



Curriculum Policy

This Policy applies to the entire setting including the EYFS.

Staff Responsible for policy review: Head and Deputy Head

Adopted: 1st September 2021

Next Review: 1st November 2024

Last Review	Updates made
Sept 2022	Small updates to long term plans to reflect current practice
Nov 2023	Updates to the RE curriculum and also the creation and separation of the Performing Arts Curriculum from Music and Drama Minor other typos etc corrected and updated

CONTENTS

<u>PART ONE: Overview</u>	4
<u>The Mead Values, Aims and Ethos</u>	4
<u>The Mindset of a Meadite</u>	4
<u>The Mead School</u>	5
<u>Ethos</u>	5
<u>Staffing</u>	6
<u>Staff Development</u>	6
<u>Organisation and Planning</u>	6
<u>The Curriculum and Inclusion</u>	6
<u>Subject Leaders</u>	7
<u>Pastoral Care and Wellbeing</u>	8
<u>Pupil Leadership</u>	8
<u>Timings of the School Day</u>	8
<u>The Curriculum</u>	9
<u>Curriculum Sum</u>	9
<u>Adaptive Teaching, Scaffolding and Equal Opportunities</u>	10
<u>Prep (Homework)</u>	10
<u>Marking</u>	11
<u>Enrichment and Extra-Curricular Activities</u>	11
<u>Assessment</u>	13
<u>Pupil Performance</u>	16
<u>Reporting to Parents</u>	17
<u>Monitoring and Review</u>	17
<u>PART TWO: Specific Areas of the Curriculum</u>	18
<u>EYFS</u>	18
<u>English</u>	19
<u>Mathematics</u>	20
<u>Science (EYFS & KS1)</u>	21
<u>STEM (KS2)</u>	21
<u>Art</u>	22
<u>PSHEE/RSE/SMSC</u>	23
<u>RE & Community</u>	24
<u>MFL/French</u>	25
<u>History</u>	25
<u>Geography</u>	27
<u>Entrepreneurial and Economic Literacy</u>	27
<u>Music</u>	28
<u>Performing Arts</u>	28
<u>Drama & Dance</u>	29
<u>PE</u>	30
<u>APPENDIX: Subject Overviews</u>	32
<u>English Overview</u>	32
<u>Mathematics Overview</u>	34
<u>Science/STEM Overview</u>	36
<u>Art Overview</u>	37
<u>PSHEE/RSE Overview</u>	39
<u>RE Overview</u>	44
<u>History Overview</u>	48
<u>Geography Overview</u>	49
<u>Music Overview</u>	51

Performing Arts Overview	53
Dance Overview (Rec-Y1)	54
Drama Overview (Y3-Y6)	54
PE Overview	56

PART ONE: Overview

The Mead Values, Aims and Ethos

The Mead is a community that empowers individuals to flourish. It aims:

- to enable every child to feel success;
- to challenge and support every child's holistic development;
- to encourage independence and initiative;
- to establish a self-belief in each and every child;
- to develop an enquiring mind and a passion for learning;
- to prepare and equip each child to move forward in their learning journey with confidence; and
- to enable every child to feel part of our family community – all under one roof.

We offer a full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We believe in a broad and balanced education that sets foundations for what is to come. Our children are happy and kind, always thinking of others. We seek to nurture citizens of the world who care about the world and can find their place in it, whatever or wherever that may be.

We consider that the contribution of the home is as important as School, for it is within a partnership between the children, school and home that the best hope for sound learning is to be found.

The Mindset of a Meadite

In order to develop and strengthen these aims, we focus particularly on three characteristics that directly link to our school rule of: **Be Kind, Listen and do your best.**

- **Be kind - Compassion**
We treat others with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof. As our global perspective grows, so does our respect, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.
- **Listen - to spark Curiosity**
We listen carefully to all that is offered for the spark of new interests, insights and ideas. We are discerning, creative and adventurous risk takers, free from the fear of failure and inspired to seek passions, interests and a deeper knowledge and understanding. We are truth seekers, determined to investigate accuracy. We are brave future leaders, willing to challenge convention and stereotype. We are mindful, self-reflective, open minded and spiritually aware.
- **Do your best - Ambition**
We take pride in our work and have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders.

The Mead strives to make our curriculum one which enables pupils to acquire new knowledge and make excellent progress according to their individual ability so that each increases their understanding and develops skills in the subjects taught. We take into account the ages, aptitudes and needs of all our pupils,

including those with an EHC plan where appropriate. We aim to foster an exceptionally positive growth mindset within every pupil alongside an intrinsic belief that there are no ceilings on what anyone can achieve if they put their mind to it. We aim to help pupils understand that we are part of a global community and as such have rights and responsibilities. We encourage pupils to apply intellectual, physical and creative thought within their work, to think and learn for themselves and take risks in their own learning – never to be afraid of making mistakes and not to be discouraged when finding something difficult. Well planned lessons, effective teaching methods, activities and management of class time allow for these aims to be realised within the classroom. Each Mead teacher has an excellent understanding of the aptitudes, needs and prior attainments of each pupil, and ensures that these are taken into account during the planning of lessons. Teachers, and their curriculum plans, demonstrate very good knowledge and understanding of the subject matter being taught, and therefore effectively utilise classroom resources of a good quality, quantity and range. We champion the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The Mead School

The Mead is a co-educational preparatory school that provides full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) for children aged between 3 and 11 situated in the centre of Tunbridge Wells, 300 metres from The Pantiles. Children are prepared for a wide selection of secondary schools both in the Independent and Maintained Sectors. Whilst the National Curriculum is followed throughout the school (giving pupils experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education), the emphasis is very much on the breadth and development of the all-round person in order that all pupils have the opportunity to learn and make progress in preparation for the many opportunities, responsibilities and experiences of life in British society, that our pupils will face. Embedded and acknowledged within the school's curriculum is that of the importance and subsequent planning to ensure that pupils acquire speaking, listening, literacy and numeracy skills.

The school is housed in an extended Victorian Villa and is consequently run very much as a family unit providing a happy, secure, lively, focused and stimulating environment in which all children can develop and flourish. A child who is stretched mentally, physically, culturally, musically, spiritually and artistically is one who will work harder academically, will have a broader outlook and will have gained greater self-confidence. To this end staff, children and parents work together and form a close and understanding relationship.

At The Mead individual pupil strengths, challenges and diversity of character are recognised, respected and appreciated. The school environment and curriculum are regularly assessed and monitored.

Each pupil is an individual and is treated as such throughout their time at The Mead. Subsequently, all pupils have the opportunity to learn and make progress. Individual class sizes are no more than eighteen. Maths is academically streamed across the year group from Year 2 and throughout Key Stage Two.

Ethos

The Wishford Schools are proud to be full of happy, positive and achieving children. An inclusive approach provides support, consolidation, enrichment and challenge as the norm. Mead pupils thrive within an environment that encourages and expects first class levels of application and effort whilst providing a broad curriculum that allows every individual learner to explore and experiment, create and learn.

The importance of self-reflection and review is key. Discussion, written drafting, self-evaluation, peer review and time to reflect quietly allows our pupils to craft and sculpture their work and learn within a supportive and nurturing environment. We have very high expectations for our pupils; high standards are the norm in terms of both academic achievement and personal development.

Staffing

Each class has a Form Tutor in charge of registration and the majority of the teaching except in Years 5 and 6 where the children experience different teachers for each of their subject lessons.

There is specialist teaching across the school in Modern Languages (French), Music, Drama, Art, STEM and P.E. Most form tutors are subject leaders across the school to ensure smooth transition through the curriculum from EYFS to Year 6. In addition, a specialist qualified dyslexia teacher is available on site to work with individual children.

Staff Development

The Mead is committed to staff development and actively promotes a culture of CPD. Excellence in teaching and learning is a key factor in children's success and is one that both teachers and management strive to maintain and grow.

Organisation and Planning

We plan our curriculum in six phases (half terms). Each subject has an overview of the year that gives an 'at a glance' view of the topics and respective years to whom they are being delivered. This allows us to ensure continuity and breadth for each key stage.

These long-term subject overviews are supported by medium-term plans that give greater detail as to the pupil outcomes for each year group.

Weekly planning provides detail and clarity as to the nature of the lessons within the topics and to how the learning will be delivered, the resources that will be needed and the cross curricular links that will be evident, as well as the appropriate differentiation.

It is essential that all aspects of our planning are reviewed to ensure that the documentation is relevant and up to date and reflects practice. We review long-term plans and medium-term plans in subject reviews spread across a 15-18 month period. Weekly planning is evaluated in real time so that the learning is always appropriate for the cohort.

The Curriculum and Inclusion

Class teachers ensure that appropriate subject matter is delivered for all ages and aptitudes of pupils. This includes pupils with a wide spectrum of additional needs, including those with an Educational Health Care Plan where appropriate. The needs of every pupil are monitored by their class teacher, specialists and the Head of Learning Strategies and, when necessary, additional support will be put in place and noted on the Provision Map and an ILP or a Pupil Passport is created if required. There is support in the form of a teaching assistant for each class in the Early Years Foundation Stage, Year 1 and Year 2. In Key Stage 2, teaching assistants are also timetabled to work across the Key Stage, sets and children during the duration of the week as well as to carry specific interventions as needed.

It is noted that very gifted pupils often have additional needs and there is a policy for 'Gifted, Able and Talented' children that sets out our procedures for identifying and addressing the needs of these pupils.

If a pupil is showing signs of difficulty or requiring additional support, information is gathered and a discussion is held between Form Tutor and the Head of Learning Strategies, then Form Tutor and parent with the Head of Learning Strategies attending as required. Procedure is followed using the three-wave approach as specified in the SEND Policy. An individual pupil passport may be drawn up, when necessary, to give the best opportunity for the child to improve within the class situation. There are weekly pastoral staff meetings where individuals are discussed so that all staff are aware of children who need support in their learning and behaviour.

If a pupil attends The Mead whose primary language is one other than English, the Head of Learning Strategies collaborates with teachers to ensure that necessary support and assistance is given to develop the pupils' understanding in written and spoken English.

If an emotional or learning difficulty is recognised which does not respond to plans put in place, after discussion with the parent and with their permission, the need for a professional assessment is suggested. In the ensuing report there are always worthwhile recommendations and suggestions as to how both the school and parents can best support the pupil.

A great deal of care is put into building the individual's confidence and providing situations in which the pupils will feel successful. Much of what is suggested can be carried out in the classroom. When necessary, the support structure outlined above is employed.

Success lies in everyone working together and parents being given the opportunity to understand and appreciate the individual challenges that their child is facing. We value the support of parents in following our professional advice so that we can offer the best support for each and every child.

The Role of the Subject Leaders

Subject leaders are responsible for managing, developing and enhancing their subject areas. Across the school we have a:

- Head of Maths
- Head of English
- Head of STEM
- PSHEE & RSE Leader
- Geography Leader
- History Leader
- RE Leader
- Director of Music
- Head of Performing Arts (including Drama)
- Head of Art
- Director of Sport

These dedicated subject leaders will:

- provide a strategic lead and direction for each subject;
- support and advise colleagues on issues related to each subject;
- monitor pupils' progress and the provision in the appropriate subject area; and
- provide efficient resource management for each subject.

