HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Harmondsworth Primary School

Curriculum Policy

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Curriculum Policy

At Harmondsworth Primary School, we believe in the concept of lifelong learning. We ensure that all our children receive a broad, balanced and relevant education, which provides continuity and progression and caters for individual needs. Through our curriculum and teaching, we aim to equip our children with the knowledge, skills and understanding necessary to achieve their full potential.

Our curriculum is all the planned activities, which we organise to promote learning and personal growth, and development, which fulfils the formal requirements of the National Curriculum.

We seek to ensure that children are provided with a wide range of knowledge and skills providing the foundations needed to succeed in life and to prepare them for their next stage of education:

Intent

We intend for our curriculum to:

- Enable all children to learn and develop their skills to the best of their ability.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, adaptable, confident and considerate members of the community.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative thinking.
- Develop a culture of enquiry.
- Develop children's resilience in a happy and safe learning environment.
- Enable children to be positive citizens in society.
- Enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Encourage respect for the environment.
- Take account of Rosenshine's principles of instruction
- We aim to close the vocabulary gap.

Our Motto

Our school motto is **'Learning Together'** which illustrates that we are all learning together to allow our pupils to thrive

Our School Values

Our values are based around the word **THRIVE**

T	H	R	I	V	E

T Tolerance and Teamwork

H Honesty and Happiness

R Resilience and Respect

I Independence and Inclusiveness

V Vision and Voice

E Equality and Enjoyment

British Values

At Harmondsworth Primary School, we value and reflect British values in all that we do. British values are not taught as individual lessons but are embodied within the ethos and culture of our school and reflected within our school mission statement and our golden rules, which are there for the benefit of everyone within our school community.

Implementation

Our Senior Leadership Team (SLT) take responsibility for the overall curriculum design. This is achieved through working with Subject Leaders in ensuring that highest standards for each subject are achieved. Continuous Professional Development prioritises teachers' secure subject knowledge and pedagogy.

The design of our curriculum is centred on fulfilling the objectives of the National Curriculum and our aims and drivers. These include in particular:

- Developing children who are resilient, adaptable and prepared to take risks
- Providing children with a broad range of memorable experiences and a thirst for learning
- Securing knowledge and developing transferable skills
- Developing deeper level thinking
- Working in partnerships

Impact

The success of our curriculum is measured through regular monitoring of the children's knowledge, skills and understanding by Subject Leaders and SLT using observations and outcomes of children's work. Coverage, pitch, progression and assessment are integral to this monitoring and determine how well our children are achieving. Subject Leaders are equipped by SLT to carry out internal research to gain a thorough understanding of the standards in their subject. Pupil and teacher voice are highly valued and we measure the progress and attainment of all groups of children.

Our key impact measures are:

1.Standards

Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.

2.Thrive

Children are confident and successful learners, demonstrating learning values, and make the right choices for their learning. The learning values have progression, which provide challenge.

3.Personal Development

Children demonstrate our values in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety.
The choices children make benefit the school and local community.

Assessment, Recording and Reporting

Assessment is the responsibility of the class teacher and is in line with our Assessment Policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan for next steps for learning.

Data is regularly analysed by class teachers and Subject Leaders in conjunction with SLT to identify trends and patterns in individual pupil's data, groups of children and the school's performance.

Parents are encouraged to attend the two Parent Teacher Consultation Evenings in the first half of the autumn and spring terms, with an Open Evening at the end of the academic year. In addition, they receive a detailed school report in July, which outlines the child's achievements during the year, how they achieved in relation to the end of year expectations and how they can improve and develop in the future.

Assessment

Teachers assess by:

- Observation of pupils at work.
- Discussion with pupils about their work.
- Review of pupils books
- Insight assessment grids linked to the progression of skills

Pupil Assessment

Children self -assess by evaluating their own work and that of peers.

Equal Opportunities

The curriculum is taught to all ages and abilities and every child is considered capable of a unique and valued response. Children's work is valued and we encourage a sense of pride and achievement.

The role of Subject Leaders and Curriculum Leader

It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement linking closely with whole-school objectives. Each Subject Leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Subject leaders regularly carry out learning walks within their subject areas. This includes activities such as observing lessons, talking to pupils, looking at pupils' books and assessment data. Subject leaders use the national exemplification materials to make judgements about the levels of children's work. All our teachers discuss these judgements regularly in pupil progress meetings) so that they share a collective understanding of the expectations in each core subject. By doing this we ensure that, we make consistent judgements about standards across the school.

