are many opportunities for pupils to apply their mathematical skills in other subjects: measurement skills are relevant to science, PE, geography, DT; data handling skills are relevant to science, geography, computing; geometry is relevant to art, DT and many others.

Community

Our school's Maths Mastery approach actively supports the rationale that all children have the opportunity to show their knowledge, understanding and application of Maths. Children with Special Educational Needs and Disabilities are supported to access the Maths curriculum through the planning, teaching and the learning opportunities, in addition to the resources employed. Interventions are put in to place to support any child needing further support in maths. Our PPG children's learning, provisions and their impact are carefully monitored.

Mathematics Implementation and Pedagogy

How is mathematics taught at Westende Junior School?

- Maths at Westende Junior School is taught using a 'mastery' approach. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject and being able to apply concepts in many different contexts. Maths is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class.
- Teaching is based on the Power Maths scheme with lesson design identifying the new mathematics that is to be taught, the key points and potential misconceptions to create a carefully sequenced journey through the learning. Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- The main resource used in addition to the Power Maths scheme is White Rose, supplemented where appropriate by additional resources identified by teachers e.g. Twinkl 'Diving into Maths Mastery'. Discussion is a key part of teaching with children being expected to explain their approach to questions; this allows for the development of deeper understanding as well as providing assessment opportunities. Each lesson begins with sharing the positives and going through the misconceptions from the previous lesson. The main section of each lesson follows the 'I do, We do, You do' approach with teacher models of the concept being followed by shared work before independent work that both reinforces pupils' procedural fluency and develops their conceptual understanding.
- Concrete resources are available in all classrooms with the expectation that children will move from the use of these through pictorial representations to abstract as they gain a secure mental model of the concept.
- Daily fluency sessions happen during maths starters, as well as arithmetic which is taught and tested weekly. In Year 3 and 4, children focus on developing knowledge of times tables through regular practice and Year 5 and 6 focus on consolidating fluency in all aspects of mental arithmetic. All year groups have access to Times Table Rockstars to ensure that all children stay focused and engaged in learning and consolidating their times tables; this underpins the rest of mathematic understanding and success.

Mathematics Implementation and Pedagogy

Why is Mathematics taught in this way?

The mastery approach which is promoted in England is based on the approach to maths teaching adopted in Shanghai. Pupils taught using this approach consistently achieve high standards the PISA tests, which compare 15-year-olds in school systems across the developed world. This approach has been promoted in England by the National Centre for Excellence in the Teaching of Maths (NCETM) through the development of 'Maths Hubs' which provide support and training.

Two teachers from Westende have attended Two years of Maths Mastery training (developing and embedding) through the BBO Maths Hub, which has informed our curriculum design. This year, the maths subject lead is continuing this into the third year of 'Sustaining Maths Mastery'.

Developing children's fluency in key facts such as number bonds and times tables to automaticity enables children to free up space in their working memories to focus on reasoning and problem solving within their daily maths lessons. This is based on Cognitive Load Theory where children can become overwhelmed with too much data processing at any one time.

Our aim is to develop children's confidence in maths and enjoyment in the subject; teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'. All pupils are encouraged by the belief that by working hard at maths they can succeed, developing the application of the whole school 'Growth Mindset' approach to learning. By modelling a concept in different ways, children will be able to see, understand and learn in the most effective way for them.

Mathematics Implementation and Pedagogy

How will we know if children are making progress?

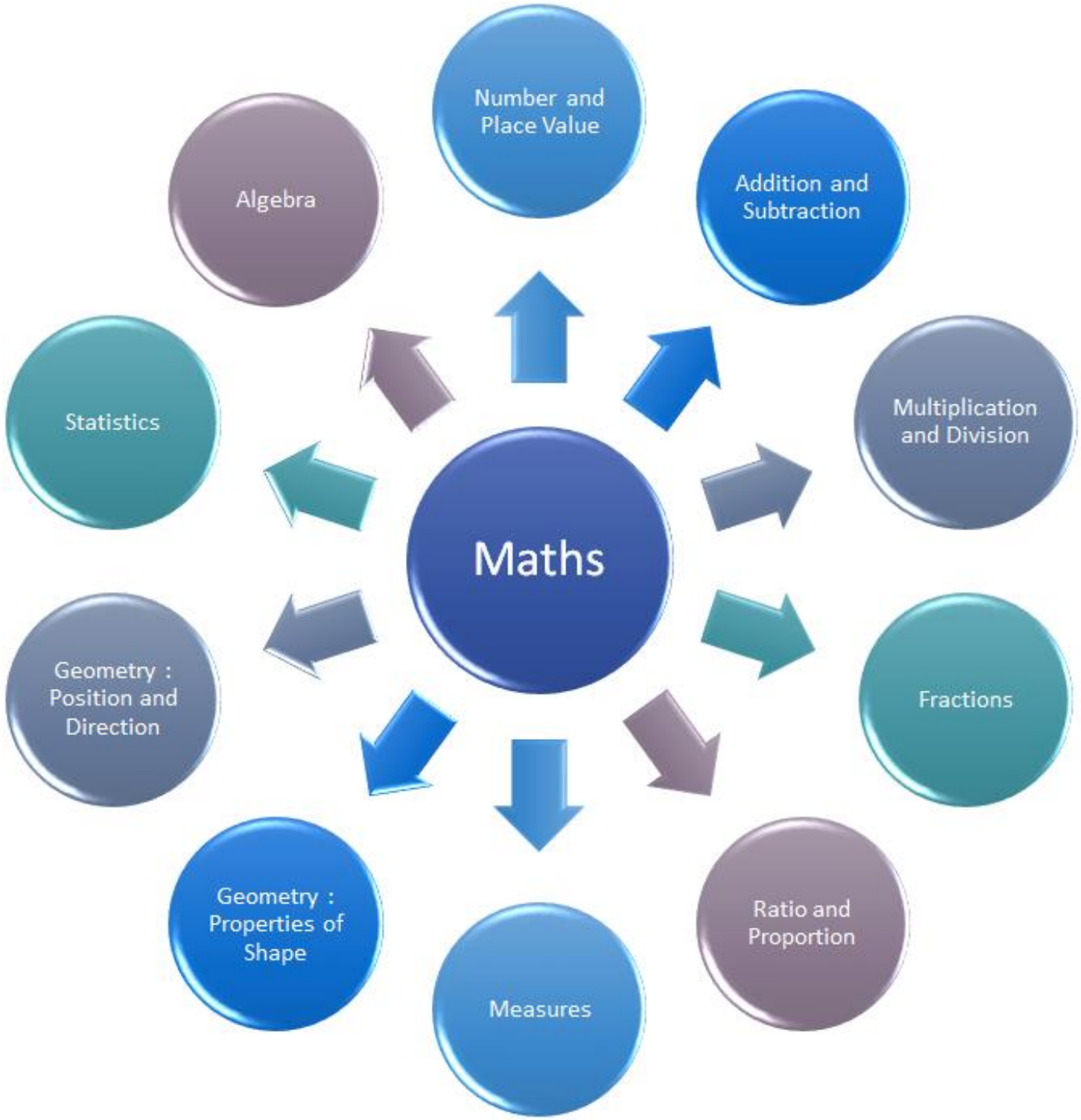
In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries.

At the end of each lesson, teachers go through the answers while the children mark their own work using purple pen. Teachers then carefully look through the books to make notes on the 'lesson feedback sheet' which focuses on who to praise and share, who may need more support and any misconceptions for the next lesson. This information then informs future planning for teachers.

Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out learning walks and book looks to monitor consistency of approach and provide support where needed.

Formal assessments are carried out termly using the White Rose Assessments and the PIXL assessment at the end of the school year. These are then carefully marked and input into spreadsheets in order to identify which children may need support to progress further.

Mathematics
Key Concepts



Mathematics Progression Map – Number and Place Value

	Counting	Comparing Numbers	Rounding
3	•Count from 0 in multiples of 4, 8, 50 and 100. •Find 10 or 100 more or less than a given number.	•Compare and order numbers up to 1000.	
4	•Count backwards through zero to include negative numbers. •Count in multiples of 6, 7, 9, 25 and 100. •Find 1 000 more or less than a given number.	•Compareand order numbers beyond 1000.	•Round any number to the nearest 10, 100 or 1 000.
5	•Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. •Count forwards or backwards in steps of powers of 10 for any given number up to one million.	•Read, write, order and compare numbers to at least 1,000 000 and determine the value of each digit.	•Round any number up to 1000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
6	•Use negative numbers in context, and calculate intervals across zero	•Read, write, order and compare numbers up to 10, 000 000 and determine the value of each digit.	•Round any whole number to a required degree of accuracy.

Mathematics Progression Map – Number and Place Value

	Identifying and Representing Numbers	Reading and Writing Numbers and Recognising Place Value	Problem Solving
3	•Identify, represent and estimate numbers using different representations.	•Read and write numbers up to 1 000 in numerals and in words. •Recognise the place value of each digit in a three-digit number.	•Solve number problems and practical problems involving these ideas.
4	•Identify, represent and estimate numbers using different representations.	•Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. •Recognise the place value of each digit in a four-digit number(thousands, hundreds, tens, and ones).	•Solve number and practical problems that involveall of the above and with increasinglylarge positive numbers.
5		•Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit. •Read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	•Solve number problems and practical problemsthat involveall of the above.
6		•Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	•Solve number problems and practical problems that involve all of the above.

Mathematics Progression Map – Addition and Subtraction

	Mental Calculations	Written Calculations
3	•Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.	•Add and subtract numbers with up to three digits, using formal written methods of columnar addition andsubtraction.
4	•Add and subtract numbers mentally with increasingly large numbers.	•Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
5	•Perform mental calculations, including with mixed operations and large numbers.	•Add and subtract whole numbers with more than 4 digits, including using formal written methods.
6	•Use knowledge of the order of operations to carry out calculations involving the four operations.	•

Mathematics Progression Map – Addition and Subtraction

	Problem Solving	Inverse Operations
3	•Solve problems, including missing number problems, using number facts, place value,and more complex addition and subtraction.	•Estimate the answer to a calculation and use inverse operations to check answers.
4	•Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	•Estimate and use inverse operations to check answers to a calculation.
5	•Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	•Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
6	•Solve multi-step problems involving all four operations in contexts, deciding which operations and methods to use and why.	•Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Mathematics Progression Map – Multiplication and Division

	Multiplication and Division Facts	Order of Operations	Mental Calculations
3	•Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.		•Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
4	•Recall multiplication and division facts for multiplication tables up to 12 × 12.		•Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers. •Recognise and use factor pairs and commutativity in mental calculations.
5			•Multiply and divide numbers mentally drawing upon known facts. •Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
6		•Use their knowledge of the order of operations to carry out calculations involving the four operations.	•Perform mental calculations, including with mixed operations and large numbers.

Mathematics Progression Map – Multiplication and Division

	Written Calculations	Inverse Operations
3	•Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods.	•Estimate the answer to a calculation and use inverse operations to check answers.
4	•Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	•Estimate and use inverse operations to check answers to a calculation.
5	•Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. •Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	
6	•Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. •Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding.	•Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Mathematics Progression Map – Multiplication and Division

	Problem Solving	Multiples, Factors, Primes, Squares and Cubes
3	•Solve problems, including missing number problems, involving multiplication and division,including positive integer scaling problems and correspondence problems in which n objectsare connected to m objects	
4	•Solve problems involving multiplying and adding, including using the distributive law to multiplytwo digitnumbers by one digit, integer scaling problems and harder correspondence problems.	•Recognise and use factor pairs and commutativity in mental calculations.
5	•Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. •Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. •Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	•Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. •Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. •Establish whether a number up to 100 is prime and recall prime numbers up to 19. •Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) .
6	•Solve problems involving addition, subtraction, multiplication and division.	•Identify common factors, common multiples and prime numbers.

Mathematics Progression Map – Fractions

	Counting in Fractions	Recognising Fractions	Comparing Fractions
3	•Count up and down in tenths.	•Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. •Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. •Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	•Compare and order unit fractions, and fractions with the same denominators.
4	•Count up and down in hundredths.	•Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	
5		•Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	•Compare and order fractions whose denominators are all multiples of the same number.
6			•Compare and order fractions, including fractions >1.

Mathematics Progression Map – Fractions

	Comparing Decimals	Equivalence (including Fractions, Decimals and Percentages)	Rounding Decimals
3		•Recognise and show, using diagrams, equivalent fractions with small denominators.	
4	•Compare numbers with the same number of decimal places up to two decimal places.	•Recognise and show, using diagrams, families of common equivalent fractions. •Recognise and write decimal equivalents of any number of tenths or hundredths. •Recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$.	•Round decimals with one decimal place to the nearest whole number.
5	•Read, write, order and compare numbers with up to three decimal places.	•Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. •Read and write decimal numbers as fractions (e.g.0.71 = $^{71}/_{100}$). •Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. •Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred” and write percentages as a fraction with denominator 100.	•Round decimals with two decimal places to the nearest whole number and to one decimal place.
6	•Identify the value of each digit in numbers given to three decimal places.	•Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. •Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.$^{3}/_{8}$). •Recall and use equivalences between simple fractions, decimals and percentages, including indifferent contexts.	•Solve problems which require answers to be rounded to specified degrees of accuracy.

Mathematics Progression Map – Fractions

	Adding and Subtracting Fractions andDecimals	Multiplyingand Dividing Fractions and Decimals
3	•Add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + ^1/_7 = ^6/_7$).	
4	•Add and subtract fractions with the same denominator.	•Find the effect of dividing a one- or two-digit number by 10 and 100.
5	•Add and subtract fractions with the same denominator and multiples of the same number. •Recognise and convert mixed numbers and improper fractions.	•Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
6	•Add and subtract fractions with different denominators and mixed numbers.	•Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times ^1/_2 = ^1/_8$). •Multiply one-digit numbers with up to two decimal places by whole numbers. •Divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = ^1/_6$). •Multiply one-digit numbers with up to two decimal places by whole numbers. •Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. •Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000. •Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction. •Use written division methods in cases where the answer has up to two decimal places.

Mathematics Progression Map – Ratio and Proportion

	Ratio and Proportion
3	•
4	•
5	•
6	•Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. •Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. •Solve problems involving similar shapes where the scale factor is known or can be found. •Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Mathematics Progression Map – Ratio and Proportion

	Comparing and Estimating
3	•Compare durations of events, for example to calculate the time taken by particular events or tasks. •Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.
4	•Estimate, compare and calculate different measures, including money in pounds and pence.
5	•Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring). •Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water).
6	•Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 andkm^3.

Mathematics Progression Map – Measures

	Comparing and Estimating
3	•Compare durations of events, for example to calculate the time taken by particular events or tasks. •Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.
4	•Estimate, compare and calculate different measures, including money in pounds and pence.
5	•Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring). •Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water).
6	•Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 andkm^3.

Mathematics Progression Map – Measures

	Measuring and Calculating
3	•Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). •Measure the perimeter of simple 2-D shapes. •Add and subtract amounts of money to give change, using both £ and p in practical contexts.
4	•Estimate, compare and calculate different measures, including money in pounds and pence. •Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. •Find the area of rectilinear shapes by counting squares.
5	•Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. •Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. •Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
6	•Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. •Recognise that shapes with the same areas can have different perimeters and vice versa. •Calculate the area of parallelograms and triangles. •Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units. •Recognise when it is possible to use formulae for area and volume of shapes.

Mathematics Progression Map – Measures

	Telling the Time
3	•Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. •Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.
4	•Read, write and convert time between analogue and digital 12 and 24-hour clocks. •Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
5	•Solve problems involving converting between units of time.
6	

Mathematics Progression Map – Measures

	Converting Units of Measurement
3	•Know the number of seconds in a minute and the number of days in each month, year and leap year.
4	•Convert between different units of measure (e.g. kilometre to metre; hour to minute). •Read, write and convert time between analogue and digital 12 and 24-hour clocks. •Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
5	•Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). •Solve problems involving converting between units of time. •Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.
6	•Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. •Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. •Convert between miles and kilometres.

Mathematics Progression Map – Measures

	Angles
3	•Recognise angles as a property of shape or a description of a turn. •Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. •Identify whether angles are greater than or less than a right angle. •Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
4	•Identify acute and obtuse angles and compare and order angles up to two right angles by size.
5	•Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. •Identify: •Angles at a point and one whole turn (total 360^{o}) •Angles at a point on a straight line and ½ a turn (total 180^{o}) •Other multiples of 90^{o}.
6	•Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Mathematics Progression Map – Geometry: Properties of Shapes

	Identifying and Drawing Shapes and their Properties	Comparing and Classifying Shapes
3	•Draw 2-D shapes and make 3-D shapes using modelling materials •Recognise 3-D shapes in different orientations and describe them.	
4	•Identify lines of symmetry in 2-D shapes presented in different orientations. •Complete a simple symmetric figure with respect to a specific line of symmetry.	•Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
5	•Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. •Draw given angles, and measure them in degrees (°).	•Use the properties of rectangles to deduce related facts and find missing lengths or angles. •Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
6	•Recognise, describe and build simple 3-D shapes, including making nets. •Illustrate and name parts of circles, including radius, diameter and circumference. •Draw 2-D shapes using given dimensions and angles. •Recognise, describe and build simple 3-D shapes, including making nets.	•Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

Mathematics Progression Map – Geometry: Position and Direction

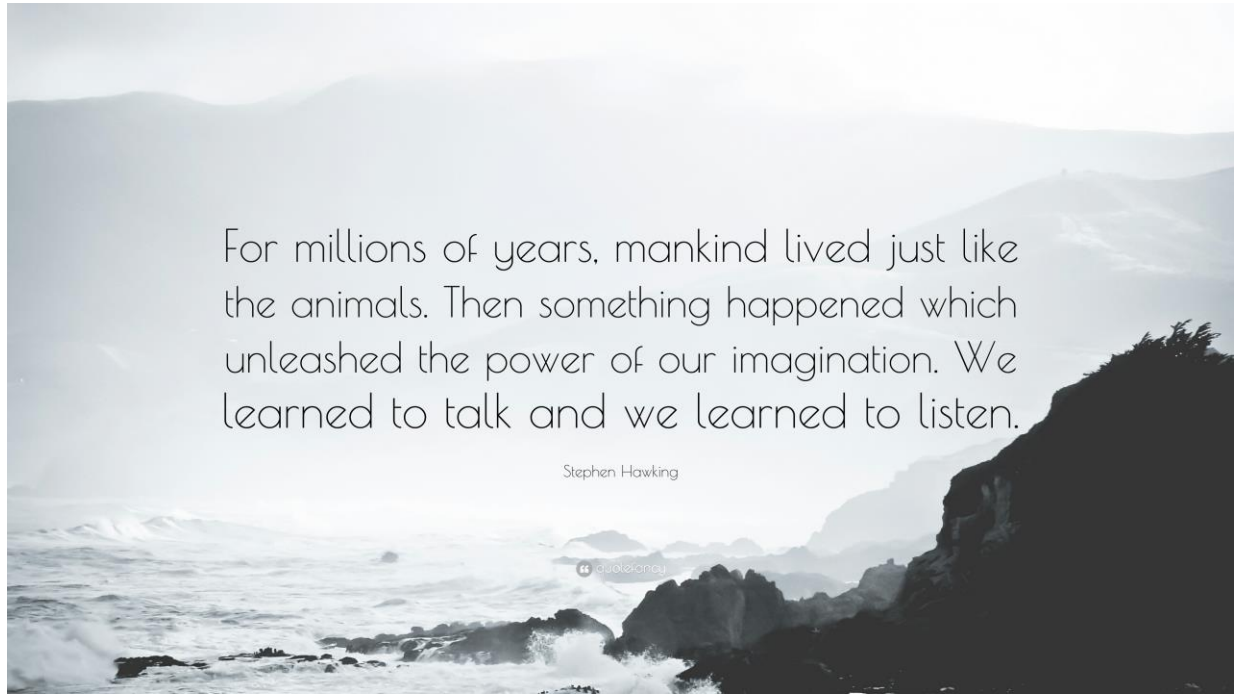
	Position, Direction and Movement
3	•Describe positions on a 2-D grid as coordinates in the first quadrant. •Describe movements between positions as translations of a given unit to the left/right and up/down.
4	•Plot specified points and draw sides to complete a given polygon.
5	•Identify, describe and represent the position of a shape following a reflection ortranslation, using the appropriate language, and know that the shape has not changed.
6	•Describe positions on the full coordinate grid (all four quadrants). •Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Mathematics Progression Map – Statistics

	Interpreting, Constructingand Presenting Data	Solving Problems
3	•Interpret and present data using bar charts, pictograms and tables.	•Solve one-step and two-step questions [e.g. 'How many more?' And 'how many fewer?']using information presented in scaled bar charts and pictograms and tables.
4	•Interpret and present discrete and continuous data using appropriate graphical methods,including bar charts and time graphs.	•Solve comparison, sum and difference problems using information presented in bar charts,pictograms, tables and other graphs.
5	•Complete, read and interpret information in tables, including timetables.	•Solve comparison, sum and difference problems using information presented in a line graph.
6	•Interpret and construct pie charts and line graphs and use these to solve problems.	•Calculate and interpret the mean as an average.

Mathematics Progression Map – Algebra

	Equations	Formulae	Sequences
3			
4			
5			
6	•Express missing number problems algebraically. •Find pairs of numbers that satisfy number sentences involving two unknowns. •Enumerate all possibilities of combinations of two variables.	•Use simple formulae.	•Generate and describe linear number sequences.



Oracy

Oracy Intent and Purpose

Why do we teach Oracy?

We teach Oracy as the benefits of oracy skills go far beyond academic achievement and employability. Oracy skills boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy.

What is the aim of our curriculum for Oracy?

The aim is that by teaching oracy we are helping children develop the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express their views. In other words an essential life skill we need to support children to develop.

