

*“Children want the same things we want. To laugh, to be challenged,  
to be entertained, to be delighted.”*

Dr. Seuss

At Cambrai Primary School, we understand that the importance of getting our curriculum right; a rigorous curriculum matched to the needs of our children allows them to flourish – both academically and socially. In order to achieve this, we provide a curriculum that is broad, balanced, relevant and able to provide for varied needs.

**Our ultimate school aim is to ensure that children leave Cambrai Primary school as 'good people';** we are determined to ensure that our curriculum enhances our school culture and climate in order to deliver this fundamental ambition. We aim to identify and remove barriers to learning and provide suitable learning challenges that respond to diverse needs, including those of the most able. Our curriculum encompasses a variety of exciting, first-hand experiences to enable children to acquire appropriate skills, knowledge and understanding preparing them for today's world – respecting the nature of individual subjects. Through the provision of a stimulating environment and extensive school grounds, links within the community and beyond, children will develop their full potential. We are determined to reach our aim that any child should reach their goals and excel in any area of the curriculum - and not just in English and Mathematics. As such, children's Social, Moral, Spiritual and Cultural (SMSC) development, and their Personal, Social, Citizenship and Health Education (PSCHE) is at the heart of our curriculum approach.

**Our curriculum is aspirational;** we aim to promote children's self belief and a 'can do' attitude. We make links to the 'real world' whenever we can, including occupations and locations which children may not relate to on a daily basis. We also aim to make relevant links for our **Services Children** whenever relevant, be it the choice of locality we chose to study, addressing gaps in children's learning and a core focus on belonging. We aspire for our children to be productive, successful and happy adults in tomorrow's society. We embrace the notion that what they are taught and experience today, directly sets the standard for tomorrow.

Our curriculum assessment procedures are designed to facilitate ever deepening learning in all subjects, often with key learning objectives revisited across a year and beyond in order to ensure that children's knowledge deepens each time a concept or skill is revisited. Our subject overviews highlight how this deepening is explored across the school and in individual year groups, with clear prior learning identified, key knowledge and skills to be assessed and the vocabulary which children should experience and know by the end of the unit of work.

Parents are kept up to date about curriculum foci by means of a curriculum overview sent out each half term by individual teachers, which includes how the curriculum can be further extended at home; we see the home school relationship as vital in making our curriculum purposeful and 'real' to the children. We have a detailed 'early reading' page on our school website to support parents.

**Whilst our school is committed to a 'topic' approach, we value – and plan for - the study of each subject separately** - being conscious of the very 'essence' of each subject. This 'essence' is clearly captured in the individual subject 'intent' sections as part of each subject overview, and the subject specific overviews below. We want children to be confident historians, geographers, artists and musicians. Therefore we have clear subject and disciplinary knowledge and vocabulary expectations for each subject, which are purposely linked through the theme of a class topic.

The teaching of British Values is integral to our school's mission of ensuring our children are 'good people' and leave our school ready for life in Modern Britain. The 4 key 'British Values' are:

- Individual Liberty
- Respect for the Rule of Law
- Respect and Tolerance of others, regardless of beliefs, faiths or lack of faith
- Democracy

The teaching and promotion of British Values however, goes deeper than individual 'lessons' - it embodies our school attitudes, ethos and the way in which we work and interact with children and families – including our school reward system. We truly do embody our school motto of 'Growing good people - doing great things'.

### **Curriculum Planning Overview**

Our school curriculum is based on a simple premise: when a curriculum is carefully and sequentially planned and of good quality, it is the progression model which is set for our children. We understand that when children make progress, they simply know more and remember more – the impact of good quality teaching, tied to a high quality curriculum.

This 'sequence of learning' for each subject begins as soon as children join our school – and whilst 'national curriculum subjects' formally start in Year 1, it is vital that we make links into our Early Years curriculum, in order to prepare children effectively for Key Stage 1. There is no 'cliff edge' at Cambrai Primary School. Our curriculum plans set out what we believe as a school our children need in order to develop the cultural capital that they need to develop in order to be successful in life beyond primary school. For all children, but particularly the most disadvantaged, it is vital that children leave Cambrai Primary School with the knowledge and experiences they need in order to continue to succeed. Knowledge develops confidence, confidence embodies success.