Please read this policy in conjunction with the following policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- SEND Policy
- Core subject policies (English, Science and Mathematics)

Individual Foundation Subjects

History

Our History curriculum topics are intended to provide children with opportunities to ask their own questions and find their own answers, to encourage curiosity and to allow children to make reasoned arguments about important historical people, places and events.

Intention

Our aim is to ignite children's curiosity about the past, shaped by historical events across the world. Children will be taught to understand how Britain has influenced and been influenced by the wider world. Children will be taught to work as 'historians' to interpret a range of sources to learn about that past and to understand that there are differing interpretations of the past.

Subject specific vocabulary will be taught to children to help them evaluate sources and talk about their findings. History is taught within each year group following a 2-year rolling programme. We intend to make these sessions inspiring, engaging and challenging to meet all the children's needs.

Implementation

Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. Topics are used to deliver the content within a meaningful context and wherever possible cross-curricular links are exploited. However, teachers make it explicit to the children that they are learning history skills and encourage them to think like 'historians.'

Early Years: Our children in Early Years provision are exposed to elements of History through the learning area 'Understanding the World'. Within this area, children learn about the 'Past and Present' where children talk about the lives of the people around them and their roles in society. They discuss things in the past and now, drawing on their experiences, through storytelling and what has been read in class.

At Key Stage 1: topics taught include learning about a range of famous people in the past who have contributed to national and international achievements for example Christopher Columbus and Neil Armstrong. Other topics consist of events beyond living memory that are significant nationally or globally for example, the Great Fire of London and the first moon landing

Key Stage 2: The National Curriculum for History outlines that: *Pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.*

The History units have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments. Pupils are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. Pupils are encouraged to think like historians and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as

understanding of chronology, interpretations of evidence (historical enquiry), changes within a time and across time periods and cause and consequences.

Impact

History assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit (through classroom monitor) to inform leaders of the improvements or skills that still need to be embedded. History is monitored throughout all year groups using a variety of strategies such as folder/book scrutinises, lesson observations and pupil interviews. At least one strategy of monitoring is completed each term for each phase teaching History.

Geography

Geography topics are intended to provide children with opportunities to ask their own questions and find their own answers, to encourage curiosity and to allow children to make reasoned choices about how they interact with the world around them.

Intention:

Teachers make it explicit to children that they are learning geography skills and that they are being 'Geographers'.

Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Personal Geography' by developing geographical skills, understanding and knowledge through studying places and themes

Implementation

Our units of work are designed to be bespoke for our children and their experiences. Staff continually review and adapt work and learning to meet our children's needs. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning

Early Years: our pupils in Early Years provision are exposed to elements of Geography through the learning area 'Understanding the World'. This learning area includes 'People, Culture and Communities' where children are taught to notice their environment and draw information from a simple map. They recognise some similarities and differences between life in this country and life in other countries.

At **Key Stage 1**, our pupils develop knowledge about their own locality, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness

Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Impact

Evidence of the children's learning can be found in their topic books in Key Stage 1 and in Key Stage 2. Topic books in KS2 enable the children to make cross-curricular links.

The children's learning and understanding is assessed against the 2014 National Curriculum statements for Geography. This is both ongoing, to inform future planning, and summative to share with staff, leaders and parents. This ensures the pitch of lessons is well matched to need and that, by the end of each key stage, required content within the National Curriculum is adequately covered to prepare pupils for the next phase of their education. Leaders conduct pupil conferencing and interviews with the children to discuss their learning and establish the impact.

Computing

We are living in an ever changing technological world and it is our aim to provide a Computing curriculum that is not only engaging and inclusive but will also enable and challenge our pupils to gain a deeper understanding of Computational thinking; a knowledge that draws deep links with Mathematics, English, Science and Design technology.

Our curriculum is based around the *'Switched on'* Computing Scheme of Work and is designed to increase confidence and understanding in the use of ICT. Throughout their time at our school, children learn to:

- Use technology purposefully to create digital content.
- Understand what algorithms are
- Create simple programs
- Use technology safely and respectfully
- Keep personal information private
- Recognise common uses of information technology beyond school
- Debug simple programs
- Write and design programs that accomplish specific goals
- Collect, analyse, evaluate and present data

Intent

When planning and teaching computing at Harmondsworth, we believe that it is an essential part of the curriculum; a subject that not only stands alone but also is woven and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects.

Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust Computing curriculum, that will enable them to participate effectively and safely in the digital world.

Implementation

Computing is taught within weekly lessons, as we believe regular practice is key to developing digital literacy. Currently, teachers use the 'Switched On: Computing' scheme, published by Rising Stars, to inform the planning of their computing lessons. We use 'Think you know' and CEOP to support our teaching of Online Safety, which is completed at the beginning of the year. The school has a computing suite and children have access to Chromebook and Ipads, ensuring that children can use technology for a range of purposes and that it is used across the wider curriculum, as well as in discrete computing lessons. Throughout the school, we use 'It's Learning' for our online platform to enable collaborative work throughout the school week including home learning.

Early Years

Our children in Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world. They have access to a variety of equipment and toys, such as recordable clipboards, iPad, phones and remote control cars, which help develop their understanding of how technology is used in everyday life.

Key Stage 1

In Key Stage 1 the children will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Each of these skills will be taught through exciting half termly units.

Key Stage 2

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Impact

After the implementation of this robust computing curriculum, children at Harmondsworth Primary will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they

understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

Music

Music strengthens many areas of learning, from concentration and attention through to building self-esteem, confidence and encouraging strong interpersonal skills. As well as this, it helps to develop a child's short and long-term memory and develops the ability to perform from visual signs and symbols. The Charanga Musical School Scheme, which we use across the school to deliver the Music curriculum, comprises of listening and appraising, performing, composing and improvising.

Music is a universal language that everyone can understand. It is academic, physical and emotional. Through their engagement in musical studies, we intend that our pupils will:

- sharpen their cognitive skills and increase their capacity to perform tasks that require sustained attention and careful listening and reading
- increase their collaborative skills through performing in groups
- develop their imagination and intellectual curiosity.
- become more emotionally developed, empathic towards others and be better equipped to cope with negative emotions

Music study leads to lasting changes in children's brains and we can be confident that an investment in musical studies will deliver lifelong benefits for our pupils.

Implementation

Music is an integral part of the Early Years curriculum as it develops crucial listening skills. As such, it is taught extensively through Phase 1 phonics sessions when the children first begin their learning journeys in Nursery. As well as discreet teaching sessions, the children have continuous access to music-based areas of provision in which to practise and embed their skills and learning.

In both Nursery and Reception, the children have an abundance of opportunities to listen and respond to music through singing nursery rhymes and familiar songs. They take part in regular singing sessions and they take part in a class assembly each year as well as performances for parents at Christmas.

In Key Stage 1, the children are taught music by imitating adults, singing to themselves, making up their own simple songs. There are instruments available to explore the different sounds of instruments. They capture their experiences in the early years with a range of media such as music, dance, paint and other materials or words. Additionally, they can access the resources provided on the Charanga music website.

All Key Stage 1 pupils take part in a weekly singing assembly, a class assembly, the Nativity play each year and with the whole school singing at the end of the Christmas term.

In Key Stage 2 children take part in weekly singing assemblies and weekly music lessons using The Charanga Scheme. Pupils in Years 3 -6 are offered the opportunity to take part in the weekly singing club where they have performed with other school choirs at Brunel, The Pavilions and the centre of Uxbridge. They have sung with The Hillingdon Inclusive choir. Year 3 and 4 perform a show during the

Easter term. Year 5 and 6 put on a show for the Summer term. In addition, each class sings and perform during their class assembly once a term.

Pupils in Y2 and Y4 benefit greatly from specialist music teaching delivered in a Wider Opportunities programme by Hillingdon LA. The instruments selected for this are the PBuzz and the Ukulele. Year 3 also are able to develop their skills of playing the recorder using musical notation.

Impact

Due to the nature of music, evaluation of the subject content is through observation of lessons and final performances by leaders. Further to this, pupils listen to, appraise a variety of musical styles and genres, and discuss this with their class teachers and peers. This can inform a teacher of how well pupils can discuss elements of music.

Pupil achievement against the National Curriculum outcomes are tracked to show which children are working towards, meeting or exceeding the lesson objectives and which pupils are on track to be working at age related standard or beyond at the end of each Key Stage.

RE (Religious Education)

Religious Education is an exciting and stimulating subject, which contributes dynamically to children's education by posing 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. It makes a significant contribution to spiritual, moral, social and cultural development and community cohesion. In RE, pupils learn about and from religions and worldviews, in local, national and global contexts to discover, explore and consider different answers to these questions. We follow the Hillingdon Agreed Syllabus for RE and as such follow the aims and principles of this curriculum.