Oracy Intent and Purpose

What do we do in our Oracy curriculum?

Years 3 & 4

To give children a range of experiences:

- To take on an expert role for example to deliver a talk or speech as an archaeologist
- To become a storyteller for an authentic audience
- To present to an audience of younger or older students
- To chair a discussion
- To hold a class meeting
- To use talk for a specific purpose
- To speak in front of a large audience of adults
- To collaboratively solve a problem
- To speak to an unknown adult for a specific purpose
- To receive feedback from a peer or audience member on their oracy skills
- To create a TV or radio advert
- To participate in mock election hustings

Years 5 & 6

To give children a range of experiences:

- To enter a debate competition
- **Create a BBC school report or Youtube channel**
- **To meet a professional for example an MP or lawyer and to ask questions about their job**
- **To lead a parents' evening**
- **To compere a school talent show or event**
- **To lead School Council**
- **To mentor or teach younger children**
- **To lead an assembly**
- **Act as a tour guide for prospective parents**
- **To record their own sports commentary**

Oracy Intent and Purpose

How does our Oracy curriculum link to our key curriculum competencies?

Character

Children can show growth mindset by independently improving their confidence in talk through the experiences and opportunities provided in school. Resilience is built through the exploration of a range of different models for talk including accepting feedback from peers and adults.

Culture

Through oracy, children can access news and current affairs and use this objectively to form and give their own opinions about the world around them, enabling them to become responsible citizens. This should include local, national and global information giving them a broad knowledge base, which they can use articulately to debate moral, environmental and topical issues.

Core

Oracy is a core element to all subjects particularly English. Through oracy, children will develop their own style as a speaker, to have a sense of place in discussions.

Curriculum

Oracy is the golden thread that that runs through all curriculum subjects. By the end of the primary phase children will be able to participate in spontaneous high level talk on not just subject matter of their choosing but they will be able to respond to academic questioning in a range of subjects.

Community

Through high quality oracy teaching the children will develop an increasingly subtle understanding of how to navigate different situations. Skills needed in the next phase of their education and beyond into their chosen career.

Oracy Implementation and Pedagogy

How is oracy taught at Westende Junior School?

Oracy is taught through four main types of different skills:

Physical

- Projecting voice for influence
- Gestures to become increasingly natural

Linguistic

- Using a range of sentence stems with fluency and accuracy

Cognitive

- Being able to draw upon knowledge of the world to support their own point of view and explore different perspectives

Social and Emotional

- Listening for extended periods of time
- Speaking with flair and passion

Experiences

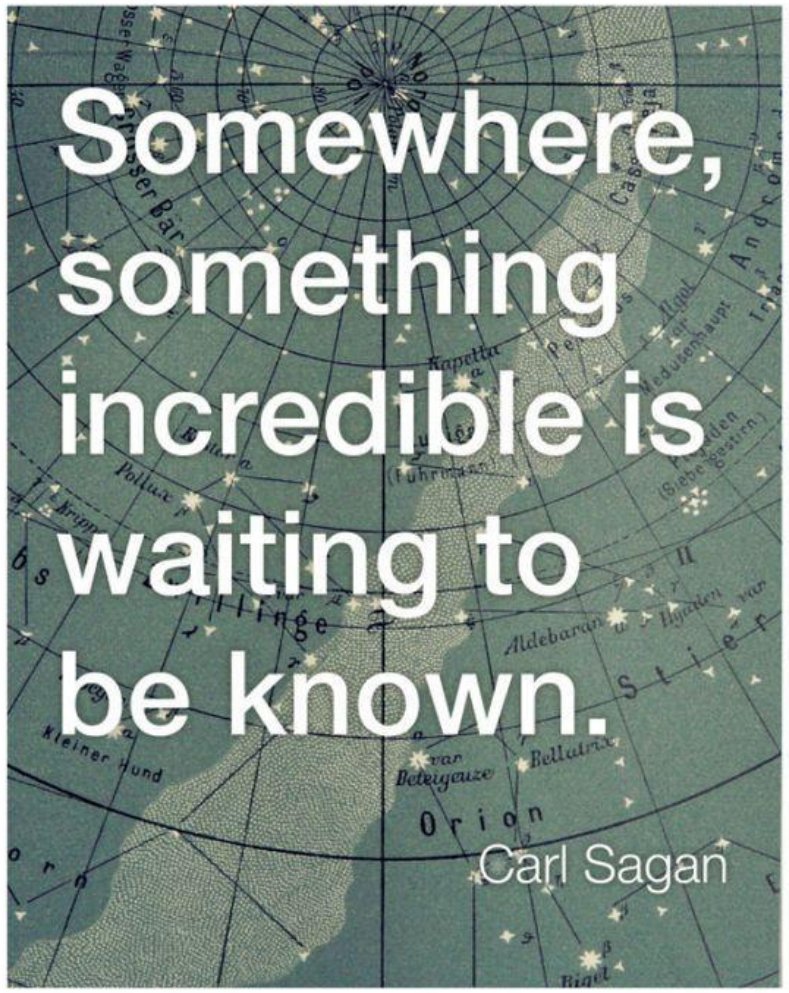
Children will be able to enter into a debate or competition; create reports; meet other professionals and ask questions in and out of the classroom; lead a discussion with parents; compere a school talent show or event; give a speech to an audience; mentor younger children; lead an assembly and act as a tour guide for parents.

STEM SUBJECTS

SCIENCE

DESIGN & TECHNOLOGY

COMPUTING



SCIENCE

Science Intent and Purpose

Why do we teach science?

At Westende Junior School, we recognise the importance of science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of science the prominence it requires.

The science curriculum aims to **help children develop basic scientific ideas and understanding about the biological and physical aspects of the world**, and the processes through which they develop this knowledge and understanding.

What is the aim of our curriculum for science?

The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms as well as the physical environment, and provide opportunities for critical evaluation of evidence.

Science Intent and Purpose

What do we teach in our science curriculum?

Years 3 & 4

In Year 3, the children will learn about:

- Rocks (fossils and soils)
- Light (reflection and shadows)
- Magnets & Forces (magnetic materials, attracting and repelling)
- Life Cycles (plants)
- Animals including humans (skeletons, muscles and nutrition)
- Habitats (homes and food chains)

In Year 4, the children will learn about:

- Habitats (classification keys)
- Sound (vibration, pitch and volume)
- Electricity (simple circuits, insulators and conductors)
- Animals including humans (digestion, teeth and food chains)
- States of matter (changes of state, evaporation and condensation)

Years 5 & 6

In Year 5, the children will learn about:

- Earth and Space (Earth, Sun, Moon and the Solar System)
- Forces (gravity, air resistance, water resistance and friction)
- Materials (dissolving, separating materials, reversible and irreversible changes)
- Living things and their habitats (life cycles and reproduction in humans and plants)
- Animals including humans (human development from birth to old age)

In Year 6, the children will learn about:

- Electricity (voltage and power in circuits, circuit components, symbols and diagrams)
- Light (how it travels, how we see, shadows)
- Evolution and inheritance (how living things have changed over time, fossils, dinosaurs, adaptation to environment)
- Living things and their habitat (classification, characteristics of plant and animal groups)
- Animals including humans (circulatory system, diet and exercise, healthy living)

Science Intent and Purpose

How does our science curriculum link to our key curriculum competencies?

Character

Science allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and organise investigations and communicate their results through presentations or writing. It also requires resilience as evaluating is a key working scientifically process. Science also covers many moral issues e.g. genetically modified crops and global warming. Children are informed about the world and so able to help with social change issues. Working scientifically enables our children to become critical thinkers

Culture

Understanding, exploring and respecting how our planet works is essential in the 21st century. As climate change and its various effects on the Earth become more and more evident, we need to reflect on how previous human actions have caused harm. Our children need to be equipped and empowered to act as responsible global citizens.

Core

Science is integrally linked with maths. Key maths concepts such as measure and statistics are used within gathering, recording, presenting and analysing data. Children, especially in Years 5 and 6, are encouraged to read range of secondary sources of information to support their scientific enquires and language and writing is consistently extended through a variety of scientific concepts.

Curriculum

During each lesson, topic specific vocabulary mats are used to assist the children in developing the use of the correct scientific vocabulary when listening, discussing or writing about science. Topic books are available in the classroom so the children can read around the subject. When studying each topic, each year group completes a reading comprehension on their science topic, which frequently also requires the reading of data, linking maths, literacy and science. Throughout each lesson, regular opportunities are given to discuss ideas, make and learn from mistakes, work collaboratively, develop oracy skills and a growth mind-set

Community

Within the classroom, a community feel is achieved as science is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate, scaffolding is used in order to support and challenge pupils and ensure all key concepts are fully understood. Warmups are used to recall prior knowledge from previous years or earlier in the unit and to engage in rich discussion. Using discussion and questioning as a key teaching tool, oracy is promoted and celebrated as well as cross curricular links being made in maths and topic where appropriate.

A good knowledge of the science curriculum and a secure grasp how to work scientifically will support a wide variety of career paths e.g. medicine, engineering, astrophysics and space technology, marine biology and food sciences.

Science Implementation and Pedagogy

How is science taught at Westende Junior School?

In conjunction with the aims of the National Curriculum, our science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding
- 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;
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- develop the essential scientific enquiry skills to deepen their scientific knowledge.
- use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts.
- develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- develop an enthusiasm and enjoyment of scientific learning and discovery.

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school, which is now linked, where possible, to the year group topics to provide a more creative curriculum, which reflects a balanced programme of study.

Here at Westende Junior school, children have weekly lessons in science, using various methods of study and resources. Additional opportunities are provided in science, such as Science weeks/days in school and educational visits linked to the science curriculum, such as visits to 3M and Marwell Zoo.

Science Implementation and Pedagogy

Why is science taught in this way?

Our aim is to develop children's confidence in Science, promote enjoyment and wonder in the subject as well as seeing its importance in other subjects (such as design and technology and history) and everyday life and job opportunities. All pupils are encouraged by the belief that by working hard at science they can succeed, developing the application of the whole school 'Growth Mindset' approach to learning.

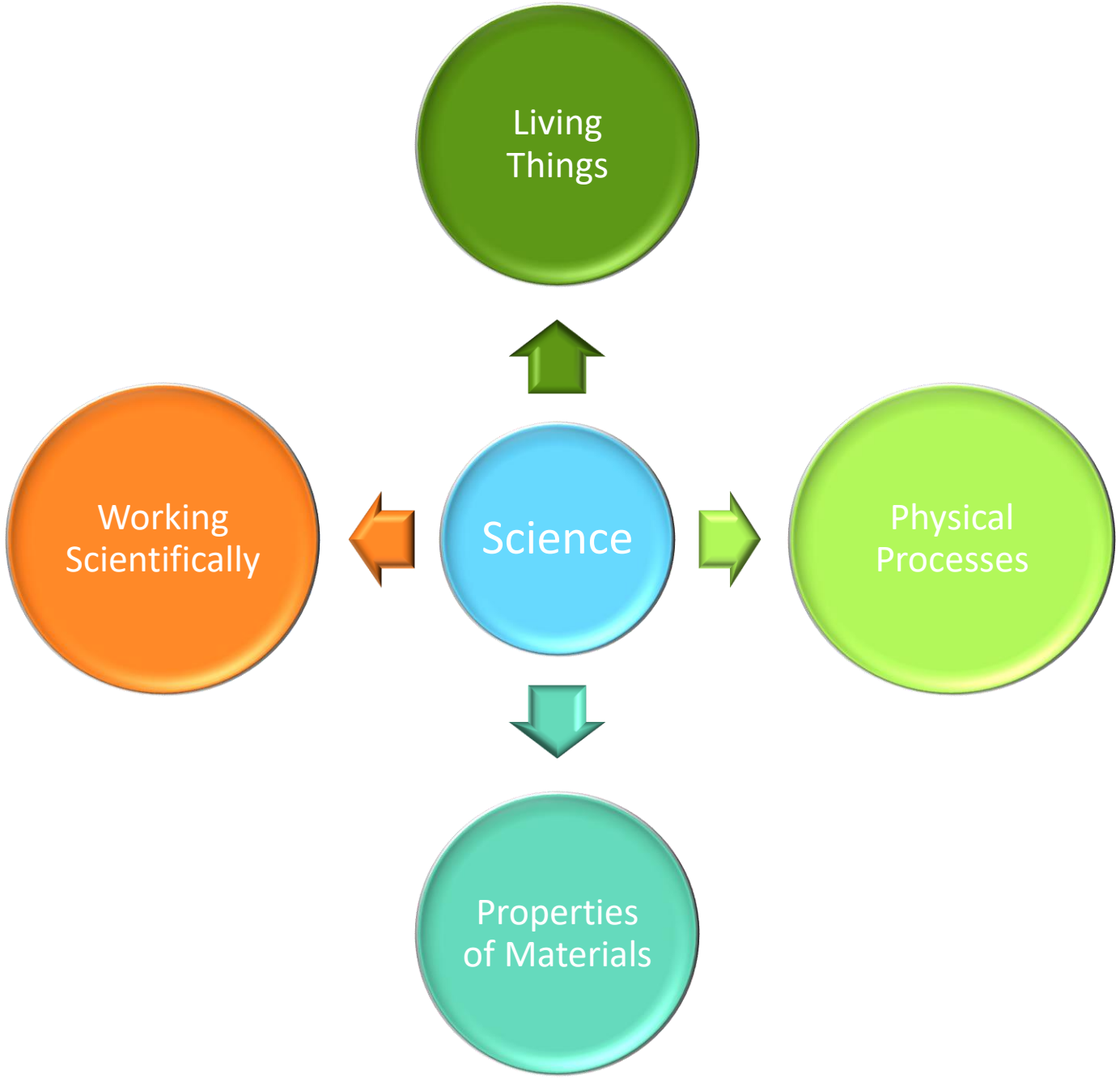
We place a high importance on practical learning as it sits at the very heart of what science is about as it links the physical world to scientific ideas. Without practical work, science is just a collection of abstract ideas without a clear explanatory purpose.

Science Implementation and Pedagogy

How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Science
Key Concepts



Science Progression Map – Living Things

Life Proesses	Humans And Other Animals	Green Plants	Variation & Classification
3	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; • they get nutrition from what they eat; • identify that humans and some other animals have skeletons and muscles for support, protection and movement	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; • investigate the way in which water is transported within plants; • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
4	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; • they get nutrition from what they eat; • identify that humans and some other animals have skeletons and muscles for support, protection and movement.		• recognise that living things can be grouped in a variety of ways; • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment: • recognise that environments can change and that this can sometimes pose dangers to living things.

Science Progression Map – Living Things

	Life Proesses	Humans And Other Animals	Green Plants	Variation & Classification
5	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; • describe the life process of reproduction in some plants and animals	• describe the changes as humans develop to old age		
6	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies' function; • describe the ways in which nutrients and water are transported within animals, including humans.		• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; • give reasons for classifying plants and animals based on specific characteristics.

Science Progression Map – Properties of Materials

	Grouping and Classifying Materials	Changing Materials	Separating Materials
3	• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; • describe in simple terms how fossils are formed when things that have lived are trapped within rock; • recognise that soils are made from rocks and organic matter.		
4	• compare and group materials together, according to whether they are solids, liquids or gases;	• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	

Science Progression Map – Properties of Materials

	Grouping and Classifying Materials	Changing Materials	Separating Materials
5	• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic;	• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; • demonstrate that dissolving, mixing and changes of state are reversible changes; • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating;
6			

Science Progression Map – Forces

	Electricity	Forces	Light and Sound	Earth and Space
3	• dentify common appliances that run on electricity; • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; • recognise some common conductors and insulators, and associate metals with being good conductors.	• compare how things move on different surfaces; • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance; • observe how magnets attract or repel each other and attract some materials and not others; • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; • describe magnets as having 2 poles; • predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	• recognise that they need light in order to see things and that dark is the absence of light; • notice that light is reflected from surfaces; • recognise that light from the sun can be dangerous and that there are ways to protect their eyes; • recognise that shadows are formed when the light from a light source is blocked by an opaque object; • find patterns in the way that the size of shadows change.	

Science Progression Map – Forces

	Electricity	Forces	Light and Sound	Earth and Space
4			• identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear; • find patterns between the pitch of a sound and features of the object that produced it; • find patterns between the volume of a sound and the strength of the vibrations that produced it; • recognise that sounds get fainter as the distance from the sound source increases.	

Science Progression Map – Forces

Electricity	Forces	Light and Sound	Earth and Space
5	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; • identify the effects of air resistance, water resistance and friction, that act between moving surfaces; • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.		• describe the movement of the Earth and other planets relative to the sun in the solar system; • describe the movement of the moon relative to the Earth; • describe the sun, Earth and moon as approximately spherical bodies; • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Science Progression Map – Forces

	Electricity	Forces	Light and Sound	Earth and Space
6	• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; • use recognised symbols when representing a simple circuit in a diagram		• recognise that light appears to travel in straight lines; • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	

Science Progression Map – Working Scientifically

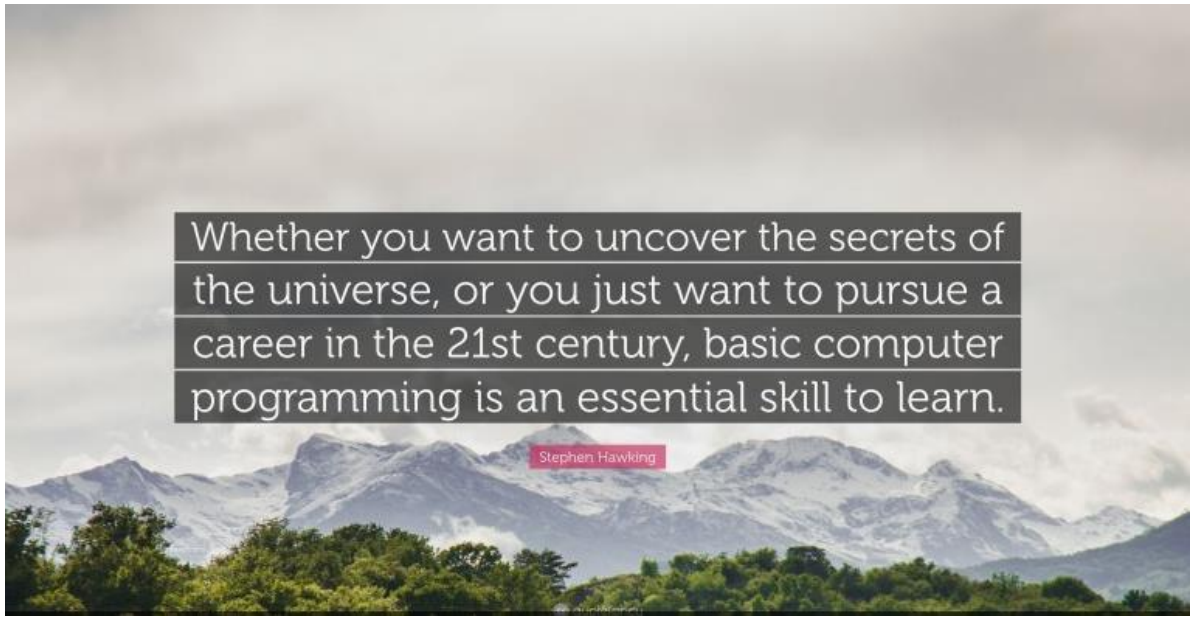
	Ideas and Evidence in Science	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
3	• Recognise why it is important to collect data to answer questions.	• Act on suggestions and put forward my own ideas about how to find the answer to a question. • Carry out a fair test and explain why it was fair. • Predict what might happen before I carry out any tests using scientific reasoning. • Measure length, mass, time and temperatures using suitable equipment.	• Use scientific vocabulary to describe my observations. • Make relevant observations and measure quantities, such as length or mass, using a range of simple equipment. • Record my observations, comparisons and measurements using tables, charts, text and labelled diagrams.	• Give reasons for observations. • Look for patterns in my data and try to explain them. • Suggest how make improvements to my work.
4	• Recognise that scientific ideas are based on evidence.	• Decide on the most appropriate approach to an investigation (e.g. a fair test) to answer a question. • Describe how to vary one factor while keeping others the same. • Make predictions. • Select which information to use from sources provided for me (print and screen). • Begin to identify risks in investigations.	• Make observations using materials and equipment that are right for the task. • Record my observations using tables and bar charts. • Pot points to make line graphs.	• Use data to interpret patterns in my data. • Consider how changing one variable can alter another and use the convention of 'er' words to describe this (eg. the heavier the load, the longer the spring). • Relate conclusions to these patterns. • Use appropriate scientific language. • Suggest improvements to my work and give reasons.

Science Progression Map – Working Scientifically

	Ideas and Evidence in Science	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
5	• Describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. (eg. Jenner's work on vaccination.)	• Find an appropriate approach when trying to answer a question. • Select from a range of sources of information. • When investigation involves a fair test, I find the key factors to be considered. • Make predictions based on my scientific knowledge and understanding.	• Select apparatus and plan to use it effectively. • Make a series of observations, comparisons or measurements with precision. • Use the computer to collect data • Record observations and measurements systematically. • Use appropriate scientific language and conventions to communicate data.	• Repeat observations and measurements and offer explanations for any differences I encounter. • Draw conclusions that are consistent with the evidence and relate these to scientific knowledge. • Make practical suggestions about how my working methods can be improved.
6	• Describe evidence for some accepted scientific ideas and explain how the interpretation of evidence by scientists leads to the development and acceptance of new ideas.	• Use scientific knowledge and understanding to identify an appropriate approach. • Select and use sources of information effectively.	• Make enough measurements, comparisons and observations for the task. • Measure a variety of quantities with precision, using instruments with fine-scale divisions. • Choose scales for graphs and diagrams that enable me to show data and features effectively. • Select and use appropriate methods for communicating qualitative and quantitative data	• Identify measurements and observations that do not fit the main pattern shown. • Draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them. • Make reasoned suggestions about how their working methods could be improved.