### **Our view on 'Knowledge'**

#### **Information can be rote learned, knowledge is interconnected and applied.**

At Cambrai Primary School we understand the way knowledge is stored as a complex, interconnected web or 'schema'. Every time a pupil encounters a word they have previously learned, but applied in a new context, it adds to the complexity of their understanding of that concept. In other words, they develop a deeper understanding of that concept and enhance their capacity to use that concept in their own thinking. Where pupils lack prior knowledge, they may find it difficult to learn new knowledge or skills, because their short-term, working memory is likely to become temporarily overloaded. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress. Research shows that we learn by relating new knowledge to what we already know. Therefore, the more pupils know, the more they have the capacity to learn. Our sequential curriculum is designed to develop children's schemas – through progressive content and interconnecting themes across subjects.

A successful curriculum should ensure that it altars what children will notice next – by providing firm foundations on which to build new knowledge: a kind of '*mental Velcro*' (Ed Hirsch).

Subjects have two different kinds of knowledge attached to them:

- Substantive dimension – subject 'facts' and understanding
- Disciplinary Dimension – learning 'how' substantive knowledge is formed – and that you cannot be taught all that there is to know about a subject. Subjects in their own right are 'alive' – a community on quest to know and understand more

### **Vocabulary**

The correlation between vocabulary size and life chances is as firm as any correlation in educational research. Vocabulary is important, because it embodies and communicates concepts. Simply put, the more words you know – and can use – the cleverer that you are. Our carefully planned curriculum carefully considers the

vocabulary which we explicitly teach and use. We understand that ensuring that children have the confidence and opportunity to repeatedly use vocabulary (we expect all children to practice and have the opportunity to use new vocabulary in lessons – built in to the lesson activities) it allows them to develop their growing body of prototypes (understanding of words on a wide and deeper level), instilling confidence and understanding.

Our curriculum plans detail both subject specific vocabulary – and importantly, transferrable vocabulary. These words can be used out of the taught context in a range of situations, broadening vocabulary understanding and when children are expected to use them, confident articulators.

### **Our Approach to retaining Key Knowledge**

#### ***If nothing is altered in the long term memory, nothing is learned.***

Children cannot remember all that is taught to them, in every lesson in every subject. However, it is vital that curriculum documentation makes clear exactly which information must be remembered in order to build a firm foundation for future learning, and which aspects of the curriculum are absolutely necessary in order to build an effective 'hinterland' on which to hang and place the 'key learning' in to context. In essence, we teach the hinterland in order to create a basket to contain the new key learning.

Curriculum plans detail what is to be remembered. Our approach to ensuring that this learning is retained is based on a spaced retrieval model.

In Early Years, when children learn through a topic, or experience, a physical item from the topic or experienced is placed in to the 'memory bag'. This bag is routinely brought out and the class discuss the items; what they learned, what they remember – and how that learning may link to what children are learning currently. An example would be that when children learn about Diwali, a diya lamp may be placed in the bag. When children move on to learn about Chinese New Year, the Diwali knowledge is revisited through the use of the lamp, and connections made to the new learning in relation to the themes of celebration, culture and light.

From Year 1 onwards, each class build a 'Key of Knowledge'. After each unit of work is completed, the key learning is placed on to a large 'Key of Knowledge' for the class – which is a progressively built up aide-memoir of all key learning from the year. The knowledge is colour coded according to subject – and at the end of the year the 'Key' is passed to the next class – as a record of what children should know and remember – and from what the teacher can effectively build upon.

These keys are used daily to 'quiz' children in low stakes approaches in order to keep key knowledge alive in children's brains. In essence 'keeping the kettle boiling'. Opportunities include when children are lining up, on entry tasks, team quizzes etc – class teachers determine how and when these are used. When new topics are introduced however, it is expected that prior learning that the new content is building on will be revisited and revised at the beginning of the unit of work to ensure a firm foundation and progressive journey through the curriculum. Teachers are expected to draw links from prior and future learning throughout their teaching in order to strengthen children's schemas in relation to identified key concepts over time.