Implementation:

Intention:

RE enables investigation and reflection on fundamental questions asked by people. We aim to develop the children's knowledge and understanding of the major world faiths, and address the fundamental questions, for example, the meaning of life and the existence of the divine. We enable pupils to develop a sound knowledge not only of Christianity but also of other world religions-, those represented within our community and specified by the **Hillingdon SACRE**. At **UKS2**, provision is made to learn about non-theistic religions (such as Buddhism) and, by Year 6, non-religious worldviews. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding- ***learning* from and about religions.**

RE, based **on Hillingdon SACRE**, encourages children to develop:

- An awareness of spiritual and moral issues in life
- An understanding of Christianity and other major world religions and value systems found in contemporary Britain
- An understanding of what it means to be committed to a religious tradition
- reflect on their own experiences and to develop a personal response to the fundamental questions of life
- An understanding of religious traditions and to appreciate the cultural differences in Britain today

- Investigative and research skills and to enable them to make reasoned and respectful judgements about religious issues
- To have respect for others' views and to celebrate the diversity in society; explore how people of faith live beliefs in practice and action.
- We support pupils' spiritual/ moral development through a progressive curriculum map, lesson delivery and reflective experiences in RE

RE is delivered through regular classroom lessons in line with the locally Agreed Syllabus (Hillingdon's SACRE). We essentially use the QCA scheme (with some reference to Discovery RE) to facilitate this. KS1 pupils study two other major religions in addition to Christianity; at KS2, at least two other major religions **(as well as non-religious worldviews by Y6)** in addition to Christianity. The main elements to the curriculum model include:

Learning about Religions: exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

Learning from Religion: exploring/ responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.

The Early Learning Goals for the Foundation Stage Curriculum include elements of RE in Personal, Social and Emotional Development and Understanding the World. Children develop a sense of community through stories and their own experiences. Children learn to recognise that people have different beliefs and celebrate special times in different ways

RE curriculum also promotes **Citizenship**, embedding curricular initiatives, such as **Philosophy for Children (P4C**). We also reflect the SACRE's regard for **non-religious worldviews (Humanism) in the curriculum**- based on the Casey Review of Religion and Worldviews in UK. Planning and teaching enables understanding/ respect the importance of religious beliefs in the world and lives around them. For progression across the school, we link this to **"Self", families, school community, local community and the wider world.** Our curriculum coverage complies with Hillingdon's SACRE requirements **(and with particular reference to Faith and Values).**
Assemblies/ Collective worship help children to reflect on their own (and others') experiences and explore the values and beliefs in both the school and wider community. We acknowledge with pupils that some in these communities adhere to non-religious worldviews or none. Therefore, these occasions acknowledge **non-religious** cultural events as well as festival dates, such as Remembrance Sunday.

Impact:
Quality teaching in RE should allow pupils to learn about **religious traditions** and to reflect on what the religious ideas and concepts mean to them. We encourage children to think about their own views and values, in relation to the themes and topics studied in RE and as citizens of a community. Our key word in evaluating the impact of RE would be **THRIVE**.
Assessment is both) **ongoing (formative** and **summative** at the end of units of work. Quality of planning**,** delivery, Teaching and Learning, as well as pupil outcomes, in RE, is monitored as part of a planned programme across the school –and based on our shared values for the whole-school curriculum. As a school, we evaluate impact of learning and teaching expectations on Standards. In RE, monitoring is based on the expected knowledge/ skills established in the **Agreed Syllabus.** Key objectives from the **Hillingdon SACRE** are assessable at each phase/key stage to ensure coverage, progression as well as to inform planning, parents, subject and school leaders. Pupil voice is being developed.
RE is key and unique towards ensuring our children are able to develop both an identity and set of values within- and in contributing to- a modern, multicultural and democratic Britain.

PHSE and Relationships Education

Intent

To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills, which enables children to access the wider curriculum and to prepare children to be a global citizen now, and in their future roles within a global community.

To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands health and wellbeing, relationships and living in the wider world. Relationship and Sex Education will be taught in line with the school policy. Children will be given the opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

Implementation

The school curriculum will focus on three core-learning themes: health and wellbeing, relationships and living in the wider world. The Scheme of work also includes opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and schools key skills into the curriculum.

Children have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum. British Values and SMSC, which enables pupils to make links across the wider curriculum. Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.

Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.

Some learning intentions are taught through topic, science, RE and PE lessons and through assemblies. Assemblies are delivered through a range of resources including 'Picture News' an online resource that supports children to develop *Fundamental British Values* and to support pupils' spiritual, moral, social and cultural development. With Picture News, we support the children to keep up to date with the fast-changing world around them. Helping to challenge their ideas and pre-conceptions, ultimately this will help to broaden their horizons and enable them to deal with the modern world, to celebrate difference and to know that each child is unique. The curriculum supports pupils to develop positive mental health and well-being and to know how to stay safe.

Harmondsworth Primary School supports the children to understand right from wrong; to express emotions appropriately, to develop resilience, to seek help when needed, to stand up for themselves appropriately and to make good decisions to look after themselves. This in turn supports our pupils to develop motivation and positive attitudes to learning. Visits, visitors and extra-curricular activities enrich this learning further. Pupils are supported to develop strong, positive and healthy relationships.

In the EYFS the PSED curriculum provides a foundation for future learning and development. Children are taught to self-regulate, manage their own basic hygiene and be confident in trying new activities. Children are also taught how to build positive relationships with a growing sense of collaborative learning and sensitivity towards the needs of others.

Modern Foreign Languages

Through teaching the five key language skills of speaking, listening, reading, writing and grammar, we aim to develop solid foundations preparing our children for the next stage of their language-learning journey. We seek to instil a love of language learning where they have the confidence and competence to communicate. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. Our teaching will also help strengthen the children's sense of identity through learning about culture in other countries and comparing it with their own.

Intent

At Harmondsworth, children learn Spanish through practical and interactive activities, which develop their language skills and encourage them to find out more about the culture. We hope that children will develop a love of language learning and that they will develop universal language skills for future learning as well as make links with their own home languages. Learning Spanish is seen as a part of our broad and balanced curriculum at Harmondsworth.

Implementation

A specialist teacher teaches children in weekly Spanish lessons of 30 minutes. The lessons are all built on the key skills of language learning: speaking, listening, reading and writing.

At Key Stage 1, lessons are taught through songs, games and storybooks to engage and enthuse our pupils to develop a love of language learning. Children are taught basic vocabulary and how to talk about themselves in Spanish.

At Key Stage 2, children are taught the key skills through various topics. Alongside this, there is a focus on learning relevant grammar. Pupils also learn about the culture and traditions of Spanish speaking countries, an important part of language learning.

Alongside lesson time, children are able to attend Spanish club where children of different year groups are able to practice and share the language skills they have developed in class.

Art & Design

Art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Intent

At Harmondsworth Primary art should be fully inclusive to every child.

Our aims are to :

fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation

of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase critical awareness of the roles and purposes of art ad design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

The aims of teaching Art and Design in our school are :

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and culture development of their art forms.
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Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. The art and design curriculum at Harmondsworth Primary is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills that are taught in each Key Stage. The progression document ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Our pupils learn through exploring, using a variety of materials and media. They develop their small motor skills so that they can use a range of tools competently, safely and confidently in order to create work using a range of materials and explain the processes used.

KS1

In KS1 the children are encouraged to experiment and to develop confidence in their own style. To do this the children are given the opportunities to experiment with a range of different materials and tools. They use drawing, painting and sculpting techniques to bring their ideas to life, and to practise

art and design techniques when using colour, pattern, line shape, form, space and texture. They also learn about well-known artists, linked to their topic, and look at the works of art. The children consider how their own work is similar or different to these. During KS1 the children develop the skills to become independent artists.

KS2

In KS2 the National Curriculum states that children should develop the ability to think critically and develop a more rigorous understanding of art and design. Our pupils are 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. In KS2 the children look at well-known artists and architects in more depth, and develop the ability to discuss, compare and evaluate well known artists and architects work.

Impact

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods :

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Art and Design Portfolio

Design & Technology

The National Curriculum states that through Design and Technology, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values, using creativity and imagination.

Intent

At Harmondsworth Primary design and technology should be fully inclusive to every child. Our aims are to :

Fulfil the requirements of the National Curriculum for design and technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our school are :

- Develop creative technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge.
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users.
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures.
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society.
- Foster enjoyment, satisfaction and purpose in designing and making things.
- Critique, evaluate and test their ideas and products, and the work of others
- Understand and apply the principles of nutrition and to learn to cook.
- Understand how key events and individuals in design and technology have helped shape the world.