Science Progression Map – Scientists and inventors

3	• Find out about people who have found recent fossils, as well as famous archaeologists, like Mary Anning. • Wilhelm Roentgen who discovered X-rays.
4	• Learn about Thomas Edison and how he invented the telephone; • Rachel Carson and her investigations into the polluting effect of pesticides; • George Washington Carver and how he discovered many ways of using peanuts.
5	• find out about the work of naturalists and animal behaviourists (non-statutory), such as David Attenborough; • describe how scientific ideas have changed over time (non-statutory). • Look at how various scientists, over hundreds of years from all different cultures, have added to our understanding of the solar system, including Brian Cox, Dorothy Johnson Vaughan and Mae Carol Jemison.
6	• Alhazen and the discoveries he made on optics and the eye; • Louis Pasteur and his discovery of bacteria; • Marie M Day and her discoveries about how diet affects the circulatory system; • Percy Julian and how he chemically synthesized medicinal drugs from plants.



COMPUTING

Computing Intent and Purpose

Why do we teach computing?

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught 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, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

What is the aim of our curriculum for computing?

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

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

Computing Intent and Purpose

What do we teach in our computing curriculum?

Years 3 & 4

- Have an understanding of some of the risks of the digital world and how to keep themselves safe online
- Have experience of a using coding programme
- Be confident users of computing vocabulary
- Be able to touch type
- Be able to create Word documents and PowerPoint presentations
- Understand how to search the internet safely and effectively
- Have experience of creating digital art and music digitally

Years 5 & 6

- Have an understanding of some of the risks of the digital world and how to keep themselves safe online
- Use a range of programming languages
- Understand computer animation using Lego Wedo to manage inputs and outputs
- To use Word, PowerPoint, Excel and Publisher to present information and support learning.
- Have experience of creating digital art and music digitally
- Critically evaluate digital information

Computing Intent and Purpose

How does our computing curriculum link to our key curriculum competencies?

Character

Aspects of the computing curriculum can be challenging, particularly algorithms and debugging. Therefore, this, and other areas can require children to be resilient. Children are also required to be organised and where appropriate to work in teams with children leading one another on tasks by communicating effectively.

Culture

Computing skills are fundamental for children to progress and communicate in the 21st century. Many jobs utilise computing skills at varying levels. Computing allows children to communicate with people from all over the world and therefore work on projects together to better the world in which we live. It also builds on the school values of respect, happiness and resilience.

Core

Computing has strong links to core subjects in school. Computing and maths are both STEM subjects with computing having links to number, calculation and position and direction. Algorithm have strong links to instructional writing. Computing can also be used to publish written pieces of work. Debugging algorithms relates to editing and checking, which is encouraged in all subjects.

Curriculum

Computing links to many other areas of the curriculum. Videos and other forms of media can be shared through the use of computing. Science: it can be used in investigations thought the use of resources and equipment such as data loggers, recording videos and pictures of experiments, investigations and as a mean of recordings and presenting findings .There are also various forms of computer software to work digitally in many subjects, such as art and music.

Community

Through quality first teaching of the computing curriculum children leave Westende with the appropriate skills for secondary education and beyond into the work place. The children learn how to protect themselves and stay safe while online and are aware of potential dangers in the wider community.

Computing Implementation and Pedagogy

How is computing taught at Westende Junior School?

- At Westende Junior School, a specific scheme of work for the whole subject has not been chosen, to best meet the needs of our children by selecting from a range of resources (e.g. Espresso Discovery Education, Scratch, BBC Bitesize, MS Office) Where possible, links are made with other subject areas, so that computing is seen as a tool to support learning. For each of the four strands, one resource is the primary source for teaching materials to maintain a consistent approach throughout the school, but this may be supplemented where appropriate to provide a rich curriculum.

- Each lesson has a Skills, Knowledge or Understanding focus but these three strands are integrated across the Computing curriculum. Many lessons require the children to access technology either individually, with a partner or in groups. For these lessons, the teacher acts as a facilitator, modelling the task and supporting where appropriate. However, not all lessons require technology. For example, when the focus is on teaching algorithms or for many online safety lessons, the teacher will lead the learning and impart knowledge.

Computing Implementation and Pedagogy

Why is computing taught in this way?

- The Computing curriculum has been structured to provide pupils with the key skills that they require to support learning both in this subject and across the curriculum.
- Computing is taught throughout the school on a progressive programme to build children's confidence in using software for word processing, spreadsheets, presentations and desktop publishing. Touch typing is specifically taught in lower KS2 as a core skill so that children can access technology efficiently.
- The development of Computational Thinking is scaffolded through the progression from physical programming, through visual on to controlling a range of inputs and outputs.
- The teaching of Digital Literacy is designed to give children an understanding of how computing technology has changed over time, and how it can be used most effectively to contribute to their learning. Given the nature of the world wide web, children need to understand how content is developed and how to critically evaluate information.
- Online safety is a core component of each year's teaching, backed up by regular home/school communication; any concerns are monitored by the Computing lead and the Designated Safeguarding Leader in school, with additional sessions taught where required in response to the needs of the children.

Computing Implementation and Pedagogy

How will we know if children are making progress?

These expectations have been planned to cumulatively develop children's confidence in using technology to support learning in other areas of the curriculum. By the time they leave primary school, children should be able to confidently research information online and select from a range of options to present their information most effectively. As most local secondary schools require children to use technology in their learning daily, this will contribute to the development of secondary readiness.

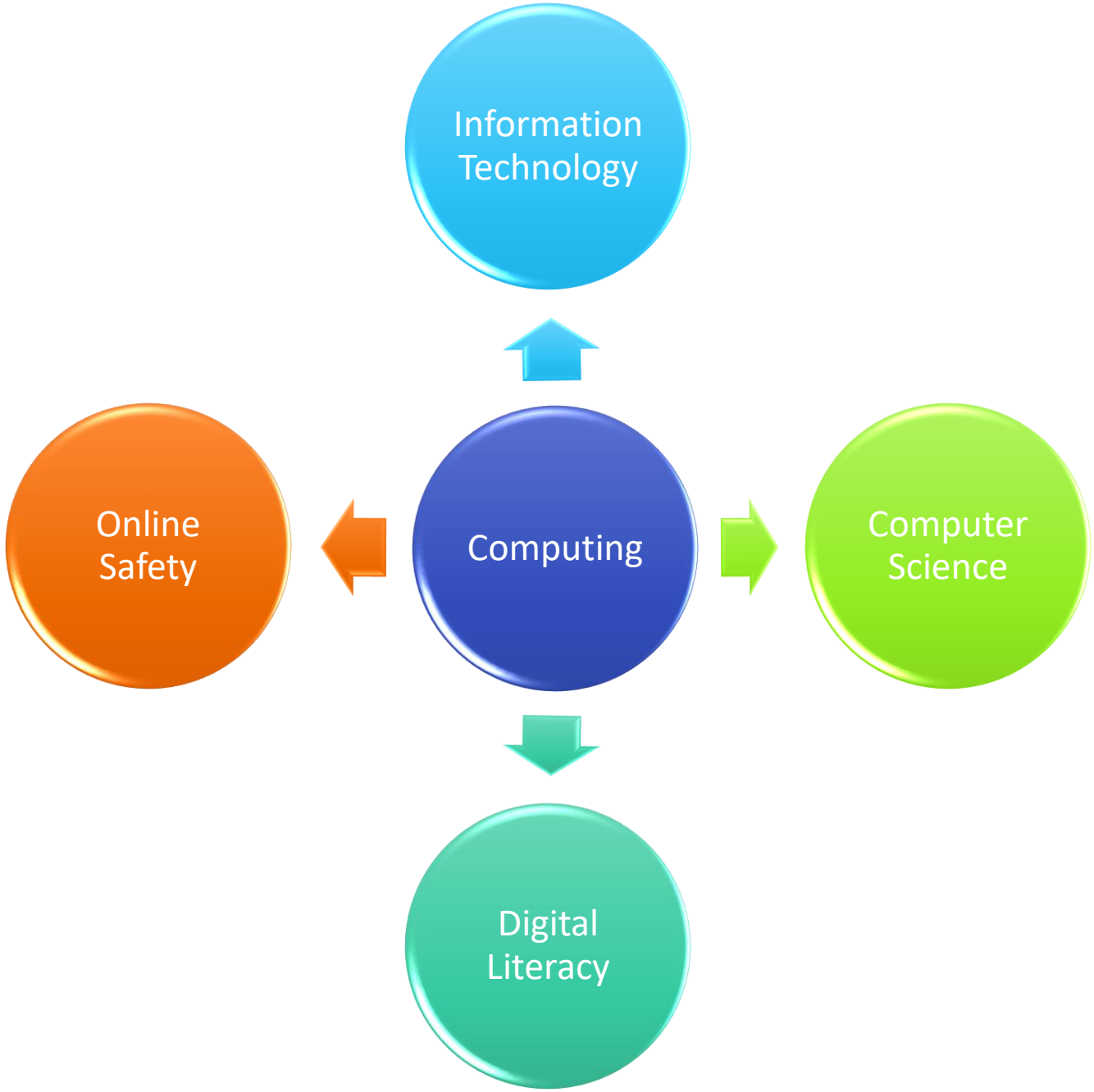
Computing Breadth

	Year 3	Year 4	Year 5	Year 6
Information Technology	Word Documents – using a variety of functions PPT – editing images and using all the functions Digital Media – using a variety of programmes to create artwork	Multimedia presentation Rainforest animals - Using search engines effectively/evaluating digital content Roman Mosaics using Dazzle Samba composition using Compose World Creating spreadsheets (Excel) Creating movies (iMovie/Windows Moviemaker) Creating branching databases (viewpoint/2investigate)	Multimedia presentation – linked to India in geography. Use search techniques effectively Data handling (dataloggers) Digital Media/music and sound. – radio broadcast using Audacity	Digital Media/music and sound. Multimedia (Bridges) Spreadsheets (Excel) Digital Media/music and sound (Video/radio broadcasting – Enterprise week) Webpage/APP development
Computer Science	Understanding networks – logging on saving files. Creating folders. Coding - design, write and debug programs using Discovery Education	Coding	Coding (Discovery Education) focusing on sequence and animation. Pupils will learn that code can be made to execute in a particular order. They will create a simple program in which objects perform actions in a sequence. LegoWedo: Write and debug code to accomplish a goal to simulate a physical system.	Coding (LegoWeDo2) Writing code to control an electronic Lego model that responds and alerts people to volcanic action.

Computing Breadth

	Year 3	Year 4	Year 5	Year 6
Digital Literacy	Touch Typing practice Word documents – used to create posters on Russia to promote tourism	Sending and receiving emails	Communication and Collaboration: Understand files may be saved off their device in 'clouds' (servers). Upload/download a file to the cloud on different devices. Understand about syncing files using cloud computing folders. Begin to work collaboratively in Google Classroom on documents. Be aware of the different forms of technology that can be used to access the Internet and communicate with others. Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users. Touch Typing practice	Use searching techniques effectively Evaluating digital content.
E-Safety	Familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Introduction to safe search engines Intro to E-safety Exploring online Communication Devices Communicating online Personal Information Making a strong password and keeping passwords private	Re-familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Re-Introduction to safe search engines Games and Apps Cyberbullying Online situations Being smart online To understand that we have a Digital Footprint	Re-familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Re-Introduction to safe search engines and understand risks of accessing resources from the internet Introduction to E-Safety Social Media Cyber Bullying Online Communication Digital Footprints	Re-familiarisation with School E-Safety Guidelines and what to do if faced with inappropriate content Re-Introduction to safe search engines and understand risks of accessing resources from the internet Online scams Online Chatting Being online and Well Being - Online Behaviour Staying Safe online Understanding issues related to content sharing, permissions and copyright

Computing
Key Concepts



Computing Progression Map – Computer Science (Programming, coding and controlling devices)

3 & 4	Pupils will explore computer programming and computational thinking in different contexts – they will relate this to the world around them. The focus on algorithms (A set of instructions to solve a specific problem) at key stage 1 leads pupils into the design stage of programming. They use algorithms in the start of the process of creating working code, and identifying the steps needed to solve the different problems presented to them. Pupils should have opportunities to explain the thinking behind their algorithms, talking through the steps and explaining why they've solved a problem the way they have. They also need to be able to look at a simple programming project and explain what's going on and debug when it doesn't work. • Transfer skills to screen to program objects on screen using code – relevant to the given software • Explain code in a program and debug to improve or correct errors • Learn how to use variables in their code to change events e.g. changing the number of steps or size of angle and discuss consequences • Learn how to be more efficient with code using repeat and loop commands to achieve specific outcomes • Understand that objects can be controlled by other conditional inputs, "if the object hits a wall then.", "If object touches another object then ..." • Solve problems by decomposing code into smaller parts by using procedures
5 & 6	Pupils will explore computer programming and computational thinking in different contexts. They should have opportunities to explain the thinking behind their algorithms, talking through the steps and explaining why they've solved a problem the way they have. They also need to be able to look at a simple programming project and explain what's going on. • Undertake creative projects using procedures and variables to achieve specific outcomes to create a game or an App or control a specific device • Build a sequence of instructions **Algorithms** to control a device, create a simulation, an App or game considering the **inputs** and **outputs** • The code can draw upon their knowledge of **Sub-procedures,** Physical **inputs** and **outputs, Values**, including random numbers, ***If . . . then*** conditional commands, **Variables** • Explain the purpose and function of the **code** in the project • Compare and contrast different coding languages they use recognising similarities and differences

Computing Progression Map – Computer Science (Digital Literacy – exploration)

3 & 4	• Pupils will find effective ways of searching for information on the Internet and consider personal safety • They will explore concepts such as where information and digital files are stored, who might create them and how search engines find information. They will understand not all information is correct and plausible • Familiarisation with digital content and storage systems (school network, Wi-Fi at school/home, cloud networks, internet, media storage) • Staying safe online • How to deal with inappropriate content • Storing and retrieving digital content in different contexts • Begin understanding search engine technologies and developing search techniques to refine searches for specific content
5 & 6	Pupils will explore finding information on the Internet efficiently and safely considering plausibility, bias and accuracy of information They will explore concepts such as where information and digital files are stored, who might create them, how they can find information in a safe and productive way. They will understand not all information is correct and use methods to check for bias, and plausibility • Understand the need for responsible use on all connected devices and know how to deal with content that upsets them or is inappropriate. • Storing and retrieving digital content in different contexts • Begin understanding search engine technologies and developing search techniques to refine searches for specific content • Evaluating and analysing information for plausibility, bias and accuracy of information • 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

Computing Progression Map – Computer Science (Digital Literacy – Communication and Collaborating)

3 & 4	In this strand the pupils will explore communication and collaboration tools. They will consider the e-safety rules and how this keeps them safe at school but also consider them in a wider context. They will learn how contributions online are stored and how to be a responsible member of online communities. • Importance of keeping personal information private on the web • Use a wide range of tools to communicate and collaborate online in different curriculum contexts • Know the school e-safety policy and how to behave responsibly • How to respond to online issues e.g. cyber-bullying • Being a responsible member of a connected community
5 & 6	**In this strand** the pupils will explore communication and collaboration tools. They will consider the e-safety rules and how this keeps them safe at school but also consider them in a wider context. They will learn how contributions online are stored and how to be a responsible member of online communities. • Importance of keeping personal information private on the web • Use a wide range of tools to communicate and collaborate online in different curriculum contexts • Talk confidently about cyber-bullying and how to prevent and respond to it • Show an understanding of personal safety when using devices and the possible implications of misuse • Know the risks when communicating and publishing within and beyond the school • Understand that the internet has many features that can enable communication between groups beyond their school and be aware of the impact of their own contributions and online presence • Understand the implications of being a responsible member of a connected community

Computing Progression Map – Information Technology(Multimedia)

3 & 4	Pupils will create multimedia content in different curriculum contexts: • Communicate ideas using text, graphics and sound • Publish work collaboratively on a VLE/ learning platform for different audiences (Also see the strand Communicating, Collaborating and Publishing) • Record and present information using a range of media for a particular audience • Be knowledgeable of the school's e-safety rules and adhere to them – In particular when using the Internet to find or link to resources • Consider good design features and specific layouts when creating media for print, multimedia or online presentation • Plan, design and style content for a presentation, combine a range of sources, considering the intended audience
5 & 6	Pupils will create multimedia content in different curriculum contexts: • Select an appropriate medium to communicate information choosing content and structure showing awareness of audience and purpose • Plan, design and style content for a presentation, combine a range of sources, images, text, sound, considering the intended audience • Use formatting, design and editing tools to present different styles of information • Publish work collaboratively on a VLE/ learning platform for different audiences (Also see the strand Communicating, Collaborating and Publishing) • Be confident in all aspects of the school's e-safety rules and consider issues such as copyright and plagiarism when using resources from the Internet – images and or sounds

Computing Progression Map – Information Technology (Digital Imagery)

3 & 4	Pupils will explore digital images in different contexts: • Use a range of graphics, paint packages to create different features and effects when creating different images • Use cameras and capture devices and import photo manipulation software to enhance mood or create different effects • Use animation and film creating and editing software to create as sequence to communicate a story or idea • They will also consider safe searching, copyright and privacy issues when sharing images with a wider audience
5 & 6	Pupils will explore digital images and moving images in different contexts: • They will use a range of graphics, paint packages, cameras and capture devices, photo manipulation software, animation and film creating and editing. • They will also consider safe searching, copyright and privacy issues when sharing images with a wider audience • Using a variety of tools and Apps to create and manipulate an images • Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals • Choosing appropriate tools and techniques to create imagery for a specific task • Amending and combining digital images , animations and movies for a specific audience or task • Understand how images can be shared – understand who might see an image they have shared • Be able to talk about privacy in the context of digital imagery

Computing Progression Map – Information Technology (Music and Sound)

3 & 4	Pupils will explore and create music and sound in different contexts • Explore digital musical instruments and recording devices – they will know how their sounds are stored and played back through different media • Understand that their sound can be added to different software to create multimedia • Learn to use different software to create, edit and manipulate sounds
5 & 6	Pupils will explore sound in different contexts • They will understand that their sound can be added to different software to create multimedia • They will learn to use different software to create, edit and manipulate sounds • They will learn how to save retrieve edit and share their compositions or podcasts

Computing Progression Map – Information Technology (Collecting, Analysing, Evaluating and Presenting Data)

3 & 4	Pupils will explore data in different contexts: • They will explore data manipulation in different contexts, they will use charting software and databases to collect and present their data to support science, geography, maths D and T They will use data loggers or Apps on tablets to capture data. They will be introduced to simple spreadsheets to carry out calculations. • Represent data on screen using frequency charts, pictograms, bar charts and graphs for different purposes • Sort and search the data to answer specific questions • Use a variety of tools to collect data – Data loggers, weather stations, Apps on tablets, fitness related tools • Use the data collected to interpret, recognise patterns, describe events and answer questions • Consider the accuracy needed when collecting and storing data • Begin to develop knowledge about how data is used in the world around them how/where it is collected. They will also consider issues such as accuracy, privacy and keeping data safe • Use spreadsheets to develop an understanding of simple functions and create a simple budget
5 & 6	Pupils will explore data in different contexts: • They will use charting software and databases to collect and present their data to support other areas of the curriculum such as science, geography, maths D and T. They will use data loggers or Apps on tablets to capture data. They will be introduced to spreadsheets to solve specific problems. They will consider data in the wider context; what types of information are stored, how to keep data secure and private • Begin to develop knowledge about how data is used in the world around them how/where it is collected. They will also consider issues such as accuracy, privacy and keeping data safe • Use spreadsheets to develop an understanding of simple functions and create a simple • budget Use a variety of tools to collect data – Data loggers, weather stations, Apps on tablets, sport related tools • Use the data collected to interpret, recognise patterns, describe events and answer questions • Use databases to detect anomalies and inaccuracies and understand the need for accuracy when entering data • Understand that personal data is collected by others for a variety of purposes – understand the consequences of losing data or incorrect data • Use a spread sheet to write formulae to carry out calculations and use them to solve problems

E-Safety at Westende

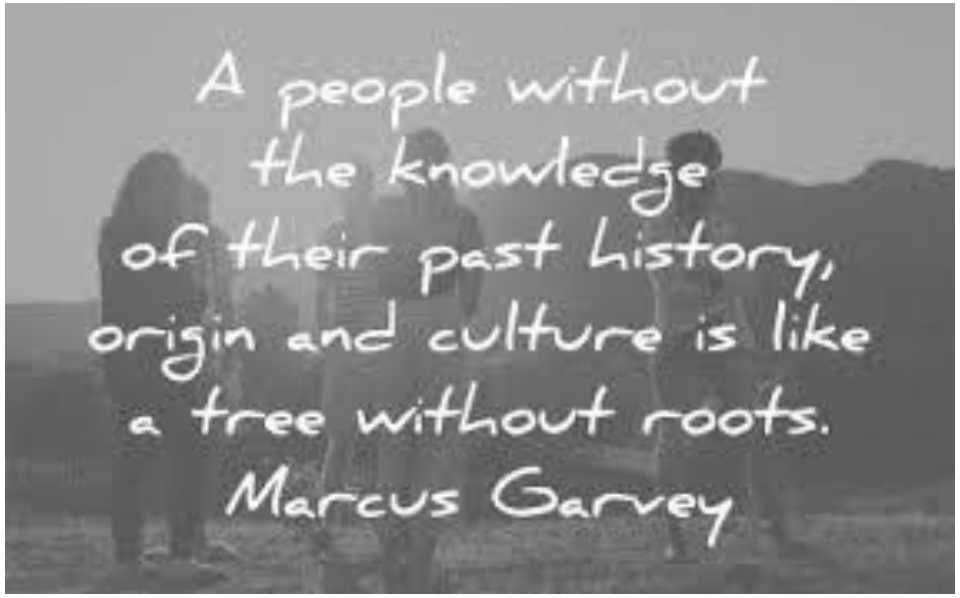
(Covered half termly in all year groups – resources in PiXL)

3 & 4	Pupils will explore: • Familiarisation with school E-Safety guidelines and what to do with inappropriate content • Introduction to safe search engines • To understand what E-safety means and to recognize when it is and isn't safe online • To identify online games and apps including the being able to recognize the dangers of online gaming and how to safe while playing online • To understand the different ways to communicate online and to understand the positive and negative effects of communicating online • Have an understanding of what cyber bullying is and how to identify incidents of cyber bullying and report to an adult • To understand how to safely communicate online and the importance of not sharing personal information to stay safe • To identify the different types of situation we may face when being online and how to deal with these situations • To understand that we have a digital footprint
5 & 6	Pupils will explore: • Re-familiarisation with the school E-Safety guidelines and what to do with inappropriate content • To understand the risks of accessing resources from the internet and how to stay SMART online • To recognize the features of spam and junk emails and to recognize some common online scams • To understand the positives and negatives uses of social media • To recognize that online friends may not be who they say they are and understand ways to chat safely and securely online • To understand what cyberbullying is, identify it and its consequences and learn how to deal with cyberbullying • To understand that screen use has become excessive and to understand the negative impact of too much time online • To understand how to show respect online and learn rules for how to conduct yourself online including how this is different to face to face communication • To understand what a digital footprint is and to explore what information is appropriate to put online including what to do when faced with a digital dilemma • To learn about ways to manage your privacy and reputation online. • To identify how to make good choices about sharing contact online

HUMANITIES SUBJECTS

- HISTORY
- GEOGRAPHY
- RELIGIOUS EDUCATION
- LANGUAGES

HISTORY



History Intent and Purpose

Why do we teach history?