In mathematics, from Year 1 onwards, children will revisit prior learning every day, with a set session where children revisit content from:

- recently taught learning (potentially the day before),
- content from the previous unit of work
- content from earlier in the year
- content from a previous year group

### **Our Approach to Curriculum Assessment – See Assessment Policy for full details**

Successful assessment procedures and approaches as part of a high quality curriculum are at the heart of high quality teaching and learning at Cambrai Primary School. As such, curriculum and assessment are inextricably linked. Our school aims to ensure that all children achieve as well as they possibly can; accurate and appropriate assessment ensures that learning issues, barriers and successes are quickly identified so that teaching is precise and children progress. For details of how this approach is borne out in practice, please see the Assessment Policy.

## Subject Specific Pedagogy

At Cambrai Primary School, we fully understand that the teaching of different subjects requires a range of pedagogical knowledge – if you can teach mathematics well, does not automatically mean that you can teach art well: they are different disciplines. As such, we detail the specific subject specific considerations below, and use these to develop appropriate CPD for staff in order for them to understand and value the components of each subject. Within our induction approaches, however we ensure that the three key pedagogical themes are discussed as our initial priority:

- Effective explanation and modelling techniques – ‘I do, we do, you do’. Teachers make explanations clear, whilst considering cognitive load
- Effective questioning and pace
- An understanding that any writing floats on a sea of talk

## Subject Curriculum Considerations

This section details, by individual subject, the nuances of teaching each subject at Cambrai Primary School. Each subject has clear and detailed long and medium term planning documentation, but these plans have been created by drawing upon the following subject specific considerations.

We want children to feel that they are ‘doing the subject’, not ‘learning the subject’ throughout their time at Cambrai Primary School.

## Mathematics

### Subject Intent

- ❖ Children to be fluent mathematicians – understanding the relative size of numbers at all levels and able to move fluently between operations and representations with increasing confidence.
- ❖ All children will be secure in the key age related content (as outlined in our Trust mathematics assessment procedures) – ensuring they are able to build their learning progressively from year to year. All children can succeed.
- ❖ We intend for all children to reach the expected standards at EYFS, Key Stages 1 and 2, and exceed them where they can.
- ❖ Children to be ‘brave mathematicians’ – knowing that there is often more than one way to solve a problem and that having a try, playing with numbers and gaining a sense of an ‘appropriate answer’ are key qualities of a mathematician. We aim for children to enjoy and engage in their maths learning – rather than see mathematics as a ‘memory test’.

### Substantive Dimension

- ❖ Place Value, Geometry, Measure, Calculation, Application Statistics, Algebra.

### Disciplinary Dimension

- ❖ The pursuit of knowledge through logic and reasoning

### Connecting Themes

- ❖ Problem solving, reasoning and justification
- ❖ Sequential presentation of substantive elements

### Key Subject Teaching Approaches – See ‘Mathematics Strategy’ for full details

- ❖ Concrete, pictorial, abstract approach – based on the White Rose materials
- ❖ A high focus on number-sense and mental and written calculation
- ❖ Fluency, leading to varied fluency, leading to application to problem solving, reasoning and justification
- ❖ Daily recall practice of prior learning – spaced retrieval

## English

### Subject Intent

- ❖ Children to enjoy reading and writing a range of text types.
- ❖ Credible and rich texts will be the central driver to the English curriculum – promoting a love of reading, excellent models of language, cultural broadening and confidence.

- ❖ Children become fluent and age appropriate readers – so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- ❖ Children learn to spell through a rigorous phonics and spelling approach – which centres around children learning a sound or spelling pattern, and applying it – not simply memorising lists of words.
- ❖ Children reach the expected standard in year 1 phonics, with word reading fluency being the primary driver of the year 1 reading curriculum – so they are ready to gain greater comprehension skills across year 2.
- ❖ Children's writing makes sense – because they have learned the basics of simple sentence structure and punctuation well, but they also know how to check and edit their writing as part of the writing process.
- ❖ Children to develop a joined style as they exit the key stage – so that they are both proud of their writing visually, but also have the stamina to write at an increasing length. Letter formation is high priority from day one in order to realise this ambition.
- ❖ Children reach and exceed the nationally expected standards for Early Years, Year 1, Year 2 and 6 wherever possible.
- ❖ Children are confident and articulate in their speaking using a growing range of vocabulary. They are able to listen, debate and discuss, age appropriately, and are able to speak with a range of people with growing confidence