It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local level. This is facilitated by individual teachers taking an overview of their subject, according to expertise, training and interest. The subject leader reviews the way subjects are taught in the school, and plans for improvement. This development planning links to whole-school objectives.

Pastoral Care & Wellbeing

Feeling safe, well and happy is central to successful learning. We all know that happy children learn! Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education as well as aspects of the RSE curriculum, whole school approaches such as keeping safe, anti-bullying and partnership with parents, and taking opportunities to listening to children are key to pupil wellbeing. PE and Sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

Pupil Leadership

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

We expect our Year 6 pupils, in particular, to be role models of good behaviour at all times. Year 6 form time is focused on growing this leadership and responsibility in our Year 6 children and giving them a chance to contribute to the wider school and guide the younger children during their activities and lessons.

Timings of the School Day

	EYFS & KS1	KS2
7:30am -7:45am	Reading Club	
7:45am – 8:20am	Breakfast Club	
8:20am - 8:40am	Doors and gate open	
8:40am	Registration	
8:45am	Form Period (except Fri)	
9am	Assembly (Monday CEO assembly, Tuesday form time, Wednesday teacher assembly, Thursday hymn practice, Friday Celebration assembly at 8:45am)	
9:15am	Lesson 1	
9:45am	Lesson 2	
10:15am – 10:45am	BREAKTIME (including Wed whole school break)	Lesson 3
10:45am – 11:15am	Lesson 3	BREAKTIME (including Mon & Fri whole school breaks)
11:15am	Lesson 4	
11:45am	Lesson 5	
12:15pm	LUNCH	Lesson 6
12:45pm	PLAY	LUNCH
1:30pm	Lesson 6	PLAY
2:00pm	Lesson 7	

2:30pm	Lesson 8	
3:00pm	Lesson 9	
3:30pm	Form Period (except on fixture days for KS2)	
3:45pm	END OF SCHOOL	
3:45pm	Play, Tea, No.1 and Munch Bunch	Tea (Y5&6) Play (Y3&4)
4pm		Prep (Y5&6) and 4:15pm for Y3&4
4:30am – 5:30pm		CLUBS

The Curriculum

The Mead has 2 forms per year group from Pre-Reception to Year 6. These are mixed ability classes and we operate a non-selective admissions policy. We follow the Early Years Foundation Stage Statutory Framework (2023) in our Pre-Reception and Reception classes and the National Curriculum (2014) in Years 1- 6.

Though the National Curriculum does not apply to independent schools, substantial elements of the content is firmly established as a sound basis for the practice at The Mead. Pupils acquire speaking, listening, literacy and numeracy skills through a programme of activities which is appropriate to their needs. In addition, we aim to provide a curriculum that is broad in subject matter, balanced in content and relevant to the present and future requirements of each pupil and yet allows for differences in ability. The Mead is in the fortunate position of being able to review developments in the National Curriculum and the Early Years' Framework, confident that we combine the best of modern thinking with established good practice.

French is taught throughout the school by an external specialist.

The timetable demonstrates the balance and spread of subjects across the week. The curriculum sum is as follows:

Subject	EYFS		KS1	KS2
	Pre-Rec	Rec		
	Timings per week (lessons are 30 minutes)			
English	4 hours (6.5 hours if stay 5 afternoons)	5 hours 45mins (including phonics, reading, speaking and listening)	10 lessons in Y1 11 lessons in Y2 + additional form time sessions	9 lessons + additional form time sessions
Maths (incl. Mental Maths & also ATOM in KS2)	2.5 hours	4 hours	10 lessons + additional form time sessions	10 lessons + additional form time sessions
Science/STEM (incl. Comp Sci)	Understanding the World 'In the moment planning' – child initiated and 1 lesson	Understanding the World 1 lesson plus 'In the moment planning' – child initiated	2 lessons	4 lessons
Geography			2 lessons	2 lessons
History			2 lessons	2 lessons

			(contained in total below)		
RE	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
PSHEE (+ PSED)	1 lesson (3 hours if stay 5 afternoons)	1 hour	1 lesson + additional form time sessions	1 lesson + additional form time sessions	1 lesson + additional form time sessions
Art	'In the moment planning' and 1hour (2.5 hours if stay 5 afternoons)	1 hour 30 mins	2 lessons	2 lessons	2 lessons
Performing Arts	0	2 lessons	2 lessons	2 lessons	2 lessons
Music	2 lessons	1 lesson	1 lesson	1 lesson	1 lesson
Drama	0	0	0	0	1 lesson
French	1 lesson	2 lessons	2 lessons	2 lessons	2 lessons
Sport (incl. swimming/PE rotations for KS2 and swimming & dance in Rec & KS1)	2 lessons (1.5 hours if stay 5 afternoons)	3 hours	8 lessons	8 lessons	8 lessons
Golden Time			2 lessons		
Child-Initiated Learning	5 hours (8 hours if stay 5 afternoons)	6 hours			

Adaptive Teaching, Scaffolding & Equal Opportunities

'Adaptive Teaching' and 'Scaffolding' are terms used to describe methods that a school will use to meet the varied educational needs of all children. It includes not only setting in Maths but also the in-class methods such as different questioning, support methods and amounts, individual or small group tasks, different recording or tests. This allows for teachers to meet all individual needs within a lesson so that all children make progress and meet the outcomes set for each session. The needs of pupils are shared across specialist staff as well as class teachers to ensure a consistent and fair approach to learning and equal opportunities.

Prep (Homework)

Prep is an important part of the learning process. We believe it builds habits and work ethic, motivates independent study and consolidates work completed in class. It is not meant to be onerous. Reading is expected to be completed daily throughout the school from Reception (when ready) to Year 6 (where we hope it is completed for pleasure). Spellings are also expected to be a daily practice from Year 1. In addition:

	EYFS		KS1		KS2	
	Pre-R	Rec	Year 1	Year 2	Years 3&4 1x 15 mins	Years 5&6 2x 15 mins
Monday		Autumn & Spring term: Phonics			English	English & Maths

		Summer term: English				
Tuesday	No Prep					
Wednesday		Autumn & Spring term: Phonics Summer term: Maths			Maths	No Prep
Thursday		Autumn & Spring term: Phonics Summer term: NO PREP			No Prep	English & Maths
Friday	From Sept: Home challenge (optional)	Autumn & Spring term: Phonics Summer term: English or Maths	English or Maths (15mins written prep per week in total)	Times Tables English or Maths (15mins written prep per week in total)	English/ Maths (on rotation)	English & Maths

Marking (feedback)

Marking (feedback) is central to effective teaching. The most useful marking gives children information on what they have achieved and how they might improve. Written marking will supplement the teachers' verbal comments and the information will relate to the learning outcome for the piece of work. Marking will help staff to gauge what the children have attained and the information from this will inform future planning and learning. It will also help staff build information for summative assessments and a picture of each child's learning journey in each subject. For further information see The Mead Marking Policy.

Enrichment and Extra-Curricular Activities

Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. All our children experience trips and activities beyond the classroom. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

At KS2, a wide range of extra-curricular activities are offered both by teachers and external providers, and hopefully there is something to suit every child and opportunities for each child to discover an area which will interest them. It is also a wonderful chance for the school to mix and take part in activities together, where like minds meet.

The emphasis is on variety and giving pupils the opportunity to experience and experiment. The activities offered have included Music, Art and Crafts, Wool Crafts, Manga Drawing, Debating, Tech Club, Sport, Football, Cricket and Lego/Construction and Chess.

Judo is taught by an expert, from Reception, and children are graded when appropriate.

Ballet and LAMDA are taught by specialists. Children are prepared and entered for examinations when ready. Ballet is offered from Pre-Reception and LAMDA from Year 3.

In Music, the pupils are encouraged to learn an instrument and the following are offered singing, piano, woodwind, brass, guitar, drums. There is also a Choir, and other musical clubs.

Our overall aim with all these activities is to give the children an opportunity to develop a plethora of skills and interests upon which they will have the ability to build upon, practice and develop during their time at The Mead and beyond.

Assessment

Below is a timetable to show how The Mead monitor children's progress and track progress throughout their time at school.

Assessment Schedule			
	Autumn	Spring	Summer
Pre-Reception	End of week Mead Moments Sound Assessment Number Assessment	End of week Mead Moments Sound Assessment Number Assessment Focus Week observations	End of week Mead Moments Sound Assessment Number Assessment End of year report
Reception	Baseline Assessment Writing Assessment Kent Tracker Completion	Focus Week observations Writing Assessment Kent Tracker Completion	Benchmarking for reading Writing Assessment Kent Tracker Completion
Year 1	Writing Assessment Spelling Dictation Assessment Teacher reading assessment at the beginning and then in ongoing capacity through the term White Rose Maths end of topic block short tests and end of term tests	Writing Assessment Spelling Dictation Assessment White Rose Maths end of topic block short tests and end of term tests Ongoing Teacher reading assessment / pupil reading performance monitoring.	Writing Assessment Spelling Dictation Assessment White Rose Maths end of topic block short tests and end of term tests Ongoing Teacher reading assessment / pupil reading performance monitoring. InCAS: Reading Spelling General Maths Mental Maths Developed Ability Attitudes
Year 2	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Teacher reading assessment at the beginning of term and scrutiny of InCAS reading age scores to ascertain pupil reading standard.	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Ongoing Teacher reading assessment / pupil reading performance monitoring. White Rose Maths end of topic block short tests and end of term tests	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Ongoing Teacher reading assessment / pupil reading performance monitoring. White Rose Maths end of topic block short tests and end of term tests

	Ongoing teacher assessment of individual reading ability through the term. White Rose Maths end of topic block short tests and end of term tests		InCAS: Reading Spelling General Maths Mental Maths Developed Ability Attitudes
Year 3	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Teacher reading assessment at the beginning of term and scrutiny of InCAS reading age scores to ascertain pupil reading standard. Ongoing teacher assessment of individual reading ability through the term. White Rose Maths end of topic block short tests and end of term tests GL CAT 4 Pre-A Entry Level: Verbal Reasoning Non-Verbal Reasoning Quantitative Spatial Reasoning	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Ongoing Teacher reading assessment / pupil reading performance monitoring. White Rose Maths end of topic block short tests and end of term tests	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Ongoing Teacher reading assessment / pupil reading performance monitoring. White Rose Maths end of topic block short tests and end of term tests InCAS: Reading Spelling General Maths Mental Maths Developed Ability Attitudes
Year 4	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Teacher reading assessment at the beginning of term and scrutiny of InCAS reading age scores to ascertain pupil reading standard. Ongoing teacher assessment of individual reading ability through the term.	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Ongoing teacher reading assessment / pupil reading performance monitoring. White Rose Maths end of topic block short tests and end of term tests	Writing Assessment Spelling Dictation Assessment Comprehension Assessment Ongoing teacher reading assessment / pupil reading performance monitoring. White Rose Maths end of topic block short tests and end of term tests InCAS: Reading