At Westende Junior School, history is taught so that pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It is presented to pupils as the story of the past. Pupils will learn that history is told differently and is created from the evidence that remains. They will understand that sometimes this evidence is fragmentary or contradictory so has to be tested for reliability. Children will be encouraged to ask questions about the past.

What is the aim of our curriculum for history?

To create a framework of knowledge and understanding of British, local and world history into which pupils can place new information. This applies particularly to chronological understanding and will set them up for key stage 3. It is hoped that children will love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with educational visits.

History Intent and Purpose

What do we teach in our history curriculum?

Years 3 & 4

Year 3

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilisations – an in-depth study of Ancient Egypt.
- The legacy of Amelia Earhart in paving the way for a new generation of women

Year 4

- The Roman Empire and its impact on Britain
- The Viking and Anglo-Saxon struggle for the kingdom of England, until the time of Edward the Confessor.
- A study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066 – the changing power of our female monarchs.

Years 5 & 6

Year 5

- A study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066 – The Wars
- Ancient Greece – a study of Greek Life and achievements and their influence on the Western World.
- British influence on the wider world –The Windrush

Year 6

- A non-European society that provides contrast with British History – Mayan Civilisation.
- A study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066: Crime and punishment from the Anglo-Saxons to the present.

History Intent and Purpose

How does our history curriculum link to our key curriculum competencies?

Character

Westende Junior School pupils should become open-minded and respectful of evidence in later life. It is hoped that they will also become inquisitive about the past and will investigate different lines of enquiry for themselves.

Culture

Through understanding that there have been a variety of different ways that people have brought about reform, their actions and interventions, children will also become aware of the consequences of any failures to act. Pupils should become sensitive to, and tolerant of, diversity and should be concerned with social justice and fairness.

Core

It is our intention that the history curriculum is fully inclusive to every child. It is also hoped that all children will gain historical knowledge and skills , not just through experiences in the classroom, but also through theme days and educational visits.

Curriculum

The history skills taught are progressive throughout the school. History is taught as part of a half-termly topic, focusing on the key concepts, knowledge and skills stated in the National Curriculum. History links across a range of subjects; language and writing is consistently extended through a variety of historical concepts.

History Implementation and Pedagogy

How is history taught at Westende Junior School?

At Westende, we strive to engage our pupils in history through a range of stages. Across all stages, consideration will be given to the choice of sources so that they are inclusive and diverse. Historical events will be taught at a local, national and global level.

- Firstly, we provide a hook to motivate pupils. Sometimes this will be by using a novel starter, a dramatic story, a mystery object or an intriguing picture. It might also be setting up an enquiry, explaining what pupils will have achieved at the end of the topic and whetting their appetite by describing an imaginative way of recording their findings e.g. making a movie!
- Secondly, we give children a chance to gather information using imaginative ways of finding new information. This might be using pictures, a web quest, close reading of a text, or watching a video excerpt. Sometimes it will be teacher telling and explaining.
- Next, the children are given time to process and organise the information they have found. It could be simple sorting and setting of cards into piles, pictures into a Venn diagram or matching cause and effect cards or images.
- After that, pupils will apply their newly-found information to a specific question so that they transform knowledge into understanding. They are given opportunities to show how they are thinking and what their views are. At this point it is important that pupils understand that history is not just the story of the past, pupils see how different versions and interpretations of the past can be created. They are then encouraged to form their own views and opinions.
- Another stage is where pupils refine their thinking in the light of any new information fed in at a later stage, such as a new idea or a new source. Pupils then re-think and improve on some of their early ideas.
- They also need to be thinking about how they are going to communicate their understanding, so this stage will involve some modelling.
- Finally, the pupils will demonstrate their learning through e.g. a role play, an audio-guide, an annotated picture or a more formal explanation.

History Implementation and Pedagogy

Why is history taught in this way?

Teaching history in this way stimulates pupils interest in history and allows pupils to ask questions. Furthermore, they are developing the skills needed to continue their historical understanding at secondary school.

How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

History Breadth

Year 3	Year 4	Year 5	Year 6
The Stone Age	Roman Empire	Windrush	Crime and Punishment
The Egyptians	The Vikings	World War 2	Non-European Study: The Maya
Achievements of Amelia Earhart	British Queens	Ancient Greece	Theme of history beyond 1066: Tudor theatres

HISTORY
Key Concepts

History Progression Map –
Chronological understanding

3	• I know that ancient means thousands of years ago. • I can place events and objects in time order. • I can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as 'during' or 'while' e.g. when describing the process of mummification. • I know that BC is before AD
4	• I can sequence events in simple narrative e.g. Boudicca's revolt. • I can talk about the past in terms of periods e.g. Roman. • I can accurately differentiate within a longer period e.g.at the beginning of Roman and Saxon periods, middle and end. • I can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt.
5	• I can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted. • I can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September '39, Blitz, Windrush generation.
6	• I can successfully match simple iconic images to each of the periods studied. • I can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Mayans on farming today, how crime and punishment rules have developed etc.

History Progression Map –

Secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

3	• I understand that some of the things we use today would not have been used in Ancient Egypt (eg. Tractors – anachronisms). • I understand the main differences between today and the period being studied.
4	• I know that not everyone in the past lived in the same way. • I can contrast life for the rich and poor in different time periods. • I understand that people in the past had a range of ways at looking at their world and can explain some of their ideas.
5	• I can explain beliefs and attitudes in terms of why people might have had certain ideas. • I understand that people's experiences varied depending on status. • I am able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. I instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society. • I see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen (WWII) • I can explain an event using simple form of classification e.g. to do with money or religion.
6	• I am able to explain some quite complex events using a good range of causes, some of them linked in a simple way. • I am starting to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think. • I see consequences in terms of immediate and longer-term effects and can see that people were affected differently.

History Progression Map –
Organisation and Communication

3	• Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Ordering and sequencing – note connections, contrasts and trends over time. • I realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Rosetta Stone. • I can show understanding through oral answers and simple recording devices such as speech bubbles, annotations. • My answers contain some simple period-specific references. • I write in simple and accurate, sequenced, sentences when narrating what happened in the past
4	• I realise that events usually happen for a combination of reasons, even though there is still some element of listing. • I see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views. • I understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to. • My ideas are beginning to have some shape, though are not yet structured in paragraphs • I can use appropriate ways of communicating my understanding.

History Progression Map – Organisation and Communication

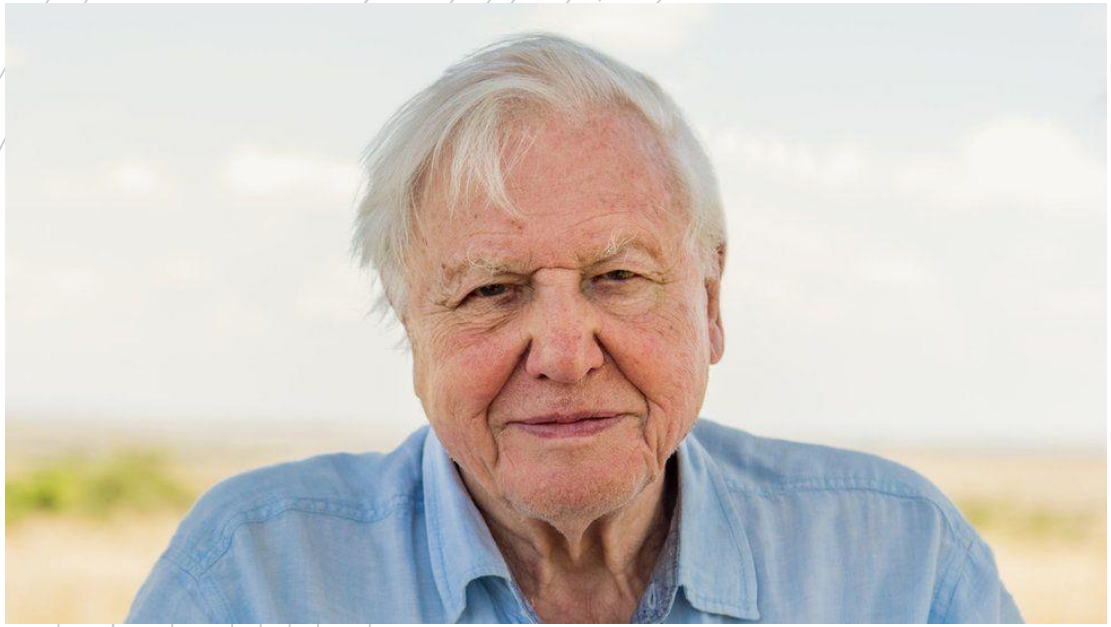
5	• I am beginning to genuinely explain why things happened rather than list reasons. • I can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth. • I understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind. • I am beginning to sustain an answer, providing some supporting evidence. • My answers are structured and provide supporting evidence for statements made. • I am able to see two sides of a question and can offer arguments on both sides • I use widespread period specific detail to make the work more convincing and authentic
6	• I can explain some quite complex events using a good range of causes, some of them linked in a simple way. • I understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. • I grasp that interpretations might differ depending on the aspect people are looking at; Views of the prison system could vary, depending on status etc. • When appropriate, I see the need to refer to dates and to see importance of lengths of time e.g. when describing cause. • I am able to make subtle distinctions within a period being studied, and understand the danger of overgeneralizing. • I can use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

History Progression Map –
Historical Enquiry and interpretations

3	• I can extract simple information from text/pictures/objects showing basic comprehension • I can make simple deductions about what text means based on what is included e.g., from photos of Stone Age people with spears, they realise that they were hunting.
4	• I am starting combining information from more than one source e.g. the Internet, compared with video, oral evidence. • I am starting to cross-reference information to see if other sources agree, rather than taking everything on face value. • I see that some sources are more useful than others and can explain why. • I am starting to raise questions about what the evidence tells us. I am aware of the need not to rush to conclusions based on flimsy evidence. I use phrases such as: We cannot tell for sure. Most evidence suggests.
5	• I am starting to think of reasons why a source might be unreliable. • I can offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War II.
6	• I can consider the worthiness of a source by reference to what is known about the topic.

History Progression Map – Connections over time

3	• I can describe some changes in the historical period I am studying. • I can describe similarities and differences between some people, events and beliefs in the period of history I am studying
4	• I can describe changes within and between periods and societies I have learned about • I can describe similarities and differences in society, culture and religion in Britain at local and national levels
5	• I can describe and make some links between events, situations and changes within and between different periods and societies • I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
6	• I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time • I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies



GEOGRAPHY

“ We all have a responsibility to care for our Blue Planet. The future of humanity and indeed all life on earth now depends on us.”

- Sir David Attenborough

Geography Intent and Purpose

Why do we teach Geography?

At Westende, we aim to inspire a curiosity and fascination about the world in which we live, hoping to achieve a love of geography that is life-long. Pupils will be encouraged to question, investigate and think critically about the issues affecting the world and people's lives now and into the future. Pupils' learning will extend to outside the classroom through fieldwork. By the end of their time at Westende, it is hoped that pupils will leave with a genuine interest about the world.

What is the aim of our curriculum for Geography?

As the children move up through the school, their developing geographical knowledge should help them understand the complexity of the interaction between the human and physical environment. They will leave us with appropriate knowledge of location; an understanding of the processes through which our world has been, and continues to be, formed; and an understanding of how physical and human processes now work together to change our world, in both positive and negative ways. They will also be confident at using a range of geographical skills. This school aims to ensure that all children will leave with a broad overview of the world in which we live.

Geography Intent and Purpose

What do we teach in our Geography curriculum?

Year 3

Skills and fieldwork: compass; grid references; maps, atlases and globes.

Human and physical geography: similarities and differences between Russia and UK

Location and place knowledge: study of Russia; study of local area.

Human geography linked to climate change: recycling and waste management

Year 4

Skills and fieldwork: compass: maps, atlases and globes; observe, measure and record features.

Human and physical geography: water cycle; features of rivers.

Location and place knowledge: study of South America.

Human geography linked to climate change: plastic pollution in oceans and impact on food change

Year 5

Skills and fieldwork: compass; maps, atlases and globes.

Human and physical geography: features of Jurassic Coast.

Place knowledge: study of India

Locational knowledge: countries and continents; position and significance of global lines, tropics, circles and time zones; maps of Europe and UK.

Human geography linked to climate change: impact of rising temperatures on polar regions.

Year 6

Skills and fieldwork: compass; maps, atlases and globes; ordinance survey maps; observe, measure and record features.

Human and physical geography: formation of mountains, volcanoes and earthquakes

Location and place knowledge: linked to the world's volcanoes, earthquakes and mountains.

Human geography linked to climate change: sustainability and the fashion industry.

Geography Intent and Purpose

How does our geography curriculum link to our key curriculum competencies?

Character

Pupils will be encouraged to reflect on their learning, suggest goals or areas of learning they would like to explore and to learn from their mistakes, seeing them as 'growth' points. Through geography, children will acquire knowledge of a range of different cultures and traditions and learn tolerance and understandng of other people and environments.

Culture

The curriculum is planned and differentiated so that it is accessible to all pupils. As climate change and its effects on the Earth become more and more evident, pupils will be encouraged to reflect on how previous human actions have caused harm and what their part is in improving their world.

Core

Geography is integrally linked with Maths, Science and English. Key maths concepts such as measure and statistics are used within gathering, recording, presenting and analysing data. Children are encouraged to read range of secondary sources of information to support enquires and language and writing is planned so that there are opportunities to use geographical vocabulary.

Curriculum

Pupils will investigate a variety of people, places and environments. They will start to make links between different places in the world and find out how people affect, and are affected by, their environment. Children will develop geographical enquiry skills including investigating patterns and map work. Furthermore, they will be given real life experiences at using these skills through fieldwork.

Community

Pupils will become increasingly aware of their own responsibilities and will learn how they can contribute to improving the environment. With opportunities to travel and work in different cities and countries across the world, pupils will be taught to use maps, charts and other geographical data efficiently. Appropriate trips will be arranged to engage pupils with particular topics.

Geography Implementation and Pedagogy

How is Geography taught at Westende Junior School?

Geography at Westende is taught through local, national and global topics. It includes the content of the National Curriculum as well as topics relating to challenges faced in today's world. Each topic has been broken down to ensure both progression and coverage throughout Key Stage 2. Consultation with our KS1 and KS3 feeder schools ensures that the progression is a continuum.

The teaching, learning and sequencing of the curriculum follows:

- A teaching sequence which builds on prior knowledge and skills, and which then follows a progression of skills. Skills are organised into four main concepts for each year group: location knowledge; place knowledge; human & physical features; and fieldwork.
- The key learning points for each topic are published in the form of knowledge organisers, which are accessible to all pupils
- Each concept will be taught explicitly through topics, which engage pupils and often link to other areas of the curriculum
- Fieldwork opportunities will be explored and planned, allowing pupils to explore their local area

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and national or global contrasting settlements
- Uses the local area and community to develop geographical skills and knowledge

Geography Implementation and Pedagogy

Why is Geography taught in this way?

- Topics are creative, fun and engaging but teach the skills of each subject discretely within them.

- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.

- The intent of the geography curriculum is that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with an appreciation of the human and physical characteristics.

Geography Implementation and Pedagogy

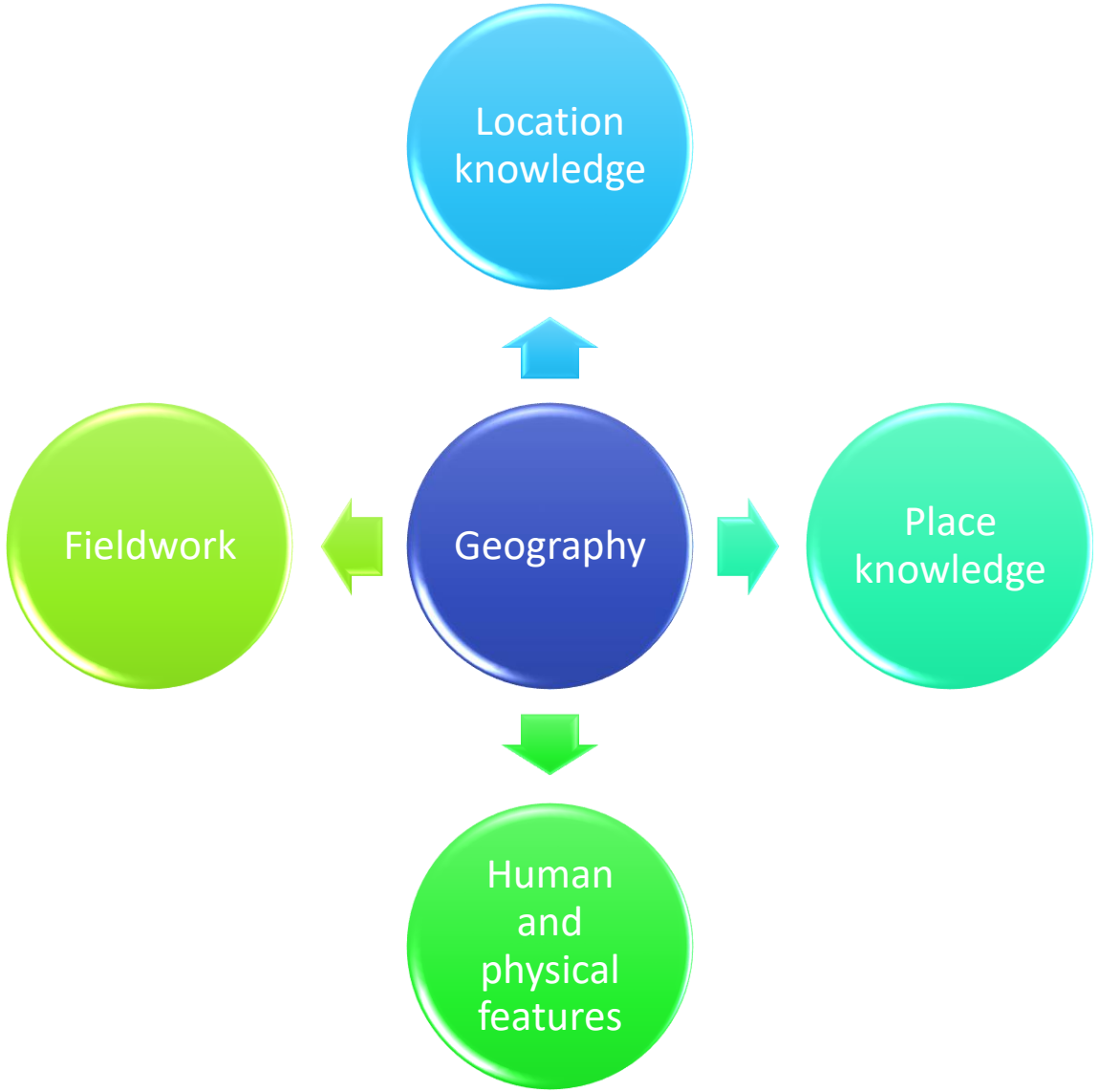
How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Geography Breadth

Year 3	Year 4	Year 5	Year 6
Skills and fieldwork: maps, atlases and globes. Maps of Europe and the UK Russia Local Study: Wokingham Recycling and Waste	Plastic pollution and the oceans impact on food chains Rivers and the water cycle Brazil and the rainforest	Locational knowledge: countries and continents; position and significance of global lines, tropics, circles and time zones. Skills and fieldwork: compass; grid references; ordinance survey maps. Polar regions and climate change Coasts and Erosion India	Mountains, Volanos and Earthquakes Sustainability Skills and fieldwork: observe, measure and record features (ield trip to Devon).