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<ul style="list-style-type: none"> <li>❖ Phonic decoding, reading comprehension, spelling, grammar and composition knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ The pursuit of understanding others communication, by developing our own.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Our English curriculum is centred around high quality texts, of which children learn to increasingly draw parallels and comparisons across terms and years</li> <li>❖ Sequential presentation of substantive elements</li> </ul>

#### Key Subject Teaching Approaches See 'Reading Strategy' for full details

- ❖ Rigorous and sequential phonics teaching – from as early as possible in reception – following the Little Wandle Letters and Sounds Revised Scheme and linked decodable texts
- ❖ Quality talk is at the heart of our English curriculum – it is a precursor to both reading and writing – and future life success
- ❖ Comprehension skills are explicitly taught, based on the Trust Comprehension Progression
- ❖ Grammar knowledge is taught explicitly, then applied within children's growing writing confidence
- ❖ Regular extended writing – with clearly identified audience, purpose, text type
- ❖ There are daily reading (including phonics), story and English lessons – it is a key priority of the curriculum design

## Science

### Subject Intent

- ❖ Children to know that science is a subject – focusing on learning about how things work – including living things
- ❖ Understand that 'working scientifically' is at the heart of science– and what kinds of simple investigations we can use. Using and understanding the school 'working scientifically' expectations.
- ❖ Understand that scientific knowledge is usually factual, not an opinion
- ❖ The curriculum covers most 'Big Ideas' several times to assure depth of knowledge
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study individual science disciplines from Key Stage 3

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<ul style="list-style-type: none"> <li>❖ Physics, Biology, Chemistry, Earth Sciences</li> </ul>	<ul style="list-style-type: none"> <li>❖ The pursuit of knowledge through empirical testing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sequential presentation of substantive elements through 'Big Ideas'</li> <li>❖ Scientific enquiry within all substantive dimensions</li> </ul>

### Key Subject Teaching Approaches

- ❖ Science is a fine balance between direct instruction and scientific enquiry

- ❖ Lessons will begin with a spaced retrieval session of vital knowledge and vocabulary which children need to know in order to build their learning; vocabulary is high value and high priority
- ❖ All units of work with encompass a range of scientific enquiry approaches; including empirical testing

## History

### Subject Intent

- ❖ Children to know that history is a subject – focussing on learning about the past
- ❖ Understand that 'evidence' is at the heart of history – and what kinds of evidence we can use
- ❖ Understand that versions of history can be different - because people have different opinions
- ❖ Know their place in history – what has gone before is all history (e.g. prehistoric, BC / AD, living memory, recent)
- ❖ Understand that history is divided in to periods – often linked to Monarchs
- ❖ Understand that symbolism is key theme that runs through all aspects of history
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

### Substantive Dimension

- ❖ The units as prescribed by the national curriculum and detailed within the MTPs

### Disciplinary Dimension

- ❖ The pursuit of knowledge through argumentation and perception of historical evidence

### Connecting Themes

- ❖ Exploration
- ❖ Invasion
- ❖ Cultural Change
- ❖ Rebellion
- ❖ Power & Empire
- ❖ Technological Advancement
- ❖ Crime and Punishment
- ❖ Symbolism and Art

### Key Subject Teaching Approaches – details can be found [here](#)

- ❖ Answering and asking Questions – articulating and debating
- ❖ Reading books, documents and investigating visual images and objects
- ❖ Children writing to articulate understanding create own secondary sources
- ❖ Using Maps and plans to cement understanding of place within time
- ❖ Story-telling, drama and role play
- ❖ Use of historical sites and the environment to look at change over time
- ❖ History Investigations

## Geography

### Subject Intent

- ❖ Children to know that geography is a subject – focussing on learning about the world's locations and the reasons they are as they are (including the impact of humans).
- ❖ Understand that 'field work' is at the heart of geography – observing and learning first hand
- ❖ Understand that geography and science are closely linked – with evidence generally leading to facts being established
- ❖ Know their place in the world – where they live and how that fits in to the wider world
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

### Substantive Dimension

- ❖ Locational knowledge
- ❖ Place knowledge
- ❖ Human and physical geography
- ❖ Geographical skills and fieldwork

### Disciplinary Dimension

- ❖ The pursuit of understanding our physical world to resolve real-world social, economic and environmental problems

### Connecting Themes

- ❖ Progressive map skills knowledge is applied to all units
- ❖ Sequential presentation of substantive elements

### Key Subject Teaching Approaches

- ❖ The teaching of geography should centre around the use of maps, with increasing confidence and skill. Children must always be able to position the places being learned about. This knowledge should be readily applied to other areas of the curriculum, such as RE and History, when places are being discussed. All classrooms will have a map of the world and the UK.