	<p>White Rose Maths end of topic block short tests and end of term tests</p> <p>GL CAT 4 A Level:</p> <p>Verbal Reasoning</p> <p>Non-Verbal Reasoning</p> <p>Quantitative</p> <p>Spatial Reasoning</p>		<p>Spelling</p> <p>General Maths</p> <p>Mental Maths</p> <p>Developed Ability</p> <p>Attitudes</p>
Year 5	<p>Writing Assessment</p> <p>Spelling Dictation Assessment</p> <p>Comprehension Assessment</p> <p>Teacher scrutiny of InCAS reading age scores to ascertain pupil reading standard. Ongoing teacher assessment of individual reading ability through the term - and where appropriate across the year– this is pertinent for SEND pupils as by this stage, majority of pupils are free readers.</p> <p>White Rose Maths end of topic block short tests and end of term tests</p> <p>GL CAT 4 B Level:</p> <p>Verbal Reasoning</p> <p>Non-Verbal Reasoning</p> <p>Quantitative</p> <p>Spatial Reasoning</p>	<p>Writing Assessment</p> <p>Spelling Dictation Assessment</p> <p>Comprehension Assessment</p> <p>White Rose Maths end of topic block short tests and end of term tests</p>	<p>Writing Assessment</p> <p>Spelling Dictation Assessment</p> <p>Comprehension Assessment</p> <p>White Rose Maths end of topic block short tests and end of term tests</p> <p><u>InCAS</u></p> <p>Reading</p> <p>Spelling</p> <p>General Maths</p> <p>Mental Maths</p> <p>Developed Ability</p> <p>Attitudes</p>
Year 6	<p>11+ and/or ISEB Pre-tests</p> <p>Writing Assessment</p> <p>Spelling Dictation Assessment</p> <p>Comprehension Assessment</p> <p>Teacher scrutiny of InCAS reading age scores to ascertain pupil reading standard. Ongoing teacher assessment of individual reading ability through the term - and where appropriate across the year– this is pertinent</p>	<p>Writing Assessment</p> <p>Spelling Dictation Assessment</p> <p>Comprehension Assessment</p> <p>White Rose Maths end of topic block short tests</p> <p>GL CAT 4 C Level (Parental Appeals):</p> <p>Verbal Reasoning</p> <p>Non-Verbal Reasoning</p> <p>Quantitative</p>	<p>Writing Assessment</p> <p>Spelling Dictation Assessment</p> <p>Comprehension Assessment</p> <p>White Rose Maths end of topic block short tests</p> <p><u>InCAS:</u></p> <p>Reading</p> <p>Spelling</p> <p>General Maths</p>

	for SEND pupils as by this stage, majority of pupils are free readers. White Rose Maths end of topic block short tests	Spatial Reasoning (Parental Appeals)	Mental Maths Developed Ability Attitudes
--	---	---	---

Pupil Performance

We measure children’s performance in a range of ways (as seen above). The standardised tests (InCAS) are marked and analysed by CEM at the University of Durham (Centre for Evaluation and Monitoring). This data is not routinely published to parents but is the school’s internal way of ensuring standards are met and maintained. The InCAS test is taken by all children in Years 1-6 and is an online adaptive assessment provided by CEM. In the academic year 2021-22, to establish a benchmark, we administered the assessment twice. In subsequent years, the assessment has only been taken in the Summer term.

We also use the GL Assessment CAT tests in Years 3- 6. These provide us with a rounded profile of student ability to allow for targeted support; the provision of the right level of challenge and assist us in making informed decisions about pupil progress. CAT results are shared with parents as part of our transition process, ensuring that parents are fully informed when making decisions in regard to future secondary schooling options.

The non-standardised tests are also a measure and indicator of pupil progress across the year and subject matter (for example, the end of topic White Rose Maths assessments). These inform teachers’ support and intervention groups and these timetables throughout the year since they are constantly changing to support differing needs in the moment.

Reporting to Parents

The timetable below shows how we formally share information with parents about their children's progress and performance.

	Autumn	Spring	Summer
EYFS	Weekly 'End of Week Mead Moments' (PR) Parent Consultation offered	Focus Week observation Focus Week Parent Consultation	Full Report No parent consultation
Years 1-6	English, Maths, Form Tutor and Pupil Voice short Report Parent Consultation offered	English, Maths, Form Tutor and Pupil Voice short Report Parent Consultation offered	Full Report No parent consultation

Monitoring and Review

The Head and Deputy Head are responsible for monitoring the way the school curriculum is delivered. This is reported on by the Subject Leaders/Heads of Department. This is overseen by the Wishford through the Director of Education.

The Director of Education oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director of Education also liaises with the Head of Learning Strategies and monitors the ways in which special needs are addressed.

The Head and Deputy Head are responsible for the day-to-day organisation of the curriculum. They have oversight of the weekly planning and evaluations of all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives and adaptive strategies/scaffolding.

The Senior Management Team along with the Subject Leaders/Head of Department monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. The Subject Leaders/Heads of Department also have responsibility for monitoring the way in which resources are used and managed, monitor, and develop their subject areas and feed this in turn into whole school development and the School Strategic Plan.

PART 2: Specific Areas of the Curriculum

EARLY YEARS (EYFS)

As stipulated by the Statutory Framework set out by the DFE, '*children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers*'. The Mead upholds this statement through the consideration of the individual needs, interests, and stage of development of each child in our care and uses this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. These are:

The prime areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts.

The three characteristics of effective teaching & learning:

- Exploring & Playing
- Active Learning
- Creating & thinking critically.

In the EYFS department at The Mead, Literacy and Numeracy are adult-led activities where our children engage in high quality, planned lessons delivered in a well thought out and systematic approach, building the foundation of their number concepts and phonemic awareness. Understanding the world and Expressive Arts are underpinned in our passion for qualities that are found in the philosophy of 'In the Moment Planning', with weekly focused lessons to further ignite interests, build knowledge and discover information in the topics our children direct in our classrooms. This is then continued throughout the week with a mixture of avidly planned, purposeful play and adult-led and child-initiated activity.

We believe play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Using our judgement, the teachers find a balance between activities led by the children, and activities led or guided by the teachers - always responding to each child's emerging needs and interests and guiding their development through warm, positive interaction. As children grow older, and as their development allows, an organic shift occurs towards more activities led by adults. This helps our children prepare for the more formal approach to learning that they will meet in KS1.

Whole School (including EYFS where appropriate)

ENGLISH

English plays an essential role in all areas of the school curriculum and is taught, not only within the specific subject area, but also through and across all other subject areas. Correct English usage, punctuation, spelling, grammar, handwriting and presentation are seen as being just as important in a History or STEM lesson, for example, as they are in English lessons. Our marking policy also reflects this.

At The Mead we believe in providing a language rich environment whereby all pupils may best learn how to communicate efficiently, purposefully and effectively through the spoken and written word. This is reflected in the quality of stimuli around the school; displays and pertinent material, books in and outside classrooms, the library and the enthusiasm of the staff.

The school provides many activities and situations in which speaking and listening occur as naturally as possible. Many curriculum activities directly encourage children to talk about what they have done while other activities encourage children's imaginative and creative thinking. Actively listening and responding to pupils' conversation raises their self-esteem and promotes confidence.

Reading activities build upon children's oral language and experiences at home. Within the Early Years Foundation Stage (Pre-Reception and Reception) and onwards through Key Stage 1, each Mead child is taught how to recognise, sound out and write individual letters, phonemes and complete words through a comprehensive programme of synthetic phonics. Children are given a range of activities to encourage the development of pre-reading skills and phonological awareness and when ready, embark upon a structured phonological reading programme.

Guided reading sessions in KS1 and KS2 (and Summer term in Reception) allow all pupils to access high quality literature and build their comprehension skills. The key areas that are studied included: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary and Sequencing. The acronym 'VIPERS' helps children remember these key domains that form part of the reading curriculum and aid their recall when answering questions about the book they are studying. Children can then apply these skills in written comprehension practice covering a broad variety of texts. Comprehension is assessed termly from Year 2.

All pupils are encouraged to explore a wide variety of reading material throughout their years at The Mead and, although structured reading schemes are used initially, children are quickly encouraged to choose and read books independently. Once a fluent reader, books may be selected from the reading areas, library and home.

Pupils of all ages are encouraged to use both the stocked fiction library and the non-fiction resource area. The provision of Microsoft Go's encourage KS2 pupils to selectively search for specific material that may be required to enrich their particular English studies or other curriculum coursework.

Handwriting at The Mead is very important. We focus on the correct pencil grip and letter formation from the outset in Pre-Reception, whilst enabling children to develop an individual style. A method of teaching handwriting is encouraged rather than a model to copy. From Pre-Reception, the entry stroke is introduced and cursive handwriting is encouraged. Children are encouraged to join their letters as soon as they are secure with the formation.

The 'Power of Reading' Scheme puts literature at the centre of literacy learning and pupils are exposed to a wide genre of texts throughout the academic year. The chosen book forms the basis for the English lessons and pupils are given opportunities to write for many different purposes and audiences. Both free writing and shared writing, where the teachers' model the skills for the pupils, are used throughout the school. Additionally, discrete lessons also help to reinforce points of grammar, punctuation and spelling.

Much importance is placed upon a coherent approach to assessing all aspects of pupils' literacy development. Each term, whole school writing assessments are undertaken. These assessments facilitate opportunity for regular moderation of literacy assessment levels across the school and the completion by staff of pupils' individual English writing assessment records. The pieces are photocopied each term and housed in folders to follow the children through their journey in the school.

Synthetic phonics also provides the main framework for the teaching of spelling at The Mead, although a range of strategies may be used by teachers throughout the school to support this approach. Word banks of common or 'useful' words may be used in classes, and dictionaries are freely available. Formal spelling tests begin from Year 1 where key words are regularly monitored.

In these many and varied ways our overall aims in English are met so that a pupil may bring together the skills needed to become a confident speaker, a competent reader, a proficient writer and an attentive listener.

MATHEMATICS

Mathematics is important in everyday life and, with this in mind, the purpose of Mathematics at The Mead School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. We also aim to challenge and encourage children to excel in Maths, preparing each pupil with a sound foundation in mathematics, not only by the acquisition of skills and techniques but through knowledge, understanding and application of mathematical concepts. The pupils can then build upon this firm foundation at Key Stage 3.

New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics and allows them to have clear models and images to aid their understanding. Our Mathematics curriculum reflects the revised National Curriculum, Kent Selection Test and Common Entrance and Independent Schools requirements. White Rose Maths is at the core of the Mathematics curriculum at Reception, Key Stage 1 and Key Stage 2. This is supplemented and enriched by complimentary maths materials from a wide range of sources and also including TTRS (see below) and regular mental maths. Much practical work is undertaken to ensure a full understanding of the metric measures of mass, capacity and length and a thorough understanding of the denary number base system.