Geography
Key Concepts



Geography Progression Map – Location knowledge

Year 3	Year 4	Year 5	Year 6
Using local maps, name and identify areas in and around Wokingham eg parks, recycling centres, water treatment plants etc. Using larger scale maps, name and locate major countries in Europe, including Russia Identify capital cities of Europe & Russia. Name and locate the largest mountain range in Europe (Alps) and Ural mountains in Russia. Name and locate the two largest seas around Europe (Mediterranean Sea and North Sea)	On a world map, locate the countries and major cities of South America, concentrating on their environmental regions (rainforest). Name and locate the 3 longest rivers in the UK (Severn, Thames, Trent), in Europe (the River Rhine) and the three longest rivers in the world: Nile, Amazon and Mississippi Name and locate the world's oceans (Artic, Atlantic, Indian, Southern and Pacific) – linked to plastic pollution Locate areas of world where plastic pollution has the biggest effect on the people and animals who live there.	Using different maps and a world globe, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Locate the Prime/Greenwich Meridian and time zones Name and identify the seas around the UK (English Channel, Irish Sea and North Sea) Name and identify the Oceans around the polar regions (Artic and Southern Ocean) Locate different areas of the UK and world which are linked to topics: India; the Arctic and Antarctic Circle; British Jurassic coast etc.	Using a range of different maps, locate and name the largest mountain ranges in the world (Andes, Himalayas and Rocky mountains), the most volatile volcanoes and epicenters for recent and biggest earthquakes (both on land and subterranean). Locate largest cities in each continent (Lagos, Tokyo, Paris, New York and Sao Paulo) – linked to sustainable fashion Name the six countries with the highest populations (Brazil, china, India, Indonesia, Russia and USA) – linked to sustainable fashion.

Geography Progression Map – Place knowledge

Year 3	Year 4	Year 5	Year 6
Compare and contrast a region of the UK with a region in Europe (Russia) and begin to give reasons for differences. Begin to ask/initial geographical questions Analyse evidence and begin to draw conclusions eg make comparisons between two locations using photos/pictures temperatures in different locations.	Compare and contrast a region in UK with a region in South America with significant differences and similarities – linked to rainforests. Give some reasons for the similarities and differences between places, using geographical language.	Understand why there are different coast types within the UK and Europe. Understand what different coasts were used for – pirates, D-day landings, smugglers, ports, fishing, explorers etc.	Compare and contrast places studied using knowledge of continents, countries, climate, temperature and economy. Recognise how places fit within a wider geographical context (eg as part of a bigger region or county) and are interdependent (eg through the supply of goods, movements of people etc.)

Geography Progression Map – Physical and human geography

Year 3	Year 4	Year 5	Year 6
Use sources of evidence to list some of the physical and human geographical features, such as rivers, forests, hills, cities, villages etc. To give reasons for why physical and human features are where they are and begin to understand why people settled where they did. Summarise an environmental issue (waste) in the local area and UK. Understand how to make a positive impact to improve the local environment with regards to this issue.	Describe and understand key aspects of rivers and the water cycle including transpiration. Identify the parts of a river and understand how land use is different along the river's course (source, meander, mouth). Explain the process of erosion and deposition (in a river) and know how erosion, deposition and flooding can affect people. Understand the impact of human behaviour on environments eg loss of habitat, plastic pollution. Describe different points of view on an environmental issue affecting a locality – plastic manufacture and pollution	Human geography: Understand economic activity at coasts (link to history with how it's changed over time). Fishing and sustainability. Understand tides Identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). Explain the process of erosion and deposition Understand how coasts are managed by humans to preserve them. Impact of rising temperatures on sea levels and ice cap. What impact can humans have on reducing this impact?	Describe and understand key aspects of physical geography relating to mountains, volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Study the distribution and use of natural resources (including energy, food, minerals and water – fair/unfair –) on the fashion industry

Geography Progression Map – Fieldwork

Year 3	Year 4	Year 5	Year 6
Know and use the 4 compass points and 2 figure compass points to follow/give directions Use a simplified Ordnance Survey map to follow a route with some accuracy (eg whilst orienteering). Know why a key is needed and use standard symbols Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.	Learn the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of local area, UK and Brazil. Use fieldwork to observe, measure and record findings – linked to rivers Use a range of methods to present findings, including sketch maps, plans and graphs, and digital technologies.	Use four-figure grid references, along with keys and symbols (including the use of Ordnance Survey maps) to build their knowledge and understanding of human geography side of coastal features, such as towns, beach huts, ports etc Use fieldwork to observe, measure, record, present and explain the human and physical features of a coastal area, including sketch maps, plans and graphs, and digital technologies. Make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way.	Extend to 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, with teaching of latitude and longitude in depth. Draw maps and plans of localities studied that include keys, four figure grid references and use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.

‘When educating the minds of our youth, we must not forget to educate their hearts’.
- Dalai Lama

RELIGIOUS EDUCATION AND WORLD VIEWS

Religious Education and World Views - Intent and Purpose

Why do we teach RE and World Views?

The curriculum purpose for religious education is for all pupils to leave primary school as reflective and responsible individuals who have the ability to ask significant and highly reflective questions and show excellent understanding of issues related to the nature, truth and value of religion. Pupils will leave Year 6 with the ability to read about and write to a very high standard on world faiths and views. They will be able to speak articulately and demonstrate high levels of tolerance in a spiritual and secular environment. Furthermore, through exposure to high-quality teaching pupils will have opportunities to develop culturally, emotionally, intellectually, socially and spiritually. Planning ensures that RE makes an outstanding contribution to SMSC.

What is the aim of our curriculum for RE and World Views?

Pupils should:

- Leave primary school with knowledge of the major world faiths and a variety of world views.
- Be given opportunities to learn about, and respond to major world religions.
- Acquire the knowledge and skills to retrieve, infer, predict and analyse religious ideas and teachings through exposure to high-quality and focussed teaching.

Religious Education and World Views Intent and Purpose

What do we teach in our RE curriculum?

Years 3 & 4

Christianity:
What is the true meaning of Christmas?
Could Jesus heal people? Were these miracles or is there another explanation?
What is good about Good Friday?
What is the most significant part of the Christmas story?
Is forgiveness always possible for Christians?
Judaism:
How special is the relationship Jews have with God?
How important is it that Jews do what God asks them to do?
Commitment to God
Hinduism:
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?
How can Brahman be everywhere and in everything?
Would visiting the River Ganges feel special to a non-Hindu?

Years 5 & 6

Christianity:
Is the Christmas story true?
How significant is it for Christians to believe in God?
What is the best way for a Christian to show commitment to God?
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
Is Christianity still a strong religion 2000 years after Jesus was on earth?
Is anything ever eternal?
Sikhism:
How far would a Sikh go for his or her religion?
Are Sikh stories important today?
What is the best way for a Sikh to show commitment to God?
Islam:
What is the best way for a Muslim to show commitment to God?
Does belief in Akhirah (life after death) help Muslims lead a good life?
Buddhism:
Is it possible for everyone to be happy?

Religious Education and World Views Intent and Purpose

How does our RE curriculum link to our key curriculum competencies?

Character

Children should be able to show growth mindset by independently asking challenging questions, reflecting upon world faiths and views. They should then be able to apply this new knowledge to their writing about Religion. Resilience should be built through the exploration of new words, discussion and through encouragement to persevere with appropriately challenging ideas.

Culture

Everyone has a world view; their way of seeing and making sense of, and giving coherence and meaning to, the world and their experience and behaviour. Through RE pupils should be able to access news and current affairs and use this objectively to form their own opinions about the world around them, enabling them to become responsible citizens. This should include local, national and global information of different world views and religious faith, giving them a broad knowledge base.

Core

RE is key across the curriculum and has a place in the majority of subjects, shown through the topic webs and assemblies. Pupils take part in debates, assemblies and events within the community.

Curriculum

Staff should consider cross curricula links when planning RE to ensure that it is not just a stand-alone subject

e.g. RE & Geography: Judaism and the Passover Story/Ancient Egyptians/World map work

RE & Science: Climate change/Creation stories

RE & Music: Music styles through various religions and periods of time

Community

It is the intention that through high quality teaching of RE, fluency and understanding, all pupils will move into the next stage of their school life with this integral life skill. The attainment of all pupils is carefully considered an d differentiation is shown in lesson planning and questioning in assemblies. Pupils should develop respect, listening skills, critical thinking, self-reflection and open mindedness.

Religious Education and World Views
Implementation and Pedagogy

How is RE taught at Westende Junior School?

- To enable children to gain knowledge and understanding of a range of religions and world views and to use that knowledge to engage in informed and balanced conversations about them, RE is taught regularly and consistently across all year groups. RE is delivered though an enquiry based approach enabling children to consider a 'Big Question' based on a particular faith group. This is done through the 'Discovery' scheme of work, using a comprehensive set of medium term plans for every year group from Year 3 to Year 6. (This scheme supports the Pan Berkshire agreed syllabus for RE).
- Enquiry modules are used throughout the 4 years to support the teaching, providing engaging and challenging lessons covering Christianity, Islam, Judaism, Hinduism, Sikhism & Buddhism.
- Christianity is taught in every year group with Easter & Christmas modules being taught in each year to give a progressive approach to learning.
- As well as Christianity, children will encounter one other faith group in each year; either Islam, Judaism, Sikhism, Hinduism or Buddhism.
- Each module is based on a particular faith, using an enquiry question and taught using a 4 -step process of Engagement, Investigation, Evaluation & Expression. Each module also indicates links to key British values which are woven through the learning.
- The teaching of Religious Education offers imaginative and stimulating opportunities, designed to match a range of needs, develop skills and pupil understanding. Excellent links are forged through first hand experiences, through the sharing of knowledge, a range of rich opportunities including visits from speakers, visits to places of worship and the use of ICT. Pupils are given the opportunity to engage with the reality and diversity of religion and belief in the modern world. Pupils are taught explicitly how to find and organise information, apply knowledge and use a range of strategies to understand, analyse and evaluate religious texts.

Religious Education and World Views
Implementation and Pedagogy

Why is RE taught in this way?

- **Step 1** – Engagement: The human experience underpinning the key question is explored within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).
- **Step 2** - Investigation: The children are guided through the enquiry, using a range of appropriate resources for experiential learning, allowing the children to 'step into' the subject using a wide range of learning styles. For example, this may be through watching relevant videos, listening to stories, discussion & recording, handling artefacts & meeting people from different faith groups by either inviting them to school or visiting places of worship.
- **Step 3** - Evaluation: This draws together the children's learning, allowing them time to reflect on their own lives and to reach their own conclusions about the key question of that enquiry. This can be through a formal assessment task if appropriate using the age-related expectation descriptors at the end of each enquiry. However, this may be done through other expressive methods such as creative art allowing children to express their 'learning about' and 'learning from' the subject.
- **Step 4** - Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

Religious Education and World Views
Implementation and Pedagogy

What is our intended impact?

- It is important to recognise that RE is not a subject to be taught in isolation and includes many similarities and overlaps with SMSC & British Values. Therefore, the intended impact reflects this:
  - Children will have the ability to be reflective about their own beliefs (religious or otherwise) and gain the skills needed to engage seriously with religions and worldviews
  - Children will have knowledge of, and respect for, different people's faiths, feelings and values
  - Children will enjoy learning about themselves, others and the world around them, preparing them for life in a modern world
  - Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds
  - Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
  - Children will develop positive and healthy relationships with their peers, both now and in the future
  - Children will respond to challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human

Religious Education and World Views Implementation and Pedagogy

How will we know if children are making progress?

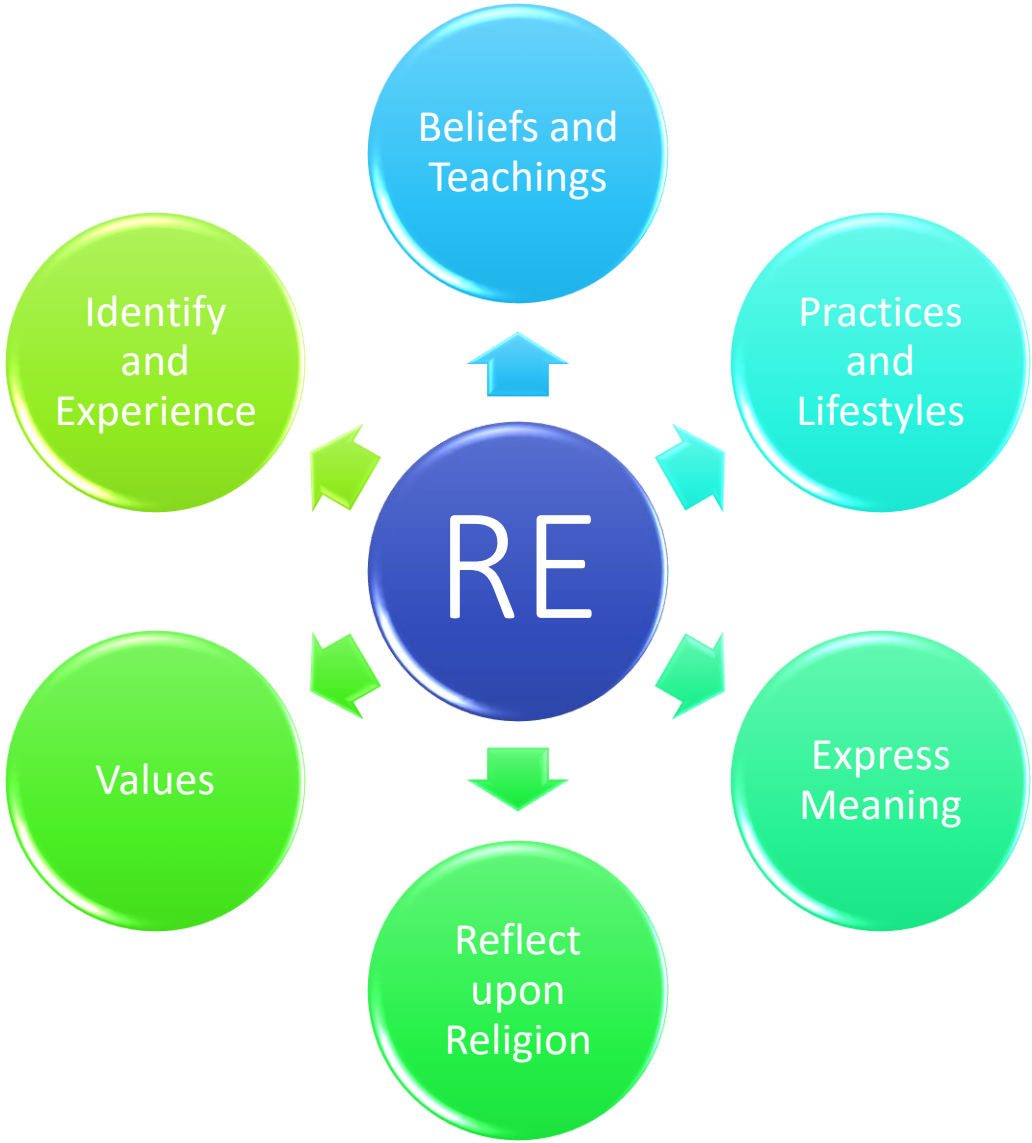
In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Religious Education and World Views
Breadth

	Year 3	Year 4	Year 5	Year 6
Religion	Christianity Hinduism	Christianity Judaism	Christianity Sikhism	Christianity Islam
Key Questions	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Has Christmas lost its true meaning? Could Jesus heal people? Were these miracles or is there some other explanation? What is 'good' about Good Friday? How can Brahman be everywhere and in everything? Would visiting the River Ganges feel special to a non-Hindu?	How special is the relationship Jews have with God? What is the most significant part of the nativity story for Christians today? How important is it for Jewish people to do what God asks them to do? Is forgiveness always possible for Christians? What is the best way for a Jew to show commitment to God? Do people need to go to church to show they are Christians?	How far would a Sikh go for his/her religion? Is the Christmas story true? Are Sikh stories important today? How significant is it for Christians to believe God intended Jesus to die? What is the best way for a Sikh to show commitment to God? What is the best way for a Christian to show commitment to God?	What is the best way for a Muslim to show commitment to God? Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Is anything ever eternal? Is Christianity still a strong religion 2000 years after Jesus was on Earth? Does belief in Akhirah (life after death) help Muslims lead good lives?

Religious Eudcation and World Views

Key Concepts



RE Progression Map – Beliefs and Teachings

3	• Show what I know about religious beliefs, ideas and teachings. • Tell you about the concept / belief e.g. belonging and how it relates to the faith group I am studying. • Express own opinions and start to support them with rationale.
4	• Explain my understanding of religious beliefs, ideas and teachings in a variety of ways. • Compare stories from faith groups that I am studying with those of other religions I have studied.
5	• Explain the significance of some religious beliefs, teachings and events for members of faith communities. • Begin to describe some differences and similarities between religions.
6	• Explain how some beliefs and teachings are shared by different religions. • Explain how beliefs and teachings affect the lives of individuals and communities. • Explain how the concept / belief (e.g. forgiveness) resonates in my own life and see how this might be different for others because of their religion / belief. • Express my thoughts having reflected on them in relation to other people's.

RE Progression Map – Practices and Lifestyles

3	• Show what I know about religious objects and places and how they are used. • Show what I know about religious people and how they behave.
4	• Explain the relevance and importance of objects, places and behaviours.
5	• Explain the practices and lifestyles involved in belonging to a faith community.
6	• Explain how religious life and practices affect the lives of individuals and communities. • Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.

RE Progression Map – Express Meaning

3	• Identify religious symbolism in literature and in the arts. • Verbalise and/or express own thoughts.
4	• Understand the significance of religious symbolism to people of different religions. • Express my own opinions and start to support them with rationale.
5	• Explain some of the differing ways that believers show their beliefs, ideas and teachings. • Use a range of sources to interpret information about a religion.
6	• Explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways. • Express my own thoughts having reflected on them in relation to other people's.

RE Progression Map – Reflect upon Religion

3	• Ask questions that have no universally agreed answers. • Start to think through the enquiry question using some facts and begin to see there could be more than one answer.
4	• Take part in meaningful discussions about ultimate questions, forming my own opinions and ideas. • Apply knowledge to an enquiry question and give an answer supported by one or more facts.
5	• Ask questions and suggest answers about the significant experiences of others, including religious believers. • Suggest answers to an enquiry question based upon knowledge and understanding that I have developed about a religion. • Explain my own ideas and beliefs about ultimate questions.
6	• Explain why there are differences between my own and others' ideas about ultimate questions. • Weigh up evidence and different arguments/aspects relevant to the enquiry question, supported by evidence, and express my answer.

RE Progression Map – Values

3	• Explain how shared beliefs about what is right and wrong affect people's behaviour
4	• Understand that religion and belief can have a significant impact on people's values.
5	• Ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings.
6	• Express own values. • Respond to the values and commitments of others. • Reflect upon sources of inspiration in my own and others' lives.

RE Progression Map – Identify and Experience

3	• Reflect upon what it means to belong to a faith community.
4	• Respond to the challenges of commitment in my own life, and within religious traditions.
5	• Recognise that commitment to a religion can be shown in a variety of ways.
6	• Recognise and express my feelings about my own identity and link this to my learning about religion.

Languages

Languages Intent and Purpose

Why do we teach languages?

The purpose of our languages education is to foster pupils' curiosity and deepen their understanding of the world. The teaching of French through years 3 to 6 should enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read examples of literature in French. Language teaching should provide the foundation for learning further languages as children progress to their secondary schools, eventually equipping pupils to study and work in other countries.

What is the aim of our curriculum for languages?

Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of Our curriculum for French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Languages Intent and Purpose

What do we teach in our language curriculum?

Years 3 & 4

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.

Years 5 & 6

These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy

Year 3	Year 4	Year 5	Year 6
• Getting to know you • All About Me • Food Glorious Food • Family and Friends • Our School • Time	• All Around Town • On the Move • Going Shopping • Where in the World? • What's the Time? • Holidays and Hobbies	• Getting to know you • All About Ourselves • That's Tasty • Family and Friends • School Life • Time Travelling	• Let's Visit a French Town • Let's Go Shopping • This is France • All In A Day

Languages Intent and Purpose

How does our languages curriculum link to our key curriculum competencies?

Character

Children will develop awareness of the importance of communication in developing understanding.

Culture

Through studying French, children will develop their understanding of the world, learning more about another country and the links it has with Britain.

Core

Children will be developing reading, writing and speaking and listening skills during their language's education at Westende, all of which will serve to reinforce their key skills within their English curriculum.

Curriculum

Children will have opportunities to sing French songs (Music), explore French literature and art (Art) and find out more about the country of France and its key features (Geography).

Languages Implementation and Pedagogy

How is language taught at Westende Junior School?

- At Westende we we follow the Twinkl PlanIt scheme of work for French. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Lessons occur weekly in years 3-6, taking 30-45 minutes.
- Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

Languages Implementation and Pedagogy

Why is language taught in this way?

- The British Council generated a report - 'Languages for the Future' in 2017, which detailed the need for more children to learn a language. As a nation, on 37% of adults say that they are able to hold a basic conversation when abroad. The number of students continuing language study beyond age 13 is getting ever smaller. For this reason, at Nine Mile Ride we feel that it is important for children to be introduced to languages in a fun and engaging way.
- The most recent studies in the teaching of language should focus less on grammar-translation and more on developing communication. By building learning from word level to sentence level work, through listening, speaking, reading and writing, children will be able to communicate more effectively over the four years they are learning French at Nine Mile Ride.
- Languages are learned at different paces for different children, and through the progressive nature of the scheme we use, children will be able to revisit and recap topics and vocabulary regularly in order to develop their understanding of the language.