- ❖ Where possible, field work should be incorporated to as many units of geography as possible – to see the human and physical features of the world around them
- ❖ Children are taught about the impact of humans wherever it is able to be linked; so that children are aware of the work or 'real life' geographers and the impact that they are having on improving our world.
- ❖ The school has adopted and enhanced the Rising Stars Geography Curriculum as a basis for curriculum planning and progression – vocabulary and fieldwork expectations have been extended

## Religious Education

### Subject Intent

- ❖ Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- ❖ Children learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to increasingly weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- ❖ Teaching therefore equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- ❖ We develop our pupils' aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### Substantive Dimension

- ❖ Children learn about key aspects of the major religious: Christianity, Sikhism, Judaism, Islam, as well as non-religious views
- ❖ Other religions are discussed through themed units.

### Disciplinary Dimension

- ❖ The pursuit of knowledge through debate of religious texts

### Connecting Themes

- ❖ Believing (*meaning, purpose and truth*), Expressing (*identity and diversity*) and Living (*values and commitments*) are the key progressive themes running through our curriculum
- ❖ Holy texts and stories
- ❖ Religious works of art

### Key Subject Teaching Approaches

- ❖ Wherever possible, children should visit linked places of worship, or meet those of the faith which they are discussing. Where comfortable, we invite children and families of faith to share their faith and family life to root children's understanding within their own community
- ❖ The RE curriculum is extended and supplemented by a range of assembly activities
- ❖ RE substantive knowledge is taught explicitly through direct teaching of key knowledge, using the Middlesbrough Agreed RE Syllabus. This was chosen, after extensive research, as it is one of the most current syllabi nationally; it is progressive and reflects a full range of religions, as well as non-religious views. It was revised in the light of the OFSTED RE research review of 2021.
- ❖ Children will interrogate and investigate key religious texts and stories and works of art in order to develop their own response to religious works
- ❖ Children will discuss, question and make links to themselves, others and between faiths with respect and confidence

## Art and Design

### Subject Intent

- ❖ Children enjoy and appreciate art and design as more than 'background wallpaper' – and from a range of artists and media
- ❖ Children know that art is a way for themselves and others to express themselves creativity
- ❖ Children know that they do not have to be a fantastic drawer or painter to be good at art and appreciate other's artwork
- ❖ Children will willingly create drawings, sculptures and paintings with enjoyment
- ❖ Children will be able to select from a range of media in order to create the artwork which they have planned

- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<ul style="list-style-type: none"> <li>❖ Mark Making</li> <li>❖ Printing</li> <li>❖ Working with colour</li> <li>❖ Sculpture</li> <li>❖ Textiles and Collage</li> </ul>	<ul style="list-style-type: none"> <li>❖ The pursuit of knowledge through an understanding of beauty and emotion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Famous artists</li> <li>❖ The use of the sketch book</li> <li>❖ Sequential presentation of substantive elements</li> </ul>

### Key Subject Teaching Approaches

- ❖ Art units of work will always be connected to at least one artist – with children gaining a growing repertory of arts with which to compare and contrast works
- ❖ The teaching of specific art skills follows our school progression, linked to the key substantive knowledge and skills which children need in order to be artists – these are explicitly taught and practiced
- ❖ Children in KS2 will use sketch books as a tool to glean research, try out techniques and plan their artistic responses

## Design Technology

### Subject Intent

#### The primary intent for our Design Technology Curriculum: (what does ready for KS3 mean?)

- ❖ Children to recognise the result of design and technology in everyday life
- ❖ Children to know that DT is a subject – where they learn to make and evaluate things effectively
- ❖ Leave KS2 with a firm grasps of the design, make, evaluate cycle, through the 5 key areas of DT:
  - Food Technology
  - Textiles
  - Structures
  - Mechanisms
  - Electrical Systems (linked to Computing curriculum)
 Whilst these are discrete strands, the knowledge and skills gained in each are interdisciplinary – and applied and built upon sequentially across the curriculum.
- ❖ Is key that food technology is weaved across wider learning opportunities, e.g. creating a cedar plate when learning about Judaism, hot cross buns when learning about Easter symbolism etc), in order to practise the knowledge and skills taught during these discrete units of learning
- ❖ Children to be confident and safe with a range of simple tools – able to choose and select them safely and sensibly
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS2