Practice and learning of times tables begins when pupils are of an appropriate level of understanding. By Year 4, pupils are expected to have a solid understanding and recall of the majority of their times tables. Times Tables Rock Stars (TTRS) plays an important role in motivating daily practice and recall through daily tests.

In the EYFS (beginning in Pre-Reception) we also use Mastering the Curriculum which is a teacher led programme that is enhanced and consolidated by practical maths activities. These skills are developed throughout the school to include number patterns and sequencing, culminating in the ability to formulate and apply his / her own equations and methods for problem solving. Within each group the child collects data and uses a variety of representational methods to give a visual impression of the information. He / she is also shown how to interpret the same information from a variety of graph forms.

Maths streaming operates across year groups in KS1 and KS2. This is a fluid system. The pupils are, at all times, encouraged to think for themselves, to work out problems and examine their results critically.

Book Presentation and feedback in Maths

Great emphasis is placed on presentation and the setting out of work, as this encourages logical thinking and mathematical progression as work becomes more complex at a later stage.

- For White Rose activities children will work directly into their Practice Books in pencil.
- Each lesson will have the learning objective printed at the top of the page of their Practice Books.
- For challenges, extensions and fluency work, children will work in their Blue Maths Books. One digit/ symbol per square is the agreed rule.
- The date will be clearly indicated at the top of children's work and underlined in KS2 (where handwritten).
- In KS2, a line will also be left after the date and the learning objective will be written underneath and underlined, unless stuck in as part of a label.
- In KS2, a 2 square margin will be drawn with a ruler on each page.
- Where possible, the checking or marking of work will be done with or by the child who will be given the opportunity to ask questions and self-correct in purple pen.
- Children will reflect on every lesson using a smiley face for full understanding and a sad face for lack of understanding thus needing reinforcement.

SCIENCE IN EYFS AND KS1

Science at The Mead provides children with a strong understanding of the world around them. Harnessing their natural curiosity, we ensure children learn to explore, discover and use Science to explain what is occurring around them; predict how things might behave and then analyse the cause.

Children's discovery of the world around them begins in the Early Years where children are provided with opportunities to talk about the features of their own immediate environment and how environments might vary from one another. Children are encouraged to make observations of animals and plants, explain why some things occur and talk about changes.

Our Science curriculum then goes on to ensure that the foundational building blocks of Science are experienced and understood throughout KS1 before being built on further and expanded into STEM and Science at KS2.

STEM & SCIENCE AT KS2

Year 3 Focus: Working Scientifically

In Year 3 we build on the foundations the children have developed in KS1 and further enhance their understanding of how to think scientifically. Pupils are encouraged to recognise the power of rational explanation, to think critically and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes.

Year 4-6 Focus: STEM

In Years 4, 5 and 6, STEM is a vehicle for action and pupils define problems, research and plan solutions using their scientific understanding. Through 'Themes of Investigation', pupils build up a body of key foundation knowledge, concepts and skills. Investigations are linked to real work and the children are encouraged to put themselves in the shoes of modern scientists, engineers and designers. Their goal is always to have the confidence and courage to make a difference and solve some of the world's greatest challenges by using their knowledge, creativity and thinking skills.

Alongside this, their conventional science knowledge is deepened and expanded in preparation for KS3.

Computer Science – building cross curricular links as in the world of work

Children in KS2 develop their Computer Science skills through project learning and cross curricular links, as they would in the world of work. This can include creating websites using the HTML language to programming and creating Computer games, from 3D design and printing to robotics, the curriculum is designed to inspire and challenge pupils.

Through the use of technology, Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in 'Information and Communication Technology' and experience in other areas and learn to apply these skills to other areas of learning.

An outstanding Online Safety Curriculum is delivered as appropriate. We champion Safer Internet Day and address issues and concerns as they arise to support the ever-changing world and use of technology in our pupils' lives. This supports the school's Online Safety Policy and is designed to inform, protect and guide pupils in the safe use of the Internet and mobile technology. We have a dedicated area on the website to share these materials with parents.

ART AND DESIGN

Art is considered an integral component among our curriculum subjects. Across the Key Stages, pupils' art work will include the study of drawing, colour and texture work, craft, design and the knowledge and understanding of art. Through the Early Years and KS1, the primary concern is with the teaching of basic skills and the techniques required before any further learning can take place. For example, learning how to use scissors competently and to hold a pencil properly. These skills are then developed and the pupil can learn to make stencils and sketch familiar objects.

Whilst most Art lessons in EYFS and KS1 are planned, organised and delivered by the year group teams, some are taught by the Head of Art but they are all well supported by the Head of Art. All staff are concerned with stimulating the individual's imagination and inventiveness and giving clear guidance where appropriate so that each pupil can gain new skills and understand new concepts.

Art at KS2 is taught solely by the specialist Head of Art. Opportunities are provided for each pupil to become proficient in the use of materials and tools and to ensure that pupils produce a variety of work including 3D work, and enable them to comment on and analyse their work and the work of others. Drawing abilities are developed so that pupils become confident about using this means of thinking and communicating.

The development of pupils' confidence and pleasure in Art, Craft and Design is paramount together with their work being respected and valued by both their peers and staff. Pupils enjoy opportunities

to display completed work within a school 'gallery' and pieces are exhibited in the Headmistress's study. A photograph of a particular piece of work may also appear in a year group weekly blog. Particular projects to do with Art in the community occur when appropriate and the school submits artwork to the ISA Art competition every year.

Teacher input at all levels is encouraged either indirectly or directly, but always diplomatically. Therefore, while we want every child to succeed on their own, their development depends on feedback and the leading of specific skills as well as maturation.

There are various after school clubs offering a wide range of art and craft activities.

When appropriate, trips are organised to galleries and exhibitions or artists are invited to share their work and provide workshops in school such as the Tonbridge Art Gallery exhibitions.

PSHEE, RSE and SMSC

Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects or experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Religious Education teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

PSHEE and related concepts of citizenship are linked very closely with Religious Education. There is one basic rule throughout the school "Be kind, listen and do you best". It is how one's life is led that is important and the children from the earliest age are directed in this ethos. Mead children are very fortunate and as such are encouraged to help others less fortunate than themselves, particularly through charity work.

Within The Mead School curriculum of Personal, Social, Health and Economic Education (PSHEE), in topics such as our 'Changing Me' schemes of work, there is an overarching focus on pupils developing a growth mind-set. This is developed to give the children the knowledge, skills and understanding that they will need in order to lead confident, healthy and independent lives as well as to become informed, active and responsible citizens.

The development of citizenship helps children to develop their roles as members of our school, their neighbourhoods and wider communities, preparation for life in British Society and finally as global citizens. In doing so, we develop their sense of self-worth. We believe that PSHEE and citizenship is concerned with children becoming aware of issues concerning rights and wrongs, personal rights and responsibilities, fairness, rules and laws, power and authority, equality and diversity, communities and identities, democracy, conflict and cooperation. This is of course not to discriminate or disparage against pupils, contrary to the Equality Act and the protected characteristics.

The school ensures that all pupils are aware of the Fundamental British Values such as democracy, rule of law, individual liberty and mutual respect and tolerance of those with different beliefs. These values are taught both discreetly within various subject areas as well as forming a back bone to many topics through the curriculum.

At The Mead we follow the JIGSAW scheme of work in weekly discreet lessons from Pre-Reception all the way through to Year 6. The half termly topics are the same across the school, and are planned

and adapted for the different age groups ensuring all topics are accessible and appropriate for children depending on their age. This covers all the statutory topics in RSE and PSHEE and also has discrete lessons focusing on SMSC topics.

Circle time provides additional opportunities for PSHEE and citizenship based work for Key Stage 1. Within the course of any teaching day, many key elements are covered through practical activities, class discussion, school trips and special visitors.

At KS2, PSHEE and citizenship is integrated within the entire curriculum with the PSHEE / Citizenship Schemes of Work related closely to the curriculum provision. The pupils experience and explore the specific aims and objectives of PSHE and citizenship through the broad and varied school curriculum. Teachers plan curriculum subjects in conjunction with reference to the PSHEE Schemes of Work to ensure continuity and progression within the PSHEE provision. RE, in particular, provides the stimuli and material that leads to many PSHEE / citizenship activities.

We ensure that Mead children experience the process of democracy and decision making through the School Council. As Mead children grow up, they learn to think and discuss pertinently and confidently about issues relating to these concepts as they encounter them in their lives and the lives of others.

RELIGIOUS EDUCATION

Religious Education provides, within the curriculum, a reminder that education concerns the whole person; body, mind and spirit. It confronts teachers and pupils with basic questions about God and humanity, good and evil, forgiveness and salvation, life on earth and especially about meaning and purpose. The school runs on fundamental Christian values whilst welcoming pupils from all faiths or none. This is of course not to discriminate or disparage against pupils, contrary to the Equality Act.

The curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst respecting and taking account of the teaching and practices in the other principal religions represented in Great Britain.

Morality, including the difference between right and wrong and the effect religious beliefs and practices have on people's daily lives, remains a vital underlying strand throughout the school. We also pay careful regard to the protected characteristics of the 2010 Equality Act.

Judaism, Buddhism, Islam and Hinduism are also explored and pupils develop a respect and understanding of other cultures and beliefs.

Lessons are generally informal with plenty of opportunity for discussion, exploration and reflection invariably linked to the individual pupil's own life experiences and feelings. This gives the pupil an opportunity to discuss his / her personal ideas, feelings and problems and increases awareness of right and wrong.

We have created a spiral RE curriculum across all year groups from Year 1 to Year 6 and EYFS follow the Discovery RE programme. One 30 minute lesson is devoted to RE per week.

COMMUNITY, DEMOCRACY AND INCLUSION

We are by our very nature a local school, nestled in the heart of Tunbridge Wells, our children do not grow up in a bubble! They experience the community around us. Our local community plays a vital role within our school. We use local facilities such as the local tennis courts, swimming pool and Trinity Theatre, we support local charities, we explore aspects of our curriculum through visits to local places of interest such as Tunbridge Wells Art Gallery and Museum, Hever Castle and The

Pantiles. Our choir sings for some of the elderly at our Local church King Charles the Martyr as well as undertaking other local performances for those who live locally.

Fostering a strong community spirit is essential. As a school community, we are one and we want to reflect this in our relationship with those around us. We aspire for our pupils to grow up as global citizens in a vibrant and exciting world, to hold out their arms and embrace new experiences in new arenas. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

MODERN FOREIGN LANGUAGES

As part of our mission for all to be conscientious and informed citizens, Mead pupils study at least one foreign language. The knowledge of another's language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two languages, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils' critical, analytical and writing skills.

French

French is taught to provide the pupils with experience and knowledge of the French language so that they have a sound basis on which to embark on the learning of a second language at secondary school.