Implementation:

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.

The design and technology curriculum at Harmondsworth is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using Curriculum Maestro and our progression of knowledge and skills documents. Teachers can use these documents to plan their

design and technology lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

KS1

In KS1 the children are introduced to a variety of materials, techniques and tools that can be used to create designs. This includes the chance to research and develop ideas through computing programs, as well as physical and practical activities. They learn how different techniques and skills can improve a design, and use this knowledge in their own designs. Through discussion the pupils learn now to evaluate their own designs based on specific criteria. They also learn where food comes from and what is meant by a healthy diet.

KS2

In KS2 the children use a wider variety of tools, techniques and materials, including computing to control their design. The pupils are also encouraged to think more deeply about the purpose of their design or audience that their design is aimed at. To do this they use research to inform their decisions and designs and feedback to improve them. Also, in KS2 the pupils also evaluate their work against their own design criteria and to explain strengths and weaknesses of existing products, as well as to explore the impact of well-known designers and inventors and how their products helped shape the world.

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Our pupils learn through the areas of Physical Development, Understanding the World and Expressive Arts & Design.

Impact:

Within design and technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods :

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupils voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Annual reporting of standard across the curriculum
- Art & Dt portfolio

PE (Physical Education)

Our Physical Education curriculum aims to develop physical co-ordination, strength, agility, balance, mobility and skills that extend competency within individual activities and across a variety of team sports. Our curriculum is based on 'Mastery' learning - teaching skills, practising skills and then being able to apply them to competitive situations. As part of this we promote a healthy and active lifestyle.

Central to our curriculum is the promotion of positive attitudes in the form of values as well as self-confidence, self-discipline and appropriate behaviour matched to the activity, a sense of fair play and social and moral responsibility.

Emphasis is put on the enjoyment derived from doing one's best, improving skills, becoming healthier and fitter and encountering challenge of new activities and experiences. There are numerous opportunities for children, including those of all abilities, to represent the school across a range of sports. Children in Year 5 can develop leadership skills in lessons and by becoming a young leader.

Extra-curricular PE opportunities are on offer at Harmondsworth Primary, examples are: •Gymnastics •Football •Tag Rugby •Cricket •Multi-skills • Athletics

What does Physical Education look like at Harmondsworth Primary?

- Every child participates in at least two physical education lessons per week.
- Through science lessons, children are taught the effects that exercise has on the body.
- Specialist sports coaches work with different classes throughout the year, teaching a range of specific sporting skills.
- Every year, all children participate in sports day. The emphasis is on enjoyment, participation and team building, with elements of competitiveness.
- We have links with a wide variety of outside clubs.
- We take part in inter school games within Hillingdon.

Intention

It is our intention that P.E should be delivered via high quality lessons that are fun, engaging and inspire all pupils to succeed and lead physically active lives.

We aim to provide opportunities for pupils to become physically confident in a way that supports their health and fitness, whilst boosting self-confidence, self-esteem and supporting the development of social skills to become successful lifelong learners. Research has shown a direct link between children's physical and mental health.

Implementation

Through the Early Years curriculum children have opportunities to develop their Physical skills through continuous access to a developmentally appropriate environment.

As set out by the National Curriculum KS1 programme of study, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

As set out by the National Curriculum KS2 programme of study, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.

Impact

At the end of each unit of work, children are given opportunities to self-assess their skills through evaluations. Teachers assess children's skills against the National Curriculum throughout the units and make a record of these.

Games

A range of skills are taught through skill-based lessons (EYFS and KS1) and are then applied to competitive games in KS2. Children can apply skills to a competitive situation through in school tournaments and against other schools in borough/county and national competitions.

Athletics is also taught to develop both track and field skills. Outdoor activities are taught through orienteering and OAA (Outdoor Adventurous Activities) both in school and on residential trips. Children in Years 3 and 4 also have weekly swimming lessons for one term, as well as additional sessions available to our Y4 and Y6 children who do not meet the 25m expectation.

Gymnastics and dance

Our aims are to develop body-awareness, physical coordination, agility, strength and a wide variety of skills, which can be applied to small or large indoor apparatus, floor work and games. Our gymnastic scheme includes floor and apparatus work, enabling the children to develop key fundamental skills, as well as giving them the confidence to perform their routines through self and peer assessment.

Our dance curriculum comprises of a combination of taught programmes and the expression of feelings through movement.