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<ul style="list-style-type: none"> <li>❖ Design, make and evaluate knowledge</li> <li>❖ Technical knowledge in relation to food technology, textiles, resistant materials and moving parts</li> </ul>	<ul style="list-style-type: none"> <li>❖ The pursuit of ever improving design to improve the lives of others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Design technology in 'real life' and for an audience and purpose</li> </ul>

### Key Subject Teaching Approaches

- ❖ The Design and Technology and Computing curricula are linked – Electrical Systems 'Monitoring and Control' technology is primarily delivered through the computing curriculum planning
- ❖ The curriculum is supported and delivered through the DT Association advocated approach of 'Projects on a Page'
- ❖ Children will design for a specific purpose and audience – after evaluating a range of existing products
- ❖ The range of design will always link to a related career – engineering, carpentry, food technologist, milliner etc. It is vital that children realise where our products come from
- ❖ Children make prototypes, where appropriate, in order to finalise their design and make project
- ❖ Children complete the cycle by evaluating their product against the intended design criteria

## Music

### Subject Intent

- ❖ Children enjoy music as more than 'background noise' – and from a range of music types. Children are encouraged to find their own 'groove'.
- ❖ Children know that music is an art – a way for themselves and others to express themselves, creativity
- ❖ Children know that they do not have to be able to play a tuned instrument to be good at and appreciate music
- ❖ Children confidently sing, either individually or as a group – everyone can sing!
- ❖ Children can create compositions, with a growing knowledge of instruments and what they sound like, pitch, tempo and dynamics
- ❖ Gain the key knowledge, vocabulary and skills identified in each unit, so that they have a firm knowledge base to study at KS3

### Substantive Dimension

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Skills: Singing, Playing instruments, Improvisation, Composition
3. Performing

### Disciplinary Dimension

- ❖ The pursuit of knowledge through an understanding of beauty and emotion

### Connecting Themes

- ❖ The personal response to music
- ❖

### Key Subject Teaching Approaches

- ❖ Music is taught through both discrete lessons and whole school singing events. When children sing – they are taught to sing.
- ❖ We have chosen to employ a specialist teacher for this aspect of teaching across the school; from reception onwards children receive a dedicated specialist lesson each week.
- ❖ Music at this school is not just for those with a musical talent; all children appraise, compose and perform.
- ❖ As children move in to KS2, music will be taught by a specialist – in order to ensure that staff subject knowledge does not become a barrier to all children accessing high quality music provision.
- ❖ The music chosen for children to listen to in daily assemblies has a structured approach – with daily questions and whole staff input. The intention is to clearly cement the emotional impact and role of music within our daily lives – through strong role modelling

## Ancient Language – Latin

### Subject Intent

- ❖ Latin is the bedrock of our language – children learn to appreciate and 'see it' in their everyday lives.
- ❖ Latin is a logical step after phonics – once children can decode, they are ready to understand the construction patterns of half of the English language
- ❖ Latin is a key vehicle for the teaching of root words – extended by prefixes and suffixes
- ❖ Latin teaches children to be curious readers – cracking the code of unfamiliar words through a knowledge of Latin root words
- ❖ A deep knowledge of the English language serves to provide significant cultural capital for later life

### Substantive Dimension

- ❖ Key root words
- ❖ Key pre-fixes and suffixes

### Disciplinary Dimension

- ❖ The pursuit of understanding the history of our language in order to understand it today

### Connecting Themes

- ❖ Word 'detection' using what children know from previous learning to work out what they are unfamiliar with.
- ❖ Continually looking at words across the curriculum

### Key Subject Teaching Approaches

- ❖ Discrete Latin lessons take place across KS2, using the Maximus Classics scheme of learning. The school works closely with the Classics for All charity in order to implement the intended Latin curriculum.
- ❖ A structured approach to the study of Latin vocabulary – always placed back in to modern day derivatives and examples
- ❖ The use of classical stories to engage and set the hinterland for study
- ❖ Year 2 children begin their Latin journey with 'word roots' sessions, to open the door to looking at the English language differently and in preparation for KS2 study