How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Languages
Key Concepts

Languages Progression Map
Speaking and Listening

3 & 4	repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response. recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response. name objects and actions and may link words with a simple connective; use familiar vocabulary to say a short sentence using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. identify individual sounds in words and pronounce accurately when modelled; start to recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions.

Languages Progression Map
Speaking and Listening

5 & 6	listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in French; listen and understand the main points and some detail from short, spoken material in French. engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts. say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations. manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people. say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.

Languages Progression Map
Reading and Writing

3 & 4	read and show understanding of familiar single words. read and show understanding of simple phrases and sentences containing familiar words. use strategies for memorisation of vocabulary. make links with English or known language to work out the meaning of new words. use context to predict the meaning of new words. begin to use a bilingual dictionary to find the meaning of individual words in French and English. identify individual sounds in words and pronounce accurately when modelled. start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. adapt intonation to ask questions. show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. write single familiar words from memory with understandable accuracy. write familiar short phrases from memory with understandable accuracy. replace familiar vocabulary in short phrases written from memory to create new short phrases. copy simple familiar words to describe people, places, things and actions using a model. write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

Languages Progression Map
Reading and Writing

5 & 6	read and show understanding of simple sentences containing familiar and some unfamiliar language. read and understand the main points from short, written material. read and understand the main points and some detail from short, written material. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context). use a bilingual dictionary to identify the word class. use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. adapt intonation for example to mark questions and exclamations in a short, written passage. write a simple sentence from memory using familiar language. write several sentences from memory with familiar language with understandable accuracy. replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. use a wider range of descriptive language in their descriptions of people, places, things and actions.

Languages Progression Map
Stories, Poems and Songs

3 & 4	listen and identify specific words in songs and rhymes and demonstrate understanding. listen and identify specific phrases in songs and rhymes and demonstrate understanding. join in with actions to accompany familiar songs, stories and rhymes. join in with words of a song or storytelling.
5 & 6	listen and identify rhyming words and specific sounds in songs and rhymes. follow the text of familiar songs and rhymes, identifying the meaning of words. read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. follow the text of a familiar song or story. follow the text of a familiar song or story and sing or read aloud. understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Languages Progression Map
Grammar

3 & 4	show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; recognise and use partitive articles; name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne… pas); show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; recognise and use the first-person possessive adjectives (mon, ma, mes); recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; use simple prepositions in their sentences; use the third person singular and plural of the verb 'être' in the present tense.
5 & 6	identify word classes; demonstrate understanding of gender and number of nouns and use appropriate determiners; explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; name and use a range of conjunctions to create compound sentences; use some adverbs; demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English; recognise and use the simple future tense of a high frequency verb; compare with English; recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; recognise and use the first- and third-person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions; use the third person plural of a few high frequency verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise and use a high frequency verb in the perfect tense; compare with English; follow a pattern to conjugate a regular verb in the present tense; choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

CULTURE SUBJECTS

- ART
- MUSIC
- PHYSICAL EDUCATION

Art

Art Intent and Purpose

Why do we teach Art?

At Westende Junior School we offer a structure and sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work and have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias. Children will also develop their knowledge of famous artists. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and allowing the children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will allow children to develop their emotional expression through art to further enhance their personal, social and emotional development.

What is the aim of our curriculum for Art?

At Westende Junior School we aim to develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.

Art Intent and Purpose

What do we teach in our Art curriculum?

Key Stage 2

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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 example, pencil, charcoal, paint, clay about great artists, architects and designers in history

Art Intent and Purpose

How does our art curriculum link to our key curriculum competencies?

Character

Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculpture.

Cultural

A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. An interest in this subject could lead to careers ranging from fashion/graphic designers to art therapists.

Core

Art can be integrated into the Core Subjects for example the inclusion of sculpture, geometric patterns can be linked to Maths. The communication and language aspects of English are practised through discussions as well as writing, where children are able to evaluate and celebrate their final "pieces".

Curriculum

There are many opportunities for pupils to apply art skills in other subjects.

- *Art through the ages – History*
- *Sculpture and craftwork – Geography*
- *Design and 3D work – DT*
- *Digital media – ICT*
- *Colour spectrum - Science*

Art Implementation and Pedagogy

How is Art taught at Westende Junior School?

- At Westende Junior School we weave the arts into our core classroom curricula as well as teach specific artistic skills and abilities. We do not follow a scheme of work, instead we try to link our arts work to topics that the children are learning about and that build on prior learning and provide opportunities to develop visual literacy.
- Units of learning in art are start with an existing piece of art or style of art which represents the rich diversity of art throughout history and the globe. Techniques and styles are discussed, and skills used within the original artwork are explored and developed, with work being recorded in sketch books. Children will have the opportunity to express their artistic skills with a final piece of artwork inspired by the original piece.
- Teachers are encouraged to help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, “I like the way the artist has ...” or “In this artwork see ...” as well as developing their own. At Westende Junior School, we have created a map of expectations, skills, techniques and media for each year group and this is available for all staff to see, aiding them to plan their lesson accordingly. Each year, skills are developed, different media, techniques are used, and the children’s knowledge and interest in the subject grows. It is vital that staff use the map so that progression can develop and there are no overlaps. Great/cultural artists are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes’ interest as well.

Art Implementation and Pedagogy

Why is Art taught in this way?

- The role of the visual arts in early childhood education has long been recognised and valued as an essential component of the curriculum. (Eckhoff, Angela, 2011) The arts consist of different forms such as dancing, drawing and painting, performance art, sculpturing and many more. There is more and more information available that shows how crucial arts integration is to creating well-rounded, well-prepared learners and leaders.
- Art helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Art experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe their own culture as well as with the wider world. It is important that the subject matter is broad and includes culturally and ethnically diverse artists. Children need to understand that all sorts of people, in a variety of ways, make art. This can be shown through paintings, sculptures, websites, books and visiting galleries (real or virtual). Art can nurture the child's well-being and growth mind-set as it helps in the development of self-esteem, self-discipline, cooperation, and self-motivation. Children's self-esteem will improve, as there is no right or wrong answer in creative work.
- A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognised for academic achievement, than children who do not participate.

Art Implementation and Pedagogy

What is our intended impact?

- At Westende Junior School we hope to develop and foster in children a love of art. A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can-do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculptures. At school, we plan arts week where the focus is on the above skills and a theme, by setting aside a week can enable children to become absorbed in the topic.
- Learning walks, art displays, sketchbooks and planning will highlight how art is taught across the school and it will be evident to see areas that may need extra input and staff who may be able to share their skills and knowledge.
- We want children to feel confident in their artistic abilities, and celebrate their achievements through visual displays in classrooms, corridors and through community projects.
- The skills learnt will allow children to apply them to a range of subjects as well as making them ready to tackle new experiences.

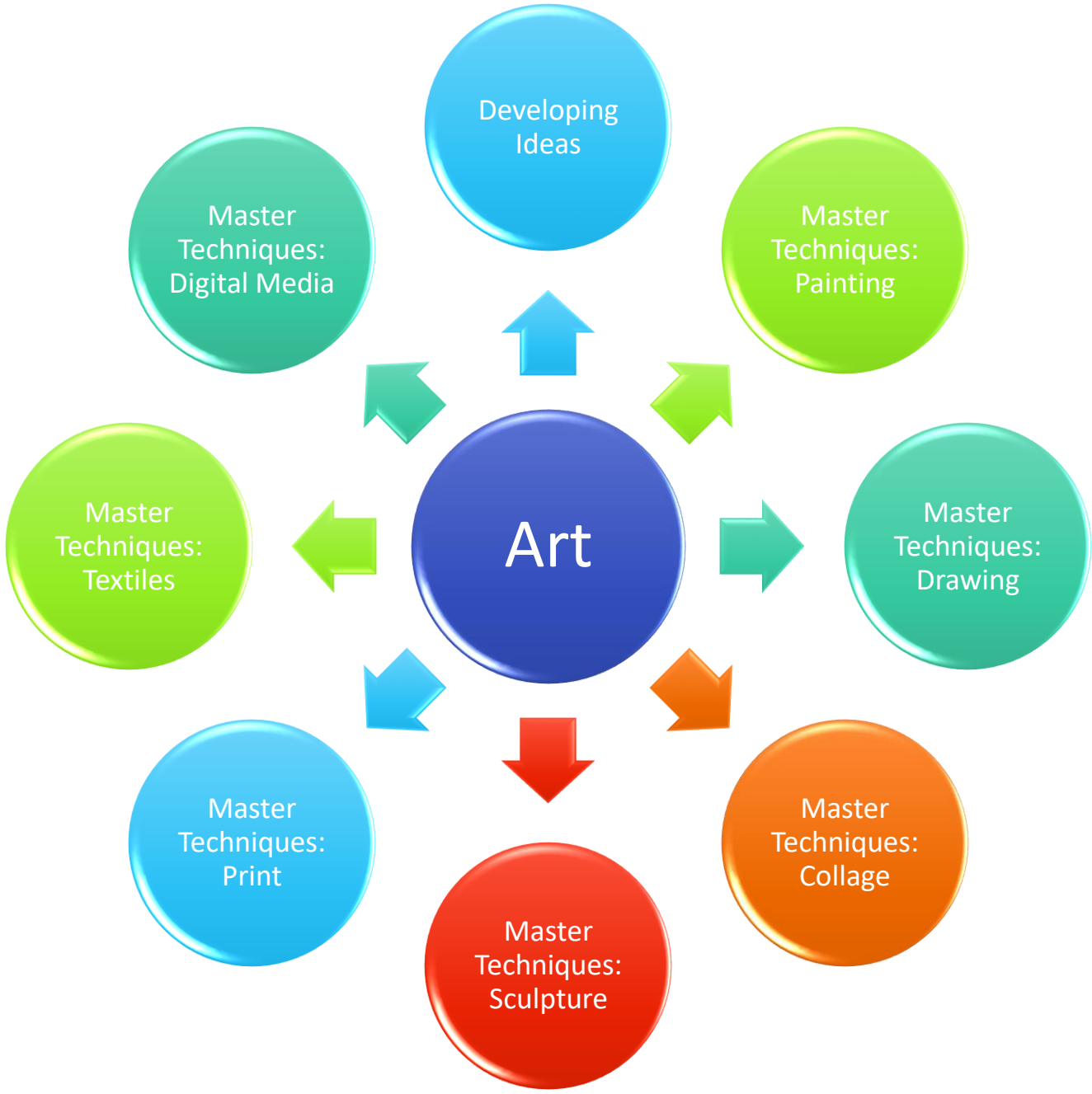
Art Breadth

	Year 3	Year 4	Year 5	Year 6
Drawing	'Stone Age Cave Art' :using pens and pencils, focus on scale, shading, tone, use of pressure on the pencil. Making marks, noticing patterns.		Self-portraits: Adapt drawing techniques according to the tool (pencil/charcoal)	Use of sketching pencils to create mountain scenes, focusing on the use of shading, tone and adding texture.
Painting	Kandinsky: use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.	Rainforest Animals: Use colour mixing/matching, experimenting with shade and tone through a variety of painting exercises (mixing colours, use of water with watercolour paint).	Space Art: Use colour mixing/matching, experimenting with shade/ tone, different sized brushes and marks to create the effect of movement (mixing colours, with ready mix or powder paint) inspired by Peter Thorpe	Mountains: Mix a range of watercolours to create an impression of a view.
Print			Coastal artwork: repetitive print patterns using acrylic and polystyrene.	Graffiti: Design and make stencils inspired by the work of Banksy and use them to print own tags.
Collage	Egyptian Collars: Develop assemblage skills, using a range of materials and assembling to create a certain effect.	'All About Me Collage': Assemblage skills, using a range of materials and assembling to create a certain effect.	Coastal Scenes: Mixed media collage on canvas. Indian art work: Creating Rangoli patterns using a range of materials including chalk and rice.	Creating an imagine to represent a famous person to go alongside their famous person personal project.

Art Breadth

	Year 3	Year 4	Year 5	Year 6
Sculpture	Clay - shape, form, model and construct a Canopic jar using a variety of techniques: score, slip, mould.		Ancient Greek Clay Pots – research, design, create, paint and evaluate and Ancient Greek Pot, using clay techniques and inspired by Ancient Greek pottery learnt about in History.	Mayan inspired clay masks – research, design, shape, model, construct and decorate a mask inspired by those worn in Ancient Maya.
Digital Media	**N**	Capture images of my own work.	Lego Wedo: Computer control of a made product	**In**corporating images into PowerPoint when creating STEM projects.
Textiles				Research, design and make a cushion, using a variety of stitches.
Artists			Peter Thorpe John Piper (Collage) Edvard Munch (The Scream)	Banksy (printing), Nicholas Roerich (watercolour)

Art
Key Concepts



Art Progression Map – Developing Ideas

3 **4**	• Gain inspiration from different artists from around the world. • Compare skills and style of different artists and comment on which they prefer. • Continue to use a variety of subject specific vocabulary during art lessons (e.g. tone, shading, texture, abstract) • Discuss work and recognise where it can be developed further.
5 **6**	• Compare the skills and styles of different artists and be able to say which they prefer. Comment on their own work and the work of others sensitively. • Compare and comment on the skills, ideas and artwork of different artists using the language of art (e.g. colour, pattern and texture, line and tone, shape, form and space). • Use a sketchbook to collect and explore ideas from first hand observation, experience, imagination and they will try out the techniques of known artists. • Evaluate own work and describe how they might develop it further.

Art Progression Map – Mastering Techniques : Drawing

	Skills	Knowledge and Understanding
3	• Use a number of sketches to base work on. • Annotate sketches in art sketchbook to explain ideas. • Create intricate patterns / marks with a variety of media. • Create textures and patterns with a variety of media.	• Use different grades of pencil at different angles to show different tones. • Use hatching and cross hatching to show tone and texture in drawings. • Explore drawing (e.g. comics) throughout the 20th and 21st centuries to see how styles are used for effect.
4	• Select the most suitable drawing materials for the type of drawing. • Use shading to add interesting effects to drawings, using different grades of pencil. • Explain the ideas behind images in an art sketchbook.	• Use a variety of different shaped lines to indicate movement in drawings. • Use shading to show shadows and reflections on 3d shapes. • Study other artists' drawings and have experimented with some of these styles.
5	• Select appropriate drawing materials to create different effects in drawings. • Use shading to add interesting effects to my drawings, using different grades of pencil. • Explain the ideas behind images in an art sketchbook.	• Use a variety of different shaped line to indicate movement in drawings. • Use shading to show shadows and reflections on my drawings of people. • Study drawings from other artists' and explain the effect of their chosen style.
6	• Develop own artistic style using tonal contrast and mixed media. • Use sketchbooks to collect, record and plan for future works. • Develop an awareness of composition, scale and proportion in my drawings.	• Drawing communicate movement. • Drawings of still life include shadows and reflections. • Work includes historical studies of technical drawings, such as ancient architecture.

Art Progression Map – Mastering Techniques : Painting

	Skills	Knowledge and Understanding
3	• Use watercolour paint to produce washes for backgrounds and then add detail. • Experiment in creating mood and feelings with colour. • Demonstrate an increasing control over the types of marks made and experiment with different effects and textures.	• Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.
4	• Use different colours to create a mood. • Create different effects and textures with paint. • Use light and dark within painting and show understanding of complimentary colours. • Start to look at working in the style of a selected artist.	• Make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.
5	• Create colours by mixing to represent images observed in the natural and man-made world. • Confidently control the types of marks made and experiment with different effects and textures. • Start to develop own style using tonal contrast and mixed media. • Recognise the art of key artists.	• Create paintings using colour and shapes to reflect feelings and moods. • Sketch (lightly) before painting so as to combine lines with colour to produce images that convey a purpose. • Paintings show movement.
6	• Control the types of marks made and experiment with different effects and textures. • Mix colour, shades and tones with confidence, building on previous knowledge. • Use sketchbooks to collect and record visual information from different sources.	• Paintings are based on observations and can convey realism or an impression. • Combine colours and create tints, tones and shades to reflect the purpose of work. • Create lines in paintings which are sometimes stark and cold and at other times warm to reflect different features or intentions.

Art Progression Map – Mastering Techniques : Collage

	Skills	Knowledge and Understanding
3	• Cutting skills are precise. • Know the striking effect work in a limited colour palette can have, through experimentation. • Use montage to create images	• Use tessellation and other patterns in my collage. • Use my cutting skills to produce repeated patterns.
4	• Develop skills of coiling and overlapping. • Make paper coils and lay them out to create patterns or shapes. • Use mosaic to create images. • Experiment with ceramic mosaic techniques to produce a piece of art.	• Look at mosaic, montage and collage from other cultures.
5	• Experiment with techniques that use contrasting textures, colours or patterns. (Rough/smooth, light/dark, plain/patterned). • Work reflects a purpose.	• Collage is based on observational drawings. • Collage combines both visual and tactile qualities. • Collage takes inspiration from artists or designers.
6		

Art Progression Map – Mastering Techniques : Sculpture

	Skills	Knowledge and Understanding
3	• Experiment with making life size models. • Mould, sculpt and add details to clay models. • Join clay to add further elements to clay models.	• 3D work has a well thought out purpose. • Use the technique of adding materials to create texture, expression or movement. • Use clay techniques to apply to pottery studied in other cultures.
4		
5		
6	• Sculptures use a range of techniques such as slab, coils etc. • Use slip to join pieces of clay together. • Embellish and decorate final pieces.	• 3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer. • 3d work contains both visual and tactile qualities. • Choose from all of the techniques previously learned to embellish work, as appropriate.

Art Progression Map – Mastering Techniques : Printing

	Skills	Knowledge and Understanding
3		
4	• Make own printing blocks and experiment with different materials. • Make a one-coloured print. • Build up layers of colours to make prints of two or more colours.	• Know how printing is used in the everyday life of designers or artists. • Compare the methods and approaches of different designers in print techniques. • Explore printing from other cultures and time periods.
5		
6	• Print work includes printing onto fabrics, papers and other materials. • Use drawings and designs to bring fine detail into my work. • Build up colours in my prints.	• Prints combine a range of visual elements to reflect a purpose. • Prints are based on the work of a well known British artist and on my own experience. • Prints have a starting point from a designer in history.

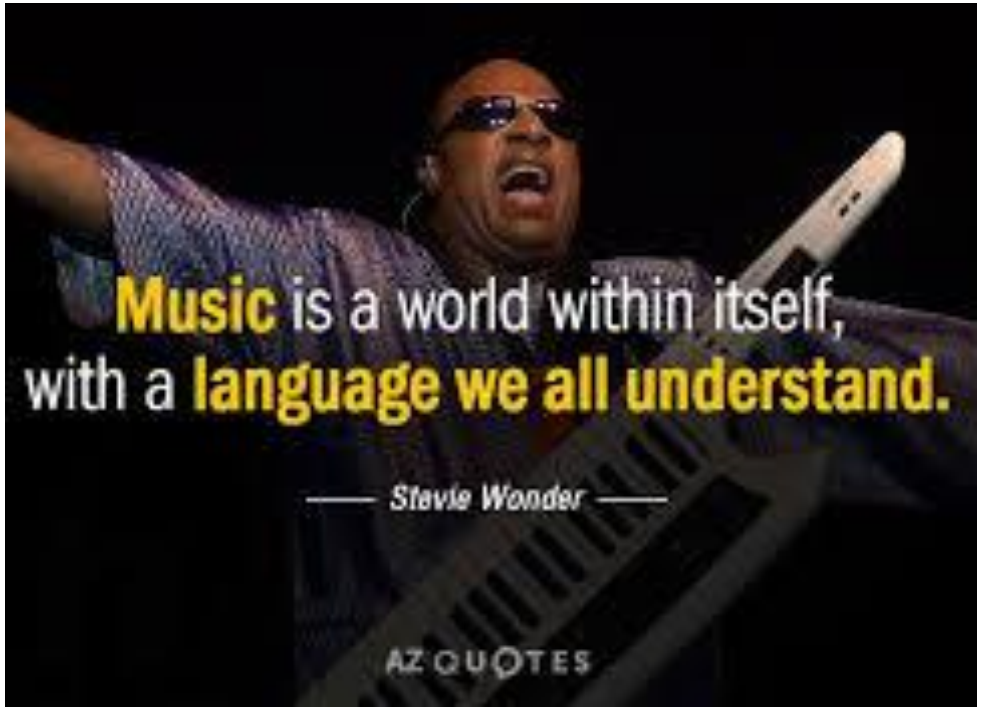
Art Progression Map – Mastering Techniques : Textiles

	Skills	Knowledge and Understanding
3	Use the basics of cross-stitch and back-stitch. Know how to colour fabric and have used this to add patterns. Make weavings such as 'God's Eyes'. Use the basics of quilting, padding and gathering fabric.	Know how to colour fabric and have used this to add pattern. Create texture in my textiles work by tying and sewing threads or by pulling threads. Use textiles skills to create artwork that is matched to an idea or purpose. Show awareness of textiles work from other cultures and times.
4		
5	Understand how to use the techniques of sewing (cross and back stitch), applique, embroidery, plaiting and finger knitting. Use precise techniques to convey the purpose of my work. Develop a preference for a preferred type of textile work. Develop a range of pieces in a particular style, for a range of purposes.	Textile work sometimes combines visual and tactile elements, fit for purpose. Textile work is sometimes based on historical or cultural observations.
6		

Art Progression Map – Mastering Techniques : Digital Media

	Skills	Knowledge and Understanding
3		
4	Use a digital camera to take images of things people have made. Write about my ideas and add sketches to my art sketchbook. Use the internet to research ideas or starting points for art.	Use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man-made world.
5		
6	Create digital images with some animation or video sound to communicate my ideas. Evaluate own work, and that of others, discussing whether it meets its purpose. Keep notes about methods of working and the methods of others.	Work combines visual and tactile qualities to communicate an intention or purpose.