Pupils acquire language naturally at a very early age and therefore, to give a child the opportunity to start communicating in a second language at a young age is deemed very important. It is for this reason that French is given a place in the Mead School Curriculum from Pre-Reception through to Year 6.

French is taught through listening, speaking, reading and writing. At early stages the emphasis is on the first two elements. Enjoyment and understanding are the main factors in planning. The lessons are usually informal with plenty of oral work including songs, poems and many games and role play. Topic learning has proved the most successful, starting with those areas with which the child is most familiar such as the home, weather, body, shopping, sounds, alphabet, numbers, colours, etc.

Vocabulary and simple conversation phrases are taught from the beginning whilst the basics of grammar are taught in Years 5 and 6. The latter includes an understanding of gender, the present tense of regular and some irregular verbs and finally the position of adjectives and questions. The child can, therefore, write simple sentences and translate a small passage by the end of Year 6.

HISTORY

An understanding of how people, their actions and the environment have influenced and continue to influence society underpins the History curriculum at The Mead. Our aim is that through studying History, pupils will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Within History, we aim to give each pupil a knowledge and understanding of the past and its effect on our times today. We are, therefore, not just concerned with the acquisition of information, but also with the understanding of chronology, continuity and change, similarity and difference and cause and effect.

Pupils are helped to develop skills such as those involved in interpretation. Here the pupil learns the difference between fact and a point of view and makes judgements based on evidence. Evidence comes from historical resources and the pupil learns how to use and interpret these.

At EYFS the work is project based and cross-curricular, and underpinned by in the moment planning. Children in Pre-Reception and Reception are engaged in early historical learning experiences based on the historical aspects of the EYFS Curriculum for Understanding the World through discussing members of their immediate family and community, exploring stories and artefacts from the past, and identifying past and present through fiction and non-fiction characters from a range of cultures.

In Key Stage 1 History lessons follow schemes of work enriched from a range of sources (Plan Bee, Twinkl, internet, books). Historical concepts and skills are encountered through classroom situations, visits to museums and historical sites and online programmes, and cross curricular links are made wherever possible. Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present and are encouraged to make links with their own lives by bringing in artefacts from home.

The History curriculum at Key Stage 2 broadly follows the Reach programme of study and seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. British history is taught chronologically, from the first settlements up to the Industrial Revolution and Britain during the two World Wars, and explores the themes of change and continuity, perspective and power. Units exploring world history provide global coverage and introduce a number of themes including power and its legitimacy (Ancient Greece) and insight into the progress and achievements in China at a time when there was much less occurring in Europe. The unit on Civil Rights follows right through to the Black Lives Matter movement today. By bringing pupils up to the present day the curriculum demonstrates the importance of past events in shaping the world of today.

Throughout the curriculum, pupils are taught the substantive content which defines each period. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all taught and practised.

Finally, using the environment as a source of historical information is actively encouraged and art and drama activities also have an important focus in the teaching of History. Visits to the local area and its environs, buildings of interest and museums are arranged as appropriate, as are theme days and visiting speakers. Through a variety of approaches, we aim to bring History alive at The Mead, to make it vital and pertinent to what is going on around us in the world today, and to provide a foundation of understanding that will make our pupils curious, active citizens of this country and the world.

GEOGRAPHY

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Within Geography at The Mead, we aspire to help each pupil make sense of their surroundings and the wider world. This is achieved through the study of places and the human and physical processes, which shape them and the people who live in them.

The three main aims are;

- to help the child develop geographical knowledge and understanding,
- to introduce the child to geographical enquiry,
- to advance the child's geographical skills.

Fieldwork is used to help pupils fully understand the geographical skills being taught.

Developing good geographical skills begins in EYFS and lead on to Key Stage 1 through a smaller, local scale to which the pupil can relate. This progresses throughout the school to reach a higher level in the top KS2 classes through research based on different locales. Progression can be seen not only in knowledge, but also in mapping skills, Geographical Information Systems and the advancement of fieldwork research techniques.

Pupils develop knowledge and understanding of their local area starting in Key Stage 1; the local area is used to illustrate the principles of physical, human and environmental geography. Once the basic concepts have been understood and embedded, they can be used as a tool to study a larger area in their home region and other areas across the globe. Key Stage 1 pupils develop their knowledge of geographical features and relationships between land use, buildings and human activities.

In Key Stage 2, these basic human geography principles are expanded upon through topics ranging from villages, towns and cities to global issues such as globalisation. Lower Key Stage 2 covers many of the most important physical geographical topics, such as mountains, volcanoes, earthquakes and rivers. Children in upper Key Stage 2 examine and discuss issues which shape our world and national discourse each and every day, such as migration, population and sustainability.

Sustainability and the interactions between humans and our planet are both underlying themes for topics. Pupils learn about the threats to our environment, the challenges of sustainability and the importance in developing a global awareness of their role and place in the world. The concept of 'every little counts' is taught and put into action as each pupil becomes involved in projects which help to protect, maintain and restore the environment.

The curriculum extends to such initiatives as Forest Club (EYFS) and The Green Flag, a widely recognised and sought-after award which we are very proud to have been awarded.

ENTREPRENEURIAL AND ECONOMIC LITERACY

Through a range of curriculum-based areas and form time initiatives, pupils are given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as

sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore differences and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

MUSIC

The aim of the Music Department at The Mead School is to foster and stimulate a real love of Music and to develop ongoing musical skills and musical understanding with enjoyment, confidence and progression.

During lessons pupils are given opportunities for performing, listening and appraising, creating and composing as well as extemporising. Pupils are encouraged to work both individually and in small groups and as a whole class at least once a week.

Instrumental teaching is offered in the school, both on an individual basis with peripatetic teachers, and within the classroom as part of timetabled weekly music lessons. The teaching of the extra-curricular instruments is undertaken by the Director of Music and by visiting peripatetic staff.

Currently children may learn violin, cello, ukulele, singing, recorder, flute, clarinet, guitar, piano, drums, horn and trumpet. Ukulele, recorder, singing, keyboards, percussion and xylophones are taught in class groups from Pre-Reception upwards. Aural and music theory classes are also offered. New instrument tuition requests are always welcomed. There are also many musical clubs including, Theory Club, String Group, Wind Group and Guitar Club.

The school choirs (both KS1 and KS2) provide an opportunity for pupils who wish to spend more time singing and performing as a group. These are entirely voluntary on the pupils' part and non-selective. The enjoyment the children experience working as part of a team not only fosters their love of music as a social and emotional art form, but also challenges, sharpens and develops their most intrinsic musical skills and tools. For the KS2 Choir are many varied opportunities for performing in a range of environs, schools, churches, local theatres and the ISA Conference. KS1 Choir perform at our own school events such as Prizegiving. At least one concert is given to parents each term, whilst smaller presentations at Assembly are a very regular feature.

It is considered part of the musical education of Mead children to both perform in front of audiences and also to go to concerts given by other musicians. The Mead is a school that is the heartbeat of the local community and can be regularly found entertaining the local community. The children are exposed to local venues such as St. Charles the Martyr church, Trinity Theatre, The Forum and The Grey Lady as well as workshops at school.

An inter-house Music Competition takes place every year, when every child has the opportunity to perform a choral piece with their house.

PERFORMING ARTS

Performing Arts holds a significant place in our curriculum, with two dedicated lessons each week spanning from Reception to Year 6. These lessons unify students of all age groups, combining both Music and Drama under the umbrella of a captivating 'performance' theme, such as Harvest, Carol Service, KS1 Show, Easter, and the renowned Summer Show, which culminates in an elaborate full-scale musical presented at a local public theatre.

The entire school, encompassing Reception to Year 6, collaborates throughout the Summer term to meticulously rehearse and produce the Summer Show, a mandatory activity for all students who are expected to perform. Our venue of choice is the Trinity Theatre in Tunbridge Wells, a well-equipped professional theatre. This unique opportunity exposes children to the thrills of a truly professional performance environment beyond the school premises, often serving as their inaugural introduction to the world of authentic theatre.

For our younger learners in Key Stage 1 and Reception classes, Performing Arts lessons extend beyond the boundaries of traditional performance. They frequently involve storytelling, rhymes, and creative movement exercises, which prove instrumental in enhancing body coordination. Performing Arts can be particularly effective in addressing coordination issues, offering students an avenue to enhance their physical awareness.

As students progress into Key Stage 2, the emphasis shifts towards honing performance skills and integrating creativity and personal development. Here, students assume a diverse range of roles and responsibilities, allowing them to experience every facet of the performing arts and apply their skills in live, real-world performances.

In addition, during the Spring Term, Year 6 engage in collaborative work, crafting a short script for entry into the annual ISA Drama Competition. This project encompasses the entire spectrum of theatre production, from scriptwriting to backstage management, lighting, sound, costuming, and of course, the final captivating performance. Every child plays an integral role in this holistic theatrical journey, fostering a profound appreciation for the art of performance and production.

DRAMA AND DANCE

The Expressive and Creative Arts are central to our curriculum. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

Drama also forms part of the English curriculum at The Mead School and is specialist taught. The Drama curriculum draws on the learning objectives for each year group found within the National Curriculum.

Drama is used as a means of promoting a feeling of self-confidence and self-awareness which can be very useful in strengthening all performance work for example, reading aloud in class, addressing another group of children in assembly, church services, Summer show or giving out information to others. Many of the Speaking and Listening objectives are covered in this way.

Throughout Key Stage 2 all classes receive one discreet session of Drama per week. While most units of work will begin practically and creatively, regular opportunities will be given for detailed word and sentence level work. Text level work will inform each unit through the use of appropriate written material, and the creation of Drama scrapbooks in Year 5 and 6.

Drama is used as a vehicle for exploring various issues and themes. This may either be the study of a specific topic areas, such as Physical Theatre, Characterisation, Structure, Improvisation or where they can serve as consolidation of a set book. In these situations, children engage in role-play activities that culminate in discussion and assessment. Children are encouraged to watch each other's work and to comment upon it. The asking of questions is actively promoted in this area as it

can also serve to highlight particular misunderstandings or misinterpretations of the text. Where appropriate, professional Theatre in Education groups may be invited to perform with and for the children for example, The Young Shakespeare Company.

ISTD (Imperial Society of Teachers of Dancing) Modern and Tap is taught as part of the curriculum from Reception to Year 2 by a fully qualified specialist dance teacher. Children receive one 35 minute lesson a week. Exams are optional and performance opportunities available through a dance display and parent viewings.

RAD (Royal Academy of Dancing) Ballet is offered from Pre-Reception to Year 6 and taught by an outside specialist Ballet teacher who comes into school twice a week. Exams are held within school and performance opportunities available through dance displays and parent viewings.

All of Year 6 are entered into the national ISA drama competition with a play that is rehearsed throughout the Spring Term in Drama lessons. The play is then taken to competition and then also performed to parents in Trinity Theatre.