## Physical Education

### Subject Intent

- ❖ Children to know that Physical Education is about more than a lesson – it is about developing healthy habits and knowledge of exercise and fitness
- ❖ Through exposing children to a range of activities and sports, for all children to find a PE and sport activity which they greatly enjoy
- ❖ To link with local sporting providers to ensure that children who are keen or capable have access to community sporting groups to deepen their interest and hone their skills
- ❖ For children to develop the key skills of 'sportspersonship' – linking to our school motto 'Growing good people – doing great things.'
- ❖ For our children to be fit and healthy as possible – taking part on the **daily mile** each day from Year 1 onwards, receiving at least 2 PE lessons each week and all children having the opportunity to represent the school at competitions and festivals. EYFS children experience 1 hour of formal PE in addition to their outdoor physical learning opportunities

### Substantive Dimension

- ❖ Develop physical skills in isolation and in combination
- ❖ Play competitive games - attacking and defending
- ❖ Perform physical performances – appraising, comparing, improving
- ❖ Value outdoor and adventurous activity
- ❖ Swim confidently and safety

### Disciplinary Dimension

- ❖ The pursuit of physical fitness and enjoyment of physical activity.

### Connecting Themes

- ❖ Head: planning, rules and vocabulary
- ❖ Hand: skill development and application
- Heart: communication, confidence and reflection
- ❖ Sportspersonship

### Key Subject Teaching Approaches

- ❖ Following extensive research, we have chosen 'The PE Hub' approach to the teaching of PE. This approach was chosen as it: starts from the Early Years; has clear sports threads, planned progressively; has clear support to develop teacher subject knowledge.
- ❖ PE is taught formally for two hours each week in Y1-Y6, with one hour in reception, plus the outdoor approach to the reception curriculum.
- ❖ PE is taught by class teachers, who are supported to deliver the programme effectively
- ❖ Key underpinning skills and concepts are taught progressively across EYFS and KS1, which then broaden out in to specific sports across KS2
- ❖ Our PE learning is linked to our Outdoor Curriculum
- ❖ We are keen to engage with the local armed forces – in particular their Physical Trainers – it is an effective way to cement the relationship between the two organisations

## PSCHE

### Subject Intent

- ❖ PSCHE is a key delivery driver for our school motto "Growing good people – doing great things"
- ❖ Our planned curriculum focuses on developing well rounded and safe individuals for today's and tomorrow's society
- ❖ The curriculum plan meets the requirements of the 2020 PSCHE curriculum requirements
- ❖ Our curriculum is deliberately detailed and deep. It allows us to discuss issues that face our children today – and tomorrow

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<ul style="list-style-type: none"> <li>❖ Relationships</li> <li>❖ My Body and Health</li> <li>❖ Life Cycles</li> <li>❖ Keeping Safe and Looking After Myself</li> <li>❖ People Who Help Me</li> <li>❖ Feelings and Attitudes</li> <li>❖ Mental Wellbeing</li> <li>❖ Living in Our World</li> </ul>	<ul style="list-style-type: none"> <li>❖ The pursuit of understanding ourselves and others, in order to improve the world</li> </ul>	<ul style="list-style-type: none"> <li>❖ Myself and others</li> <li>❖ Health is both physical and mental</li> <li>❖ There is always help available for any circumstance or issue</li> </ul>

### Key Subject Teaching Approaches

- ❖ PSCHE is taught weekly to our children through formal lessons – but also through discussions and interactions across the curriculum and school day – our approach to PSCHE is more than an isolated 'subject'
- ❖ Some PSCHE content is driven by the children; our planning is deliberately detailed to allow teachers the confidence to discuss the issues that matter to our children
- ❖ Some aspects of the curriculum are delivered in partnership with key school colleagues, such as support from the health service to deliver first aid work and an expert ear regarding puberty and sex education work; the teacher however is always the key deliverer of such teaching – experts support it
- ❖ The school's E-Safety curriculum works in partnership with the PSCHE curriculum in delivering the expectations of the 2020 PSCHE requirements