Music



Music Intent and Purpose

Why do we teach music?

Through our teaching of music, it is hoped that pupils will be inspired and motivated to use it as a vehicle for personal expression and development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music also plays an important part in helping children feel part of a community.

What is the aim of our curriculum for music?

Here at Westende, all pupils are provided with opportunities to create, play, perform and enjoy music. Our school uses the KS2 national curriculum for music as the basis for its curriculum planning. Through our curriculum, pupils will develop the skills to appreciate a wide variety of musical forms, and begin to make judgements about the quality of music.

Music Intent and Purpose

What do we teach in our music curriculum?

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 inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Music Intent and Purpose

How does our music curriculum link to our key curriculum competencies?

Character

As most pupils are not music genius' yet, there is less fear of being wrong. All pupils are encouraged to experiment with music and their efforts are celebrated and encouraged. Pupils will be valued for taking risks, trying out new things, perseverance and for overcoming obstacles.

Culture

Music connects many societies and is an integral part of many celebrations and festivals. All children will experience a range of styles and types of music and, through class discussion, learn to respect the musical choices of others, be that of their peers or people from different cultures.

Core

There is a strong correlation between music and maths - beat and rhythm are formed from patterns with maths underlying their structure. Music is often used in storytelling and to create mood/set a scene and helps to develop imagination for story writing. Music can be used as a stimulus for creative writing, or lyrics can be analysed to develop reading skills.

Curriculum

Through singing songs, children learn about the structure and organisation of music. Opportunities are given to pupils to listen to, appreciate and understand a wide range of high-quality music. Children are taught to understand musical notation and to compose their own pieces. Pupils are offered further opportunities to study a musical instrument with peripatetic teachers.

Community

All children can access the curriculum at their own level. Singing is frequently carried out as a school community, as well as in class groups, encouraging participation in ensembles. Musicians visit the school, giving opportunities to hear live music.

Music Implementation and Pedagogy

How is music taught at Westende Junior School?

- At Westende, we follow our own curriculum, (linked to the ks2 national curriculum) which has been designed to develop skills. Children will be exposed to a range of diverse music and musical styles as part of their topic learning.
- The online resource ‘Charanga’ is used to supplement lessons, as is the Music Express scheme of work for music. In addition to the specific music lessons, Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.
- In music, progression can be shown by doing simple things better, as well as by doing more complex things.
- The lessons concentrate on ‘making music’, whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.
- The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.
- Children in Years 4&5 are taught to play a musical instrument though partnership with Berkshire Maestros Music Hub. This gives every child the opportunity to learn an instrument whilst in primary education.

Music Implementation and Pedagogy

Why is music taught in this way?

Music plays an important role in children's academic and social development and should engage and inspire pupils to develop a love of music and increase their self-confidence, creativity and sense of achievement.

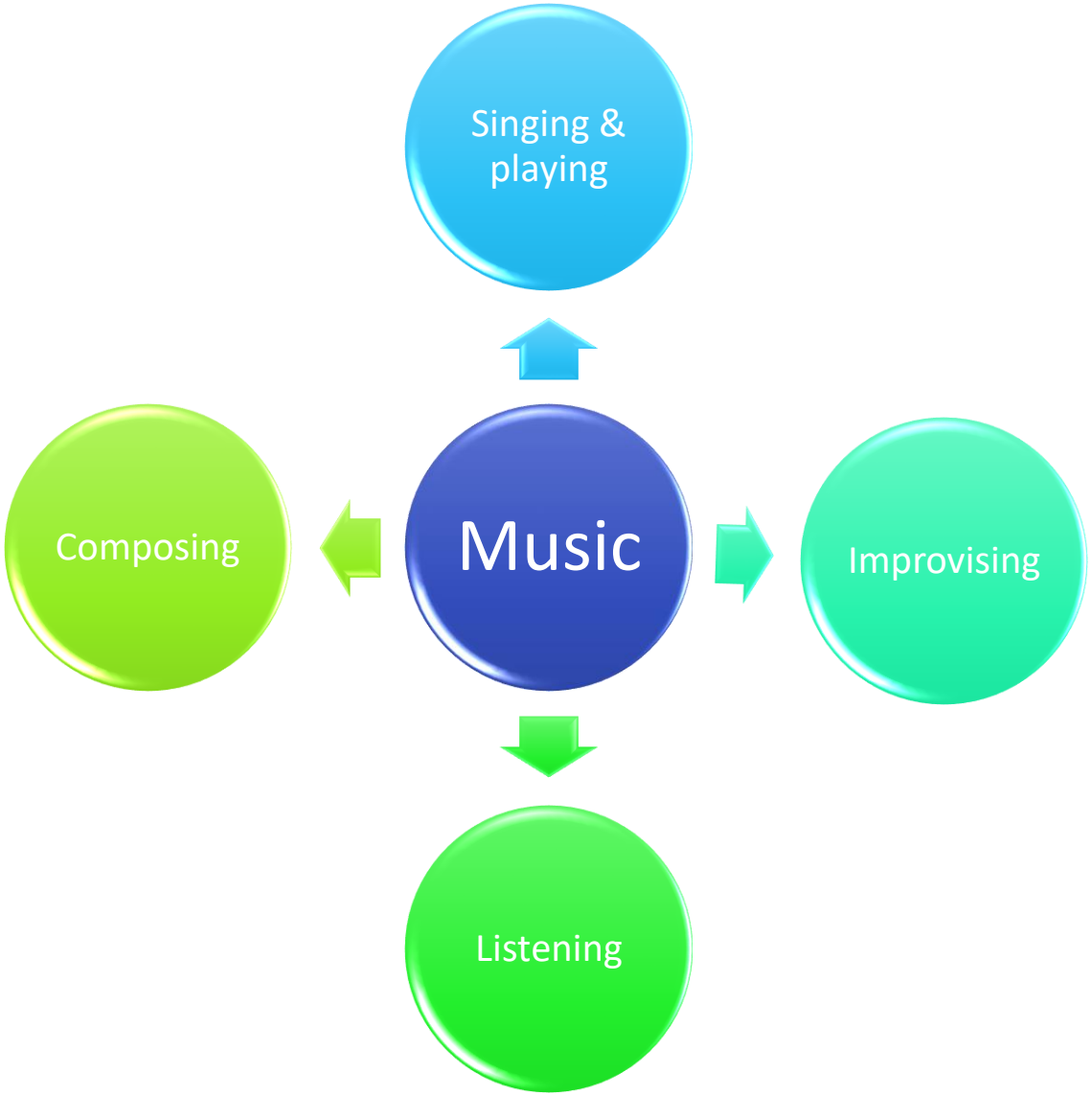
How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Music Breadth

	Year 3	Year 4	Year 5	Year 6
Autumn Term	Body Percussion – Using BBC Ten Pieces 'Connect It' by Anna Meredith Tchaikovsky and The Nutcracker – Using BBC Ten Pieces "The Nutcracker" by Tchaikovsky Christmas songs practice	Composing Singing and Performance	Learning to play the ukulele Singing Christmas songs and carol singing	Playing the ocarina Reading music Compose and record own compositions Christmas songs and carol singing
Spring Term	Charanga – 3 Little Birds by Bob Marley		Ukulele lessons continued Reading music Singing, playing and performing with increasing accuracy, fluency, control and expression	Listening and appraising Mayan music Body percussion to create a rhythm in groups.
Summer Term	Folk music TBC	Learning to play the ukulele	Playing: Glockenspiel Singing Livin' on a Prayer and Fresh Prince of Bell-Air using Charanga Using voice, sounds, technology and instruments in a creative way	Playing: Glockenspiel Learn and sing the songs, as well as perform the Year 6 production.

Music
Key Concepts



Music Progression Map
Singing and Playing

3	• Enjoy singing and playing, trying out and changing sounds; explore sounds and music through play. • Sing broadly in tune within a limited pitch range. • Follow and offer simple musical instructions and actions. • Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills). • Show awareness of the audience when performing.
4	• Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). • Join in and stop as appropriate. • Respond to musical cues. • Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound – getting louder, softer, higher, lower, faster, slower) supported by verbal explanation, pictures, movements etc. as appropriate. • Name common classroom instruments
5	• Sing and play confidently and fluently, maintaining an appropriate pulse. • Suggest, follow and lead simple performance directions. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Maintain an independent part in a small group when playing (e.g. rhythm, ostinato, drone, simple part singing etc.).
6	• Maintain a strong sense of pulse and recognise and self- correct when going out of time. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. • Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. • As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.

Music Progression Map
Improvising

3	• Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music).
4	• Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence).
5	• Use voice, sounds, technology and instruments in creative ways. • Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.
6	• Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.

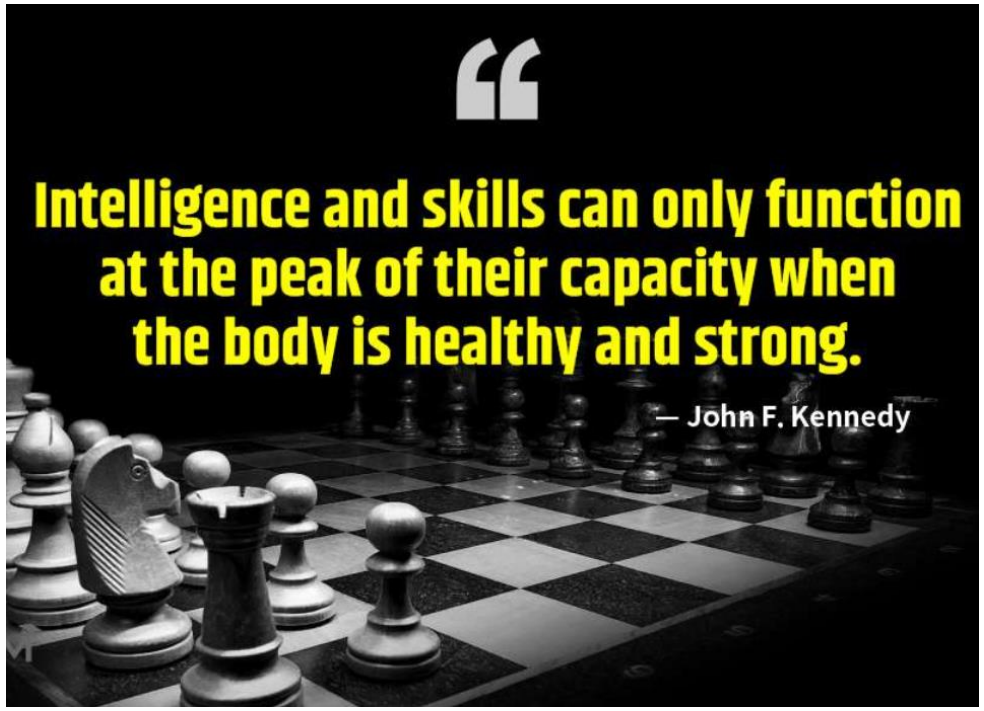
Music Progression Map
Listening

3	• Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/ sharing ideas.
4	• Listen with increased concentration, responding appropriately to a variety of live and recorded music, • Make statements and observations about the music and through movement, sound-based and other creative responses.
5	• Offer comments about own and others' work and ways to improve. • Accept feedback and suggestions from others. • Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.
6	• Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. • Share opinions about own and others' music and be willing to justify these. • Critique own and others' work, offering specific comments and justifying these.

Music Progression Map
Composing

3	• Create music, and suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear). • Comment on and respond to recordings of own voice, other classroom sounds, musical instruments etc.
4	• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. • Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc.
5	• Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. • Create simple rhythmic patterns, melodies and accompaniments.
6	• Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. • Create music which demonstrates understanding of structure and discuss the choices made.

Physical Education



PE Intent and Purpose

Why do we teach PE?

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.

What is the aim of our curriculum for PE?

Physical Education aims to ensure that all pupils:
develop competence to excel in a broad range of physical activities
are physically active for sustained periods of time
engage in competitive sports and activities
lead healthy active lives.

Physical Education Intent and Purpose

What do we teach in our Physical Education curriculum?

Years 3 & 4 Pupils will

-be taught to use running, jumping, throwing and catching in isolation and in combination

-play modified competitive games for invasion games such as in Hockey, Tag Rugby, Football and netball

-develop flexibility, strength, technique, control and balance through gymnastics

- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team- such as orienteering

- Begin to swim competently up to a distance of at least 15 metres
- Begin use a range of strokes [for example, front crawl, backstroke and breaststroke]

Years 5 & 6 Pupils will

-use running, jumping throwing and catching in small games and will be taught to play competitive games where appropriate

-play competitive games (modified where appropriate) for invasion games such as in Lacrosse and Ultimate Frisbee

-plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.

-combine flexibility, techniques and movements to create a fluent sequence in dance.

-through outdoor adventurous activities interprets simple maps. They will choose and apply strategies to solve problems with support.

-swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

-perform safe self-rescue in different water-based situations.

Physical Education Intent and Purpose

How does our PE curriculum link to our key curriculum competencies?

Character

PE requires perseverance to practise new and develop known skills and techniques.

It builds resilience and helps to develop a growth mindset.

Pupils are able to develop their own individual skills and those required as part of a team.

Communication skills and an understanding of fairness and respect of others

A knowledge of a healthy lifestyle and fitness.

Cultural

A varied dance curriculum allows pupils to gain an understanding of cultures other than their own.

Through learning and respecting rules in varying circumstances.

Mutual respect of the differences between theirs and others abilities and the celebration of all.

Core

Maths - Data handling from the use of recorded PE results.

Literacy –through written reports written to read in celebration assemblies and published in the Newsletter. Children will discuss, debate and write about sporting current affairs.

Curriculum

Topic - Dance to be linked to topic areas where possible.

Computing- use of PC to write reports for assemblies, yearbooks.

Use of interactive white board to analyse professional athlete's techniques

Use of iPad to record techniques to assess, review and then evaluate techniques/ routines.

Geography- through the development of map work during orienteering lessons.

Community

Children are given the opportunity to take part in sporting events and competitions in school and in the wider community.

Tournaments and competitions are organised by students at St.Crispin's School.

The school supports the development of pupil's participation in sport outside of school e.g. authorisation to attend national and country trials, competitions and coaching events.

The school offers the use of the swimming pool facilities to the wider communtity

The school offers a wide range of sports clubs run by external coach e.g. Reading FC.

Physical Education Implementation and Pedagogy

How is PE taught at Westende Junior School?

- The class teacher will mainly focus on curriculum PE areas; Gymnastics, Dance, Striking and fielding, Invasion Games, Net and Wall Games, Fitness, Athletics and Swimming.
- In class PE, an indivualised programme of study has been designed in all curriculum areas. In Gymnastics, Val Sabin plans are used and in Swimming, teachers follow the Swim England- Learn to Swim framework. From these the long and medium term overviews ensure a balance of units for all areas of PE in all year groups and demonstrate progression across the whole school. In lessons they can used as a basic weekly lesson plan and be adapted to meet the needs of the pupils as appropriate. There is flexibility within the units to allow for cross curricular teaching where appropriate, for example relating dance to class topic work.
- Sports initiatives are used to keep pupils active, Christmas Lapland Challenge, Go Noodle, lunchtime play. Additional sports events are planned for example clock sports, sports relief, bikeability and Walk to School Week. Across the school, inter-house sports competitions take place in cross country, netball, football, swimming and athletics
- Pupils will develop their individual and team skills and work in differing groups to enable skill and knowledge sharing, co-operation and social interaction on different levels. They are given the opportunity to complete against children from other schools
- Within other curriculum lessons there is an aim for greater physical activity.

Physical Education Implementation and Pedagogy

Why is PE taught in this way?

Class PE

Each lesson will consist of:

a) warm up, appropriate to the skills within the unit

b) main body of the lesson to develop skills and then to incorporate them into games/activities (small sided if appropriate)

c) cool down/plenary- review of skills developed, things that went well, things to improve

There should be an emphasis on pupils being active for the majority of the session.

Key objectives are set out at the start of the unit and each lesson will build from the last. Lower Key Stage 2 focuses on core skills and KS2 will build and develop on these.

To differentiate, as each skill or activity is being practised the teacher will set further challenges to those more able and reinforce or make simpler as necessary for those less confident. We use the STEP framework of differentiation to modify the PE lesson (Space, Time, Equipment and People)

Physical Education Implementation and Pedagogy

How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries.

Observations during the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Physical Education
Key Concepts

PE Progression Map – Games

	Throwing and Catching and Understanding Space	Working with Others	Bat and Ball Skills	Throwing Skills
3	• Show control in a range of different throws / passes. • Find space and keep possession of a ball within a team game. • Develop ideas for attack and defence.	• Select and apply simple tactics individually. • Work co-operatively in small groups. • Follow rules of a game.	• Strike a ball with relative accuracy. • Aim a ball to make it more difficult for an opponent. • Hit a ball with a range of different bats / racquets.	• Develop feeding / bowling skills.
4	• Pass a ball accurately with hands or feet when moving around in a game. • Pass and move to retain possession and progress down the pitch. • Begin to develop marking and interception.	• Understand, use and adapt simple tactics individually and in a group. • Work co-operatively in a competitive game. • Invent rules for a game to make it easier or more complex.	• Hit to develop accurately over a net or at a target. • Move to hit a ball. • Strike with control from as static base or from bowled ball aiming into spaces.	• Begin to field / bowl with control, making accurate throws.
5	• Reinforce and develop passes and movements. • Dodge / move, receive, pivot and pass. • Mark a player or space to intercept and pass.	• Begin to organize a team to enhance performance. • Work with others to organise and manage games. • Use a more complex rules in a game.	• Try to hit into a space on opponents court to score a point. • Understand how to position their body to receive a ball. • Strike using a bat to a target area.	• Further develop and extend catching (high, low, bounce, to one side, directly) and fielding (towards, chase, support another fielder) skills.
6	• Select the most appropriate person to pass to within a game and the most appropriate pass for accuracy. • Work with a team or alone to gain possession. • Use a range of attaching and defending skills within team games.	• Identify how a team's tactics can improve their performance to increase scores. • Work with others to organize and manage games for younger pupils. • Describe and use rules appropriately within different games.	• Develop a small sided scoring game. • Move to hit and return a ball accurately. • Use a range of shots or strokes appropriate to the game.	• Bowl in a competitive situation. • Field and return the ball accurately.

PE Progression Map
Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
3	• Develop ¼, ½, ¾ and full turn on floor and ¼ and ½ turn on equipment. • With guidance, link 3 or 4 moves in a floor routine including a balance, jump and turn. • Travel in different ways creating curved and straight line patterns using high and low positions.	• Use tuck shape on floor and equipment. • Explore body shapes in balances improving body tension. • Balance at different levels using sequences.	• Develop forward and teddy bear roll. • Develop independent log roll with tension.	• Using team gym format perform competition using bench/springboard/box improving body tension and timing in correct run up, straight/star dismount and line up.	• Investigate shapes to movement across and around the units safely changing from 4 to 2 or 3 points of contact.
4	• Use symmetrical and asymmetrical shapes to spin and turn. • Independently link 3 or 4 moves in a floor routine including a balance, jump and turn. • Develop working with a partner to travel in different ways creating curved and straight line patterns, high/low positions and stretched and curled shapes.	• Jump, travel and hold positions using a variety of shapes. • Move into balance and out using different directions and levels.	• Begin to understand how to link teddy bear rolls to move through 360^{o}. • Develop log roll with body tension and direction. • Develop unsupported forward roll.	• In team gym competition use identically identifiable shaped jumps in each routine (springboard, box).	• Start to use 2/3 points of contact to explore shapes within and from the bars.

PE Progression Map Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
5	• Include more complex spins and rotations in routines, showing variations in speed, shape and direction. • Develop a sequence showing two jumps, a roll, travelling and a balance. • Develop jumping in different directions using linking movements to continue travelling or return to a start point.	• Practice straight, star, pike, straddle and tuck shapes improving body tension on floor and equipment using three contact points. • Use feet apart and feet together and wide and narrow shapes to develop flight from feet-hands-feet.	• Link 2 teddy bear rolls to move through 360^{o}. • Continue to develop forward roll with thought to standing at end without hands.	• Improve speed of run up and timing to compete in team gym format routines (box, springboard).	• Climb on wall bars, moving around units at varying heights investigating shapes and balances using various numbers of points of contact.
6	• Adapt and transfer rotational skills and sequences onto the equipment used. • Develop own team routine and repeat as a team using travel, turns, balances, jumps and rolls on the floor. • Plan a sequence with a partner and perform it side by side and one behind the other in sync.	• Practise straight, star, pike, straddle and tuck shapes, improving body tension on floor and equipment using two contact points. • Move into and out of bridges and balances with control, using jumps or travelling movement in different directions.	• Link 2 or more teddy bear rolls fluidly. • Practise unsupported forward roll to standing without using hands and presenting.	• Design and perform own team gym floor routine using balances, turns , jumps (roll) with identically identifiable shapes. • Compete 2 routines from spring board in team gym format routines.	• Climb confidently on wall bars, moving around units at varying heights investigating shapes and balances with increased body tension using various numbers of points of contact.