The specialist Drama teacher also teaches pupils privately in the LAMDA drama syllabus exams in Acting, Speech and Prose. Exams are offered to all children that take up LAMDA, and a LAMDA concert to parents is held every summer. These lessons serve to promote and encourage those children who would benefit from either small group or individual tuition to enhance their interests and talents. The Mead School has a long and illustrious reputation for gaining Drama scholarships to various Independent secondary schools such as Roedean, Worth, Beechwood, Mayfield, Bethany and Kent College. In conclusion, the role of Performing Arts is seen as fundamental to the development of confidence, Literacy & PHSEE among all children and is valued for the support it gives to the wider curriculum.

PHYSICAL EDUCATION

The aim of the Physical Education curriculum is to ensure that every pupil participates in Sport and Physical Activity and that all pupils enjoy sport through participating in a wide range of activities, which includes athletics, gymnastics, swimming, basketball, badminton, football, rugby, hockey, netball, tennis and cricket.

In the Early Years Foundation Stage the emphasis is on learning about the body and how to move the body. At Key Stage 1, the emphasis is on you, your body and something external, i.e. ball, skipping rope, etc. At Key Stage 2, the emphasis is on you, your body and something external and working with either a partner/several partners or as a member of a team.

We aim to encourage and prepare as many pupils as possible to represent the school in their age groups at a competitive level against other schools within the area or in a range of ISA festivals.

Safety is always emphasised, as is the importance of rules and the need to follow and respond to instructions quickly. Through physical activity we enable pupils to improve their general fitness, strength, speed, endurance, cognitive development and team spirit.

The sport programme endeavours to include all aspects of Key Stage 1, 2 and many of the Key Stage 3 objectives of the P.E. National Curriculum.

Pupils are encouraged to be physically attuned and to be familiar with the relevant terminology of the activities they choose to undertake.

Good posture and the correct use of the body are considered essential. Pupils are expected to consolidate particular skills through practice and competition. They also have to develop a sense of fair play, honesty and sportsmanship. They must learn and cope with the consequences of their

actions on others, and take loss and defeat as well as victory and success. Pupils are encouraged to strive for themselves and for others, to work hard both as an individual and for his/ her team. Working as a member of a group means (s)he has to take into account not only their own skills but the skills of others. They have to evaluate the part they play and the roles that other members play and in addition to this, they may have to adapt their responses to suit them.

In general, the P.E. Curriculum is designed to encourage personal all round fitness, to impart a knowledge and understanding of sports activities and to develop the skills necessary to play these well and with a fair competitive team spirit. Finally, it tries to encourage the pupil to strive for maximum personal and team performance, and with it, develop a healthy lifestyle for the present and in preparation for the future.

APPENDIX: SUBJECT OVERVIEWS (Long Term Plans)

ENGLISH

Subject	Year						
	1	2	3	4	5	6	
PoR	Autumn 1	Traction Man is here By Mini Grey	Mr Underbed by Chris Riddell	Into the Forest by Anthony Browne	Arthur and the Golden Rope	The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit	The Journey by Francesca Sanna
	Genre	Picture book	Picture book	Picture book	Graphic Novel	Myth- an epic tale	Traditional Tales
	Final writing outcome	To create a storyboard	Narrative writing	Play Script	Narrative writing	Narrative in graphic form	Descriptive writing
	Autumn 2	'10 Things I can do to help my world' by Melanie Walsh	Meerkat Mail by Emily Gravett	Fly Eagle, Fly! An African Tale by Christopher Gregorowski and Niki Daly	The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady	Cosmic Disco Grace Nichols	Seasons of Splendour: Tales, Myths and Legends of India by Madhur Jaffrey,
	Genre	Non-fiction	Picture book	Traditional tale	Non-fiction	Poetry collection	Picture book
	Final writing outcome	Information poster	Character viewpoint narrative	Character viewpoint narrative	Persuasive Leaflet	Poetry in a range of forms	Playscripts

Spring 1	Out and About by Shirley Hughes	The Lonely Beast By Chris Judge	One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia by Miranda Paul and Elizabeth Zunon	Tales of Wisdom and Wonder	Mama Miti: Wangari Maathai and the Trees of Kenya	Shackleton's Journey by William Grill
Genre	Poetry	Contemporary Fiction	Non-fiction	Traditional Tales	Information picture book	Non- fiction
Final writing outcome	Poetry anthology	Advertising for a friend News report	Advertising campaign piece	Traditional Tale	Non- fiction writing	Newspaper report
Spring 2	Pattan's Pumpkin by Chitra Soundar	Poems to Perform by Julia Donaldson	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	The Wild Robot by Peter Brown	Cosmic by Frank Cottrell Boyce and Steven Lenton	There's a boy in the girls' bathroom By Louis Sachar
Genre	Traditional Tale	Poetry	Illustrated novel	Illustrated novel	Contemporary novel	Contemporary Novel
Final writing outcome	News report	Poetry in a range of forms	News piece	Story sequel	Character view point	Contemporary narrative
Summer 1	The Jolly Postman by Allan Ahlberg	Secret of Black Rock	Gregory Cool by Caroline Binch	Varjak Paw by S.F. Said and Dave McKean	Varmints by Helen Ward	Skellig by David Almond
Genre	Classic Texts	Picture Book	Picture Book	Novel	Picture book	Contemporary novel
Final writing outcome	To write a letter	Descriptive writing	Instruction Writing	Newspaper Report	Inspired Story	Character viewpoint narrative

Summer 2	The Jolly Postman by Allan Ahlberg (continued)	Secret of Black Rock	Jelly Boots, Smelly Boots by Michael Rosen, illustrated by David Tazzyman	Werewolf Club Rules by Joseph Coehlo, illustrated by John O’Leary	The Last Wild by Piers Torday	Dark Sky Park by Philip Gross, illustrated by Jesse Hodgson
Genre	Classic Texts	Picture book	Poetry collection	Poetry collection	Fiction	Poetry collection
Final writing outcome	To write a letter	Non-chronological report	Poetry in a range of forms	Poetry in a range of forms	Story sequel	Poetry inspired by own experience

MATHS

	AUTUMN	SPRING	SUMMER
PR	Stories, rhymes and songs Master The Curriculum Mathematics Programme		
R	Number: Values and subitising Number: 1 more/1 less Pattern Geometry: 2D shape	Number: understanding 0, values and subitising Number: comparing numbers Measurement: Mass and capacity Geometry: 3D shapes Pattern	Number: to 20 and beyond Number: Forwards and backwards to 10 Number: Addition, subtraction, doubling, sharing Number: Odd and even Shape: making own shapes Problem solving
1	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time

2	Number: Place Value Number: Addition and Subtraction Geometry: Properties of Shape	Measurement: Money Number: Multiplication and Division Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Number: Fractions Measurement: Time Statistics Geometry: Position and Direction
3	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A	Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions A Measurement: Mass and Capacity	Number: Fractions B Measurement: Money Measurement: Time Geometry: Properties of Shape Statistics
4	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division A	Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions Number: Decimals A	Number: Decimals B Measurement: Money Measurement: Time Geometry: Properties of Shape Statistics Geometry: Position and Direction
5	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A Number: Fractions A	Number: Multiplication and Division B Number: Fractions B Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Properties of Shape Geometry: Position and Direction Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume
6	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions A Number: Fractions B Measurement: Converting Units	Number: Ratio Number: Algebra Number: Decimals Number: Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume Statistics	Geometry: Properties of Shape Geometry: Position and Direction

SCIENCE/ STEM

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	PR	<i>In the moment planning</i>					
	R	<i>In the moment planning</i>					
	1	Everyday Materials	Seasonal Changes	Animals including humans	Scientists and Inventors	What is climate change?	Plants
	2	Materials and everyday uses	Animals including humans	Habitats	Environment	Scientists and inventors	Coding
	3	Scientific thinking Practical Skills	Parachutes! Forces	Geology Rocks! Rock Cycle Fossils	Rainbows! Light	Who did it? S/L/Gases Pure/ Impure Separating mixtures	Darwin Humans and Animals over time
STEM	4	Global Goals	Tech and Design:	Build to the line	Scientific understanding	Scientific understanding	Arctic Live: AXA
		Practical Action Beat the Flood	Microbit coding: Pets are not just for Christmas	Forces	Plants	Space and exploration Mars Rovers	Why do penguin's huddle
	5	Global Goals	Coral Live AXA	Tech and Design:	Fly to the line	Scientific understanding	Scientific understanding
		Practical Action Floating Gardens		Plastic Problem: Creating traditional toys		Electrical Circuits Scrappy Circuits	Acids and alkali
	6	Global Goals	Tech and Design	Scientific understanding	Rocket/ Wind Cars	Scientific understanding	DYSON

		Practical Action ReGreen the desert	Bespoke Design: Create a toy for a child in reception	What we can't see Atoms Cells UV light	Aerodynamics Testing Wind Tunnels	Diet and Lifestyle	
--	--	---	---	--	---	--------------------	--

ART

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PR	<i>In the Moment Planning EAD</i>					
R	<i>In the Moment Planning EAD</i>					
1	<i>Introduction to Art Techniques.</i> Drawing/colouring/ painting/ painting	<i>Celebration Art and DT</i> Drawing/cutting/de signing/gluing	<i>Colour Creations</i> Painting/ mixing colours/ cutting	<i>Paper Art</i> Folding/collage/ cutting /gluing	<i>Famous artists and their work</i> Junk modelling/ cutting/gluing/paint ing/drawing	<i>Natural Art</i> painting/sticking/dr awing/designing
2	<i>Great Fire of London Diorama</i> Folding/ cutting/ gluing/ drawing/painting	<i>Stand up 3D Christmas Trees.</i> Measuring/ cutting/ sticking/colouring /painting	<i>'Let's Go to the Jungle' Based on work of Henri Rousseau</i> Painting/ colouring/ collage/cutting/mea suring/gluing	<i>Continuation of 'Let's Go to the Jungle' Based on work of artist Henri Rousseau</i> Painting/ colouring/ collage/cutting/mea suring/gluing	<i>Tudor Portraits Linked to History topic.</i> Drawing/ painting/observatio nal skills	<i>Recycled Art. Fish made for plastic bottles.</i> Design/ cutting/painting /gluing/ measuring.
3	<i>Cave Paintings</i> Drawing/Using pastels	<i>Christmas Tree Wall Hanging</i>	<i>Volcanos: 'Mount Vesuvius' by Andy Warhol</i>	<i>Still Life Drawing/painting 'Daffodils</i>	<i>Trinidadian Fabric Design based on the</i>	<i>Crazy patterned cats</i> Pastel use/ colouring skills

		Measuring, cutting, sticking accurately.	Drawing/painting skills	Observation, drawing /painting skills	<i>work of Althea McNish.</i> Design/drawing/colouring skills	
4	<i>Poppies.</i> Design/sticking/cutting	<i>Christmas Pudding Pom Pom hanging baubles</i> Threading wool/cutting/sticking	<i>Viking Long ships</i> Measuring, cutting, drawing, painting Skills	<i>Viking Long Ships</i> Measuring, cutting, drawing, painting skills	<i>'Wild Robot' Diorama</i> Measuring, cutting, drawing, painting Skills	<i>'Wild Robot Diorama'.</i> Measuring, cutting, drawing, painting Skills
				<i>Still Life drawing/painting 'Alstroemeria'.</i> Observation, drawing, painting skills.		
5	<i>Van Gogh 'Sunflowers' in warm and cool colours.</i> Understanding warm and cool colours/ drawing /painting, observation.	<i>3D Christmas scene.</i> Design/drawing/cutting/sticking .	<i>Dale Chihuly themed Chandelier and plastic bottle individual flowers.</i> Cutting, painting, understanding colour themes/colouring/ using heat gun (under supervision)	<i>As Spring 1</i>	<i>Middle Eastern Art / Patterns</i> Design, drawing, using straight edge, colouring skills	<i>Perspective</i> Drawing/painting/ colouring skills
				<i>Pop Up Easter Cards</i> Folding, cutting, drawing and gluing		
6	<i>Work of L S Lowry</i> Drawing /painting skills	<i>Christmas Baubles</i> Design, cutting, gluing, measuring skills	<i>Inuit themed Lino Prints</i> Design, drawing, cutting and printing techniques.	<i>Inuit Themed Lino Prints</i> Design, drawing, cutting and printing techniques.	<i>Portraits.</i> Observation/drawing skills	<i>Portraits.</i> Observation/ drawing skills.