## ICT and Computing

### Subject Intent

- ❖ Children are responsible, competent, confident and creative users of information and communication technology
- ❖ Children can appropriately choose to use ICT as a tool for learning – and have the skills to do so, ready for Key Stage 3
- ❖ Children are able to use a range of ICT applications and programs, so their use across the wider curriculum does not hinder learning – regardless of the equipment that the children may, or may not have at home
- ❖ Children understand what algorithms are, how to create programs and that when they go wrong, they need debugging
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<ul style="list-style-type: none"> <li>❖ Algorithms, coding and debugging</li> <li>❖ Presenting and publishing information – narrative and number</li> <li>❖ Computer science – networks and internet systems</li> <li>❖ Effective and safe usage</li> </ul>	<ul style="list-style-type: none"> <li>❖ The pursuit of understanding and advancement of the ideas and principles that underpin how digital technology works</li> </ul>	<ul style="list-style-type: none"> <li>❖ Safe use – responsible use</li> <li>❖ Audience, purpose and form</li> <li>❖ Problem solving requires patience and application</li> <li>❖ The 'real world' application of learning</li> </ul>

### Key Subject Teaching Approaches

- ❖ Children access both windows and apple platforms to ensure they are confident across both major platforms
- ❖ Lessons are directly taught – with clear knowledge identified 'doing IT' is not the same as 'learning IT'. Only once skills and knowledge are taught, can they be applied across the curriculum
- ❖ Children apply skills and knowledge taught confidently across the curriculum as learning and presentation tools
- ❖ We have chosen to support our computing curriculum delivery with the purple mash scheme of work for computing – ensuring a sequential and appropriately pitched curriculum for our children across school

- ❖ We have extended the scheme by planning additional control technology experiences 'off screen', through the use of progressive floor turtles and lego control systems

## E-Safety

### Subject Intent

- ❖ Children will be safe from harm in this school – including the harm that can be found online
- ❖ Children will be confident users and consumers of online technology – able to enjoy its benefits and manage its risks at school and at home
- ❖ Children will know what to do, when and why – when something is not as they expected
- ❖ We recognise that e-safety is a key component of our PSCHE teaching and safeguarding responsibilities as a school

### Substantive Dimension

- ❖ Online relationships
- ❖ Internet and safety harms
- ❖ The online media
- ❖ Cyberbullying

### Disciplinary Dimension

- ❖ The pursuit of understanding and safe use of online technologies

### Connecting Themes

- ❖ Personal responsibilities
- ❖ Real world / online world
- ❖ We are digital consumers
- ❖ Sense of safety

### Key Subject Teaching Approaches

- ❖ Whilst there are specific planned units of work and expectations for all year groups in our school, e-safety is not about 'one off lessons'; the key messages must be applied, repeated and expected across all aspects of school life
- ❖ In PSCHE lessons, where concepts can be applied to online scenarios, these parallels are made explicit
- ❖ Supporting parents to reinforce school messages is important – staff relay important e-safety learning and support to families as often as possible; we aim for home expectations to mirror those of school

## Outdoor Education

### Subject Intent

- ❖ Children respect and appreciate the natural world and their place within it
- ❖ Children are confident and independent individuals when outdoors
- ❖ Children learn to recognise, manage and mitigate physical risks
- ❖ Children develop key life skills – which they can apply in to adulthood and beyond the classroom
- ❖ All children are given chance to develop and showcase their skills and knowledge

### Substantive Dimension

- ❖ Fire Skills and Knowledge
- ❖ Rope Skills and Knowledge
- ❖ Woodworking Skills and Knowledge
- ❖ Shelter Skills and Knowledge
- ❖ Nature Skills and Knowledge

### Disciplinary Dimension

- ❖ The pursuit of an understanding of the outdoors and our role within it

### Connecting Themes

- ❖ Personal and collective safety
- ❖ The appreciation of our natural world
- ❖ Self-confidence and independence

### Key Subject Teaching Approaches

- ❖ Learning outside of the classroom is integral to life at Cambrai for our children. Our grounds are a resource which are a key asset of our school, which impacts so positively on our curriculum.
- ❖ The Wild Passport scheme of learning has been selected to support our work as it is organised to develop a coherent route through knowledge and skill acquisition in 5 key aspects of outdoor education – in turn providing an excellent bedrock for the personal development of our children. The reception statements are not part of the Wild Passport programme, but are important learning points in preparation for 'Beginner' level.
- ❖ School staff deliver these sessions, in either whole class or small groups – this is based on the staff members risk assessment of the activities