PE Progression Map – Athletics

	Running	Jumping	Throwing
3	• Begin to understand techniques for efficient sprinting. • Begin to understand the need for pacing for different distances. • Begin to use techniques for relay racing. • Understand the footwork pattern used to hurdle.	• Begin to use 1 to 2 footed technique for a running jump using take off board. • Begin to use scissors technique on high jump equipment.	• Begin to understand the range of throwing actions required for a variety of equipment.
4	• Develop efficient sprinting techniques. • Develop pacing for different distances. • Develop techniques for relay racing. • Develop the footwork pattern for efficient hurdling.	• Develop 1 to 2 footed technique for a running jump with use of take-off board. • Develop scissors technique and demonstrate a safe landing.	• Develop throwing action required for a variety of equipment.
5	• Develop efficient sprinting techniques. • Develop pacing for different distances. • Develop techniques for relay racing. • Develop the footwork pattern for efficient hurdling.	• Develop 1 to 2 footed technique for a running jump with use of take-off board. • Develop scissors technique and demonstrate a safe landing.	• Develop throwing action required for a variety of equipment.
6	• Improve sprinting techniques by using the techniques learned from analysis of recordings. • Select the appropriate pacing to improve performance over a distance. • Develop body positioning and baton changing for maximum speed whilst relay racing. • Design hurdles courses according to groups requirments to achieve the correct pacing and speed.	• Develop speed and technique to improve distance. • Develop scissors technique and pacing for a running high jump.	• Improve correct stance, accuracy of direction and transference of weight from back to front foot to maximize throw.

PE Progression Map – Dance

	Movements and Choreography	Performance and Impact	Describing Dance
3	• Perform basic actions clearly and fluently. • Use contrasts in shape, speed and size within a sequence. • Respond to different stimulus within a setting (e.g. story, theme or culture)	• Use simple rhythms/patterns to structure and perform dance phrases on their own and with a partner.	• Demonstrate an understanding of descriptive words when talking about dance.
4	• Link basic actions with greater control, clearly and fluently. • Combine imaginative ideas and speed, size and shape in a dance.	• Perform in different group formations. • Begin to 'tell a story' clearly.	• Describe how emotions can be demonstrated in a dance.
5	• Display how to link movements together in a logical sequence. • Refine, remember and repeat dance phrases.	• Work with a partner to structure a routine using unison and mirroring. • Perform dances expressively.	• Interpret and comment on other's work.
6	• Organise small groups to develop the idea of a dance. • Demonstrate the ability to transfer ideas into movement.	• Perform with clear meaning with increased control, fluency and accuracy. • Understand the value that dance makes to different cultures.	• Discuss the structure of their own and others' dances.

PE Progression Map – Swimming

	Swimming Skills and Water safety	Water safety
3	• Move forward for a distance of 7 metres (feet on or off the floor) • Blow bubbles with nose and mouth submerged • Push and glide off the wall with arms extended	• Learn to enter the water safely • Learn to exit the pool safely without support
4	• Use recognised arm and leg actions, lying on their front and back. • Push and glide and travel 10 meters on the front • Push and glide and travel 10 metres on the back • Perform a tuck float and hold for three seconds	• Exit the water without using the steps
5	• Swim unaided for a sustained period time over a distance of at least 15m. • Use a range of recognised strokes (such as front crawl, backstroke, breaststroke and butterfly) • Push and glide	• Use a range of personal survival skills (for example sculling and floating). • Demonstrate and action for getting help
6	• Swim unaided for a sustained period time over a distance of at least 25m. • Swim 10 meters wearing clothes	• Pace themselves in swimming challenges related to speed, distance and personal survival. • Perform a safe self-rescue. • Perform a shout and signal rescue

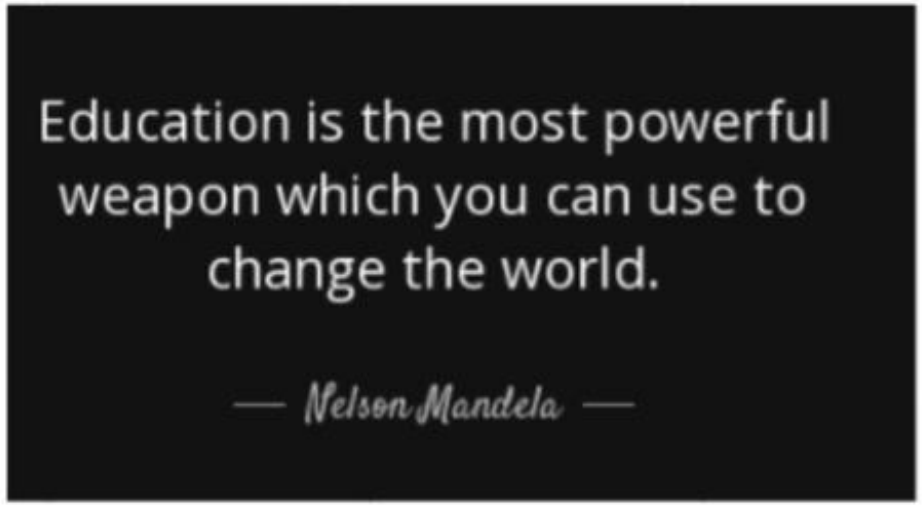
PE Progression Map
Health and Fitness

	Getting Reading to Exercise	Health and Fitness	Impact of Exercise on the Body
3	• Give reasons why warming up is important.	• Describe why regular physical exercise improves health and fitness.	• Recognise how my breathing, heart beat and temperature change during exercise.
4	• Identify activities that could be used in a warm up.	• Describe why regular physical exercise improves health and fitness.	• Recognise how my breathing, heart beat and temperature change during exercise.
5	• Begin to plan and lead a warm-up.	• Know what types of fitness are important for different sports (stamina, strength, speed).	• Describe the way the body reacts during exercise.
6	• Lead a class/group warm up using movement and stretches. • Describe why warming up is important for the body.	• Know what types of fitness are important for different sports (stamina, strength, speed).	• Describe the way the body reacts during exercise.

CHARACTER EDUCATION

- RELATIONSHIPS AND HEALTH EDUCATION (RHE)
- SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION (SMSC) INDLUDING BRITISH VALUES

RELATIONSHIPS AND HEALTH EDUCATION



Relationships and Health Education Intent and Purpose

Why do we teach RSE?

RSE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. RSE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. RSE education also helps pupils to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world.
Relationships Education and Health Education are statutory in primary schools from September 2020.

What is the aim of our curriculum for PSHE?

The aim of our RSE teaching is to develop the knowledge and skills required to enable our children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to embrace the challenges of creating a happy and successful adult life. We feel it is very important children are given opportunities to develop the skills required to make sound decisions when facing risks, challenges or new or more complex situations. We aim to deliver lessons that provide contexts for children to embed new knowledge, so that this knowledge can then be used confidently in real life situations. We want our children to have high aspirations, a belief in themselves and realise that anything is possible. We value RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Relationships and Health Education Intent and Purpose

What do we teach in our PSHE curriculum?

Statutory Relationships Education	Statutory Health Education	Sex Education
• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• Mental wellbeing • Internet safety and harm • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (puberty)	• We plan to include the non-statutory elements of sex education in Year 6 to meet the needs of our pupils. • The DfE guidance states that 'The DFE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. • Parents can withdraw their child from these elements provided in the year 6 programme, but no other part of our RHE programme.

Relationships and Health Education Intent and Purpose

How does our RSE curriculum link to our key curriculum competencies?

Character

Children learn to become more self-aware and aware of others. They will learn how to deal with increasingly challenging c hanges, and discover ways in which they can deal with these independently.

They will develop strategies for communication, looking after themselves and others and how to embrace and develop opportunities and chance.

Culture

RHE helps children develop their understanding of other people's beliefs, ideas and culture. It explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity.

Core

Children develop their speaking and listening skills through discussion and debate in RHE. RHE also helps children develop their empathy skills, understand character's viewpoints and develop their creative writing.

Curriculum

RHE can be linked to different subjects, such as RE with the understanding of other cultures and beliefs and Geography with topics such as Fair Trade and the positive environmental impact of tourism. SMSC and British Values are a core part of all PSHE lessons and is also delivered through Picture News

Community

The delivery of our PSHE lessons offer many opportunities for the children to feel part of a community e.g. working as a team, debating and sharing experiences in a safe, trusting environment. In addition to the way PSHE is taught, the concepts that are taught provide children with an understanding of what it means to be part of a community both in and out of school. 'Caring and Responsibility' and 'Families and Committed Relationships' are key units for community coverage. Throughout the year, we take part in many whole school events that also enhance the children's understanding of being part of a community, for example, Autism awareness week, Anti-Bullying, Children in need and Harvest.

Relationships and Health Education Implementation and Pedagogy

How is PSHE taught at Westende Junior School?

- The teaching of RHE is delivered using Discovery Education scheme of work from year 3 to year 6. We teach using a spiral curriculum which aims to allow children to build on previous skills and understanding each year. The repeated topics enable pupils to develop, practise and apply knowledge and skills across a range of contexts and situations. It follows the key themes outlined by the DfE that aim to promote personal Health and Wellbeing, Relationships, and Living in the Wider World. In addition to this, our RHE curriculum allows us to embed our school values of respect, happiness and resilience and aims to create well rounded individuals.

EDUCATION

Relationships and Health Education Implementation and Pedagogy

Why is PSHE taught in this way?

- We use Discovery Education because it offers a comprehensive programme for Primary RHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work. It gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Discovery Education also has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

Relationships and Health Education Implementation and Pedagogy

How will we know if children are making progress?

In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.

Relationships and Health Education Breadth

Years 3 & 4

Healthy and happy friendships
Year 3 – Being a good friend
Year 4 – Solving friendship difficulties
Similarities and differences
Year 3 - Valuing and respecting one another
Year 4 - Identity and diversity
Caring and responsibility
Year 3 – Responsibility and boundaries
Year 4 - Rights and responsibilities
Families and committed relationships
Year 3 – Different types of committed relationships
Year 4 - Families and other relationships
Healthy bodies, healthy minds
Year 3 – Sleep, food and hygiene
Year 4 - Influences and personal choices
Coping with change
Year 3 – Coping with feelings when things change
Year 4 - Puberty and hygiene

Years 5 & 6

Healthy and happy friendships
Year 5 - Changing friendships
Year 6 - Relationships and feelings
Similarities and differences
Year 5 – Celebrating strengths and setting goals
Year 6 - Respectful behaviour online and offline
Caring and responsibility
Year 5 – Caring in the community
Year 6 - Responsible behaviour as we get older
Families and committed relationships
Year 5 – Healthy, committed relationships
Year 6 - Starting a family (sex education)
Healthy bodies, healthy minds
Year 5 – Valuing our bodies and minds
Year 6 - Being the best me
Coping with change
Year 5 – Puberty and emotions
Year 6 - Coping with emotional effects of life changes

Relationships and Health Education Breadth

	Healthy and Happy Friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationships	Healthy Bodies, Healthy Minds	Coping With Change
Year 3	Being a good friend	Valuing and respecting one another	Responsibility and boundaries	Different types of committed relationships	Sleep, food and hygiene	Coping with feelings when things change
Year 4	Solving friendship difficulties	Identity and diversity	Rights and responsibilities	Families and other relationships	Influences and personal choices	Puberty and hygiene
Year 5	Changing friendships	Celebrating strengths and setting goals	Caring in the community	Healthy, committed relationships	Valuing our bodies and minds	Puberty and emotions
Year 6	Relationships and feelings	Respectful behaviour online and offline	Responsible behaviour as we get older	Starting a family (sex education)	Being the best me	Coping with emotional effects of life changes

Relationships and Health Education

Key Concepts

RHE Progression Map – Healthy and happy friendships

3	• Being a good friend and respecting personal space. • Strategies for resilience
4	• Solving friendships difficulties. • How to act if someone invades your privacy or personal boundaries.
5	• Identity and peer pressure off- and online. • Positive emotional health and wellbeing.
6	• How relationships evolve as we grow, including when transitioning to secondary school. How to cope with the wider range of emotions.

RHE Progression Map –
Similarities and differences

3	• Respecting and valuing difference. • Shared values of communities.
4	• Identity and diversity. • Seeing different perspectives and not making judgements based on appearance.
5	• Celebrating strengths, setting goals and keeping ourselves safe online.
6	• Identity and behaviour online and offline. • Reflecting on how people feel when they don't 'fit in'.

RHE Progression Map – Caring and responsibility

3	• Our responsibilities and ways we can care and show respect for others.
4	• Rights and responsibilities within families and wider society, including UN convention on the rights of the child.
5	• How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in our community.
6	• How we can take more responsibility for self care and who cares for us as we grow older, including at secondary school.

RHE Progression Map – Families and committed relationships

3	• Different types of committed relationships and the basic characteristics of these.
4	• The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.
5	• The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.
6	• Human reproduction, including different ways to start a family.

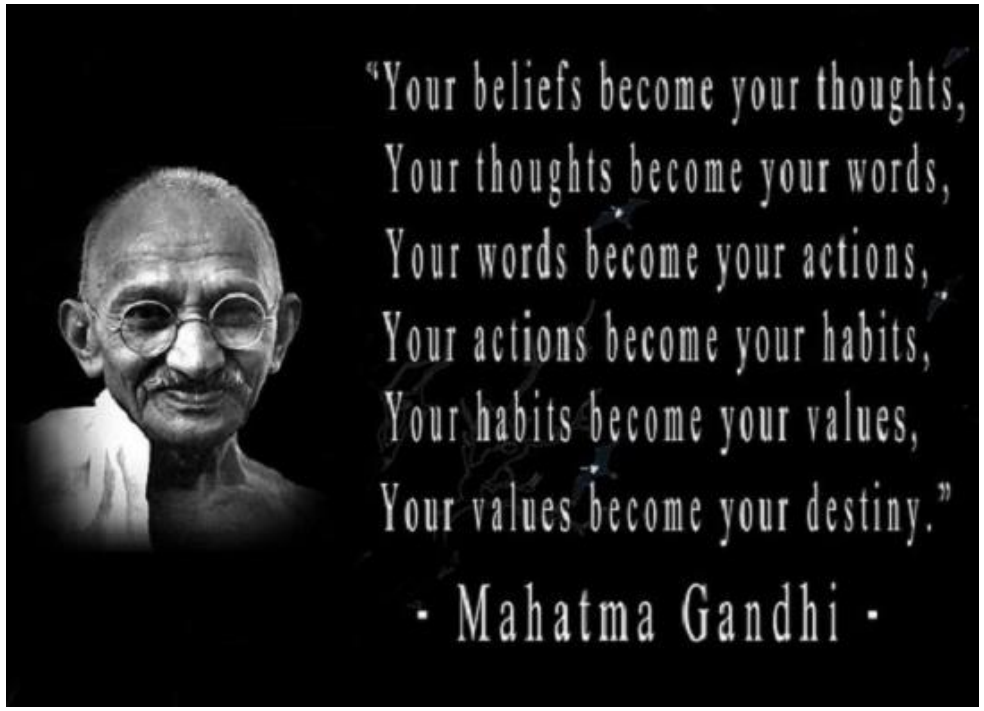
RHE Progression Map – Healthy bodies, healthy minds

3	• Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.
4	• Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.
5	• Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
6	• Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.

RHE Progression Map – Coping with change

3	• Coping with feelings around the changes in our lives.
4	• How our bodies change as we enter puberty, including hygiene needs and menstruation.
5	• How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
6	• Ways to manage the increasing responsibilities and emotional effects of life changes.

Social, Moral, Spiritual and Cultural Education (including British Values)



SMSC and British Values Intent and Purpose

Why do we teach SMSC and British Values?

SMSC at Westende Junior School helps prepare pupils for life as engaged citizens and to meet its opportunities, challenges and responsibilities.
We aim to provide pupils with the knowledge, skills and understanding' to play a full and active part in society.
The purpose of teaching British Values at Westende Junior School is to ensure all pupils leave school prepared for life in modern Britain. The 4 British Values are: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

What is the aim of our curriculum for SMSC and British Values?

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.
- To understand the role of democracy in society.

SMSC and British Values Intent and Purpose

How does our SMSC curriculum link to our key curriculum competencies?

Character

Pupils have the opportunities to:

- *Talk about their experiences and feelings.*
- *Express and clarify personal ideas and beliefs.*
- *Speak about difficult events, e.g. bullying, death.*
- *Share thoughts and feelings with other people.*
- *Explore relationships with friends/family/others.*
- *Consider the needs and behaviour of others.*
- *Show empathy.*
- *Develop self-esteem and a respect for others.*
- *Develop a sense of belonging.*
- *Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.*

Cultural

The school promotes children's cultural development through:

- *The teaching of the RE curriculum*
- *Educational visits to places of worship*
- *Visitors to school from different faiths*
- *School assemblies on a range of cultural themes*
- *Teaching about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.*
- *Studying literature and art from different cultures*
- *Listening to music from different cultures*
- *Tasting foods from other countries*

Core

The curriculum provides opportunities for pupils to:

- *Listen and talk to each other.*
- *Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.*
- *Agree and disagree.*
- *Experience good role models.*
- *Take turns and share equipment.*
- *Work co-operatively and collaboratively*

Curriculum

Geography: studying other countries around the world, fair trade, rainforests, impact of people on environment

History: study of ancient civilisations and cultures, WW2,

Art: studying art from other cultures

Music: listening to music and singing songs from other countries and cultures

PE: dances from other cultures

RE: studying a range of religions and exploring the beliefs of different faiths

Computing: teaching of e safety and communication skills

English: read books about other cultures and socieities.

SMSC and British Values
Implementation and Pedagogy

How is SMSC and British Values taught at Nine Mile Ride?

- British values and SMSC are not only embedded in our teaching, but are the ethos of everyday life at Westende Junior School. Neither are discreet subjects; we deliver a broad and balanced curriculum, to promote British values and the spiritual, moral, social and cultural development of all the pupils in the school.
- SMSC encompasses a child's personal growth and development and it is present in all subjects throughout the entire curriculum. It is delivered in a variety of ways through the provision of relevant activities, both in as well as beyond the classroom. At Westende Junior School, we actively promote fundamental British values, through ensuring our pupils' effective SMSC development.
- Spiritual development is encouraged by providing the children with opportunities to be reflective about their own beliefs – religious or otherwise. In RE lessons and assemblies, they are provided with the knowledge of different faiths. Children are encouraged to respect others' faiths, feelings and values both in the classroom as well as on the playground (embedding the British values of mutual respect and tolerance of those of different faiths and beliefs).
- Through age appropriate materials, children are taught to recognise the difference between right and wrong (Moral development). Adult support nurtures the spirit of fair play – whether it's taking turns in the classroom or making the right choices in a disagreement on the playground. Children are guided and encouraged to appreciate that there are consequences for their own actions. Older children are also taught to recognise legal boundaries - specific class sessions develop an understanding of the rule of law (another British value), with visitors to school from our local police community to reinforce the information.

SMSC and British Values
Implementation and Pedagogy

How is SMSC and British Values taught at Nine Mile Ride?

- The school promotes opportunities for our pupils to work effectively with each other as well as participate successfully in the wider community (Social development). Cooperating with others and being able to resolve conflicts effectively are an important part of daily life in school. The social development of pupils can be taught through specific sessions on the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; however these values run throughout the whole school curriculum and form the ethos and values of the school.
- The cultural development of pupils requires them to be exposed to a wide range of cultural influences. At Westende Junior School we do this through a broad range of activities where the children develop an understanding and appreciation of the range of cultures in our school. Teaching resources from a variety of sources are used to help pupils understand a range of faiths. Assemblies further embed the opportunity to explore cultural diversity.
- In order that we can embed British values, we include age appropriate materials on how democracy and the rule of law works in Britain. These materials include Picture News and Newsround. All pupils in our school community have a voice that is listened to. We demonstrate how democracy works by actively promoting democratic processes such as our pupil groups (for example the School Council) who are voted for by the pupils. We use opportunities such as general elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to argue and defend points of view.
- Picture News is a resource we use in a weekly assembly which is then followed up in class. This addresses relevant news stories and events which are happening around the world. The weekly topic is shared with parents in the Westende newsletter so that parents and carers are able to follow it up at home too.

SMSC and British Values
Implementation and Pedagogy

Why is SMSC and British Values taught in this way?

- At Westende Junior School, we want all children to thrive and by embedding SMSC and British Values throughout our curriculum we are giving each and every child this opportunity. We believe that it should be part of our ethos so that children are able to leave Westende as well rounded individuals. SMSC is central to the development and growth of pupils as people, as it is to the growth of society as a whole.
- By giving the children opportunities to hold mock elections, for example, we are teaching them life skills which they will be able to use when they leave us and further into their lives. We are also providing children the opportunities to participate in new experiences and to develop awareness of other faiths/ cultures/ groups.

What is our intended impact?

- Children will have the ability to be reflective about their own beliefs (religious or otherwise).
- Children will have knowledge of, and respect for, different people's faiths, feelings and values.
- Children will enjoy learning about themselves, others and the world around them.
- Children will have the ability to recognise the difference between right and wrong and be able to readily apply this understanding in their own lives.
- Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds.
- Children will be able to cooperate well with others and resolve conflicts effectively.
- Children will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.
- Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Children will develop positive and healthy relationships with their peers, both now and in the future.

SMSC and British Values Breadth

Whole School
As well as being covered throughout other discreet subjects being taught, such as Religious Education and Physical Education, we promote SMSC and British Values through other whole school initiatives, such as: • School Council Elections. • School assemblies (including Picture News). • Celebrating religious and cultural festivals in class and on our celebration display. • Celebrating and supporting national fundraising days • Celebrating World Autism Awareness Week