				<i>ISA Drama Competition Covers</i> Design, drawing/ colouring skills		<i>Summer Show / Prize Giving and Leavers Service Programme Covers</i> Design, drawing, colouring skills
--	--	--	--	---	--	--

PSHEE & RSE ((PC) indicates topics related to Protective Characters)

Year group	Autumn 1 'Being Me In My World'	Autumn 2 'Celebrating Difference'	Spring 1 'Dreams and Goals'	Spring 2 'Healthy Me'	Summer 1 'Relationships'	Summer 2 'Changing Me'
Pre- Reception and Reception	1. Self-identity (PC) 2. Understanding feelings 3. Being in a classroom 4. Being gentle 5. Rights and responsibilities	1. Identifying talents 2. Being special (PC) 3. Families (PC) 4. Where we live 5. Making friends 6. Standing up for yourself (PC)	1. Challenges 2. Perseverance 3. Goal-setting 4. Overcoming obstacles 5. Seeking help 6. Jobs 7. Achieving goals	1. Exercising bodies 2. Physical activity 3. Healthy food 4. Sleep 5. Keeping clean 6. Safety	1. Family life (PC) 2. Friendships (PC) 3. Breaking friendships 4. Falling out 5. Dealing with bullying 6. Being a good friend (PC)	1. Bodies (PC) 2. Respecting my body (PC) 3. Growing up 4. Growth and change (PC) 5. Fun and fears 6. Celebrations
1	1. Feeling special and safe (PC) 2. Being part of a class 3. Rights and responsibilities 4. Rewards and feeling proud	1. Similarities and differences (PC) 2. Understanding bullying and knowing how to deal with it 3. Making new friends	1. Setting goals 2. Identifying successes and achievements 3. Learning styles 4. Working well and celebrating	1. Keeping myself healthy 2. Healthier lifestyle choices 3. Keeping clean 4. Being safe 5. Medicine safety/safety	1. Belonging to a family (PC) 2. Making friends/being a good friend (PC) 3. Physical contact preferences	1. Life cycles – animal and human 2. Changes in me (PC) 3. Changes since being a baby (PC) 4. Differences between female

	<ul style="list-style-type: none"> 5. Consequences 6. Owning the Learning Charter 	<ul style="list-style-type: none"> 4. Celebrating the differences in everyone (PC) 	<ul style="list-style-type: none"> achievement with a partner 5. Tackling new challenges 6. Identifying and overcoming obstacles 7. Feelings of success 	<ul style="list-style-type: none"> with household items 6. Road safety 7. Linking health and happiness 	<ul style="list-style-type: none"> 4. People who help us 5. Qualities as a friend and person 6. Self-acknowledgement 7. Being a good friend to myself (PC) 8. Celebrating special relationships (PC) 	<ul style="list-style-type: none"> and male bodies (correct terminology) (PC) 5. Linking growing and learning 6. Coping with change 7. Transition
2	<ul style="list-style-type: none"> 1. Hopes and fears for the year 2. Rights and responsibilities 3. Rewards and consequences 4. Safe and fair learning Environment (PC) 5. Valuing contributions 6. Choices 7. Recognising feelings 	<ul style="list-style-type: none"> 1. Assumptions and stereotypes about gender (PC) 2. Understanding bullying 3. Standing up for self and others (PC) 4. Making new friends 5. Gender diversity (PC) 6. Celebrating difference and 	<ul style="list-style-type: none"> 1. Achieving realistic goals 2. Perseverance 3. Learning strengths 4. Learning with others 5. Group co-operation 6. Contributing to and sharing success 	<ul style="list-style-type: none"> 1. Motivation 2. Healthier choices 3. Relaxation 4. Healthy eating and nutrition 5. Healthier snacks and sharing food 	<ul style="list-style-type: none"> 1. Different types of family (PC) 2. Physical contact boundaries 3. Friendship and conflict 4. Secrets 5. Trust and appreciation 6. Expressing appreciation for special relationships 	<ul style="list-style-type: none"> 1. Life cycles in nature 2. Growing from young to old (PC) 3. Increasing independence 4. Differences in female and male bodies (correct terminology) (PC) 5. Assertiveness 6. Preparing for transition

		remaining friends (PC)				
3	<ol style="list-style-type: none"> 1. Setting personal goals 2. Self-identity and worth (PC) 3. Positivity in challenges 4. Rules, rights and responsibilities 5. Rewards and consequences 6. Responsible choices 7. Seeing things from others' perspectives (PC) 	<ol style="list-style-type: none"> 1. Families and their differences (PC) 2. Family conflict and how to manage it (child-centred) (PC) 3. Witnessing bullying and how to solve it 4. Recognising how words can be hurtful 5. Giving and receiving compliments 	<ol style="list-style-type: none"> 1. Difficult challenges and achieving success 2. Dreams and ambitions 3. New challenges, Motivation and enthusiasm 4. Recognising and trying to overcome obstacles 5. Evaluating learning processes 6. Managing feelings (PC) 7. Simple budgeting 	<ol style="list-style-type: none"> 1. Exercise, Fitness challenges 2. Food labelling and healthy swaps 3. Attitudes towards drugs 4. Keeping safe and why it's important online and off line scenarios 5. Respect for myself and others (PC) 6. Healthy and safe choices 	<ol style="list-style-type: none"> 1. Family roles and responsibilities (PC) 2. Friendship and negotiation 3. Keeping safe online and who to go to for help 4. Being a global citizen 5. Being aware of how my choices affect others 6. Awareness of how other children have different lives (PC) 7. Expressing appreciation for family and friends (PC) 	<ol style="list-style-type: none"> 1. How babies grow (PC) 2. Understanding a baby's needs (PC) 3. Outside body changes (PC) 4. Inside body changes (PC) 5. Family stereotypes (PC) 6. Challenging my ideas (PC) 7. Preparing for transition (PC)
4	<ol style="list-style-type: none"> 1. Being part of a class team 2. Being a school citizen 3. Rights, responsibilities 	<ol style="list-style-type: none"> 1. Challenging assumptions Judging by appearance (PC) 2. Accepting self and others (PC) 	<ol style="list-style-type: none"> 1. Hopes and dreams 2. Overcoming disappointment 3. Creating new, realistic dreams 	<ol style="list-style-type: none"> 1. Healthier friendships 2. Group dynamics 3. Smoking 4. Alcohol 	<ol style="list-style-type: none"> 1. Jealousy 2. Love and loss 3. Memories of loved ones (PC) 4. Getting on and Falling Out (PC) 	<ol style="list-style-type: none"> 1. Being unique (PC) 2. Having a baby (PC) 3. Girls and puberty (PC) 4. Confidence in change (PC)

	<p>and democracy (school council)</p> <ol style="list-style-type: none"> 4. Rewards and consequences 5. Group decision-making 6. Having a voice 7. What motivates behaviour 	<ol style="list-style-type: none"> 3. Understanding influences 4. Understanding bullying 5. Problem-solving 6. Identifying how special and unique everyone is (PC) 7. First impressions (PC) 	<ol style="list-style-type: none"> 4. Achieving goals 5. Working in a group 6. Celebrating contributions 7. Resilience 8. Positive attitudes 	<ol style="list-style-type: none"> 5. Assertiveness 6. Peer pressure 7. Celebrating inner strength 	<ol style="list-style-type: none"> 5. Girlfriends and boyfriends (PC) 6. Showing appreciation to people and animals 	<ol style="list-style-type: none"> 5. Accepting change (PC) 6. Preparing for transition (PC) 7. Environmental change
5	<ol style="list-style-type: none"> 1. Planning the forthcoming year 2. Being a citizen 3. Rights and responsibilities 4. Rewards and consequences 5. How behaviour affects groups 6. Democracy, having a voice, participating 	<ol style="list-style-type: none"> 1. Cultural differences and how they can cause conflict (PC) 2. Racism (PC) 3. Rumours and name-calling 4. Types of bullying 5. Material wealth and happiness 6. Enjoying and respecting other cultures (PC) 	<ol style="list-style-type: none"> 1. Future dreams 2. The importance of money 3. Jobs and careers Dream job and how to get there 4. Goals in different cultures (PC) 5. Supporting others (charity) 6. Motivation 	<ol style="list-style-type: none"> 1. Smoking, including vaping 2. Alcohol and anti-social behaviour 3. Emergency aid 4. Body image (PC) 5. Relationships with food 6. Healthy choices, Motivation and behaviour 	<ol style="list-style-type: none"> 1. Self-recognition and self-worth (PC) 2. Building self-esteem 3. Safer online communities 4. Rights and responsibilities online 5. Online gaming and gambling 6. Reducing screen time 7. Dangers of online grooming/ SMARRT internet safety rules 	<ol style="list-style-type: none"> 1. Self- and body image (PC) 2. Influence of online and media on body image (PC) 3. Puberty for girls (PC) 4. Puberty for boys (PC) 5. Conception (including IVF) (PC) 6. Growing responsibility 7. Coping with change 8. Preparing for transition (PC)

6	<ol style="list-style-type: none"> 1. Identifying goals for the year 2. Global citizenship 3. Children’s universal rights 4. Feeling welcome and valued (PC) 5. Choices, consequences and rewards 6. Group dynamics 7. Democracy, having a voice 8. Anti-social behaviour 9. Role-modelling 	<ol style="list-style-type: none"> 1. Perceptions of normality (PC) 2. Understanding disability (PC) 3. Power struggles 4. Understanding bullying 5. Inclusion/exclusion (PC) 6. Differences as conflict, difference as celebration (PC) 7. Empathy 	<ol style="list-style-type: none"> 1. Personal learning goals, in and out of school 2. Emotions in success 3. Making a difference in the world 4. Motivation 5. Recognising achievements 6. Compliments 	<ol style="list-style-type: none"> 1. Taking personal responsibility 2. How substances affect the body 3. Exploitation, including ‘county lines’ and gang culture 4. Emotional and mental health 5. Managing stress 	<ol style="list-style-type: none"> 1. Mental health 2. Identifying mental health worries and sources of support 3. Love and loss (PC) 4. Managing feelings (PC) 5. Power and control (PC) 6. Assertiveness 7. Technology safety 8. Take responsibility with technology use 	<ol style="list-style-type: none"> 1. Self-image Body image (PC) 2. Puberty and feelings (PC) 3. Conception to birth (PC) 4. Reflections about change (PC) 5. Physical attraction (PC) 6. Respect and consent (PC) 7. Boyfriends/girlfriend (PC) 8. Sexting (PC) 9. Transition (PC)
---	--	--	---	--	--	--

(PC) indicates topics related to Protective Characters

RELIGIOUS EDUCATION

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre -Reception and Reception	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>
1	<p>Core Foundations Religion: Christianity</p> <ul style="list-style-type: none"> • Symbol/core beliefs/followers • Place of Worship • Holy Book • Special Stories <p>(aspects may be covered in any order across the term)</p>	<p>Core Foundations Religion: Christianity</p> <ul style="list-style-type: none"> • Celebrations and festivals • Gods/Goddesses • Special places/pilgrimages <p>Christianity focus: The Christmas story – What gifts might Christians in my</p>	<p>Core Foundations Religion: Islam</p> <ul style="list-style-type: none"> • Symbol/core beliefs/followers • Place of Worship • Holy Book • Special Stories <p>(aspects may be covered in any order across the term)</p>	<p>Core Foundations Religion: Islam</p> <ul style="list-style-type: none"> • Celebrations and festivals • Gods/Goddesses • Special places/pilgrimages <p>Christianity focus: The Easter Story – Why was Jesus welcomed like a</p>	<p>Core Foundations Religion: Sikhism</p> <ul style="list-style-type: none"> • Symbol/core beliefs/followers • Place of Worship • Holy Book • Special Stories <p>(aspects may be covered in any order across the term)</p>	<p>Core Foundations Religion: Sikhism</p> <ul style="list-style-type: none"> • Celebrations and festivals • Gods/Goddesses • Special places/pilgrimages <p>Christianity focus: The Creation Story – Does God want</p>

		town have given Jesus if he had been born here instead of Bethlehem?		king or celebrity by the crowds on Palm Sunday?		Christians to look after the world?
2	<p>Core Foundations Religion: Buddhism</p> <ul style="list-style-type: none"> • Symbol/core beliefs/followers • Place of Worship • Holy Book • Special Stories <p>(aspects may be covered in any order across the term)</p>	<p>Core Foundations Religion: Buddhism</p> <ul style="list-style-type: none"> • Celebrations and festivals • Gods/Goddesses • Special places/pilgrimages <p>Christianity focus: Why do Christians believe that God gave Jesus to the world?</p>	<p>Core Foundations Religion: Hinduism</p> <ul style="list-style-type: none"> • Symbol/core beliefs/followers • Place of Worship • Holy Book • Special Stories <p>(aspects may be covered in any order across the term)</p>	<p>Core Foundations Religion: Buddhism</p> <ul style="list-style-type: none"> • Celebrations and festivals • Gods/Goddesses • Special places/pilgrimages <p>Christianity focus: How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Core Foundations Religion: Judaism</p> <ul style="list-style-type: none"> • Symbol/core beliefs/followers • Place of Worship • Holy Book • Special Stories <p>(aspects may be covered in any order across the term)</p>	<p>Core Foundations Religion: Judaism</p> <ul style="list-style-type: none"> • Celebrations and festivals • Gods/Goddesses • Special places/pilgrimages <p>Christianity focus: Could Jesus heal people? Were these miracles or is there some other explanation?</p>

3	<p>Focused enquiries Religion: Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a child?</p>	<p>Focused enquiries Religion: Hinduism How can Brahman be everywhere and in everything?</p> <p>Christianity focus: What does Christmas mean to Christians and to me?</p>	<p>Focused enquiries Religion: Islam Does praying at regular intervals help a Muslim in their everyday life?</p>	<p>Focused enquiries Religion: Islam Does going to a Mosque give Muslims a sense of belonging?</p> <p>Christianity focus: What does Christmas mean to Christians and to me?</p>	<p>Focused enquiries Religion: Sikhism Does joining the Khalsa make a person a better Sikh?</p>	<p>Focused enquiries Religion: Sikhism What is the best way for a Sikh to show commitment to God?</p> <p>Christianity focus: Jesus' Miracles</p>
4	<p>Focused enquiries Religion: Judaism How important is it for Jewish people to do what God asks them to do?</p>	<p>Focused enquiries Religion: Judaism What is the best way for a Jew to show commitment to God?</p> <p>Christianity focus: Understanding different character's feelings in The Christmas Story</p>	<p>Focused enquiries Religion: Buddhism Is it possible for everyone to be happy?</p>	<p>Focused enquiries Religion: Buddhism Can the Buddha's teachings make the world a better place?</p> <p>Christianity focus: Understanding what Lent is and learning about The Last Supper</p>	<p>Focused enquiries Religion: Mixed People of faith</p>	<p>Focused enquiries Religion: Mixed What are pilgrimages and who goes on them?</p> <p>Christianity focus: In depth discussions about parables in the bible: The Good Samaritan/The Prodigal Son/ The Two Builders</p>

5	<p>Focused enquiries Religion: Sikhism Are Sikh stories important today?</p>	<p>Focused enquiries Religion: Sikhism What is the best way for a Sikh to show commitment to God?</p> <p>Christianity focus: Has Christmas lost its true meaning?</p>	<p>Focused enquiries Religion: Hinduism What is the best way for a Hindu to show commitment to God?</p>	<p>Focused enquiries Religion: Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Christianity focus: What is Holy Week?</p>	<p>Focused enquiries Religion: Islam How do the five pillars of Islam help a Muslim how to show commitment to God? (To be covered across the whole Summer Term)</p>	<p>Focused enquiries Religion: Islam</p> <p>Christianity focus: Jesus and Salvation</p>
6	<p>Focused enquiries Religion: Buddhism What is the best way for a Buddhist to lead a good life? (To be covered across the whole Spring Term)</p>	<p>Focused enquiries Religion: Buddhism</p> <p>Christianity focus: To compare similarities and differences between Luke and Matthew's version of The Christmas Story</p>	<p>Focused enquiries Religion: Judaism How special is the relationship Jews have with God? (To be covered across the whole Autumn Term)</p>	<p>Focused enquiries Religion: Judaism</p> <p>Christianity focus: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>Focused enquiries Religion: Mixed Justice or Freedom? (To be covered across the whole Summer Term)</p>	<p>Focused enquiries Religion: Mixed</p> <p>Christianity focus: Is anything ever eternal?</p>

HISTORY

Term	Year Group							
	Pre-Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	In the moment planning	In the moment planning	Toys from the Past	Great Fire of London	Prehistoric Britain	Ancient Egypt	Parliament	Industrial Revolution
Autumn 2	In the moment planning	In the moment planning	Homes and Schools in the Past	Space	Prehistoric Britain	Ancient Egypt	Parliament	Industrial Revolution
Spring 1	In the moment planning	In the moment planning	Travel and Transport	Dinosaurs	Ancient Greece	Romans	Medieval Monarchs	20 th Century Conflict
Spring 2	In the moment planning	In the moment planning	Castles	Significant People	Ancient Greece	Romans	Medieval Monarchs	20 th Century Conflict
Summer 1	In the moment planning	In the moment planning	Significant Explorers	Titanic	Ancient China	Vikings and Anglo-Saxons	Ancient Sumer	Civil Rights
Summer 2	In the moment planning	In the moment planning	Seaside Holidays in the Past	Kings and Queens	Ancient China	Vikings and Anglo-Saxons	Ancient Sumer	Civil Rights

GEOGRAPHY

Term	Year Group							
	Pre-Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	In the moment planning based on children’s cues, questions and interests. Expected areas of exploration are seasons, the Earth’s rotation, holidays, where we live and where we’re from.	In the moment planning and child-initiated learning. Power of Reading includes the use of Google Earth to map the surrounding locale. Forest school happens throughout the year. Expected areas of exploration are growth of plants, seasons, links between the calendar and weather, holiday locations and	<u>Our Local Area: Maps and Roads</u> Basic understanding of maps Basic understanding of compasses Local area Road safety	<u>Let’s Explore London</u> Locating London. Landmarks of London. Weather. Planning a trip.	<u>Villages, Towns and Cities</u> Where people live Settlements Why people live where they do Mapping skills Research project	<u>Rivers</u> Major rivers How rivers shape the land People and rivers interactions Mapping skills Geographical Information Systems (GIS)	<u>Slums</u> What slums are Where they are What challenges they create How to improve lives in slums Mapping skills Research project	<u>Population</u> Why populations change What challenges this creates How we can solve these problems Mapping skills Geographical Information Systems (GIS)
Autumn 2			<u>At the farm</u> Understanding the function of a farm. Maps and symbols to navigate a farm Seasons on a farm.	<u>Case Study: Kenya</u> Locating Kenya. Exploring climate, animals, landscapes and people of Kenya.				

		experiences and Earth textures.		Compare and contrast with the UK.				
Spring 1			<u>Wonderful Weather</u> Weather and how it affects us Weather symbols Polar and arid Hot / cold regions	<u>Fairtrade Foundation</u> How and where cocoa beans are grown. Bean to Bar. Fairtrade in the chocolate industry.	<u>Mountains, Volcanoes and Earthquakes</u> What the Earth is made of How mountains and volcanoes are created What happens when volcanoes erupt and earthquakes occur Geographical Information Systems (GIS)	<u>Migration</u> Different kinds of migrants What a refugee is Effects of migration Research project	<u>Biomes</u> What biomes are Examining a range of biomes How biomes are damaged Geographical Information Systems (GIS)	<u>Globalisation</u> What globalisation is How globalisation has affected communication and trade What the future holds Research project
Spring 2			<u>Contrasting Localities: India</u> Locating India Comparing and contrasting climate, houses and food. Religion and celebrations	<u>Let's go to the Jungle</u> Identifying features, weather, location of rainforest, mangroves and cloud forests. Comparing British woodlands to a tropical jungle.				
Summer 1			<u>Continents, Oceans and Seas</u>	<u>Mapping Skills: Magical Mapping</u>	<u>Water and Weather</u>	<u>Natural Disasters</u>	<u>Energy and Sustainability</u>	<u>Fieldwork</u> Why we do fieldwork

			Seas around the UK. Oceans of the World. Europe – France Asia – China Australasia – Australia Africa - Kenya	Creating simple maps. Using compasses. Using atlases. Seas and Coasts Locating the seven continents and five oceans. Comparing British beaches with other countries.	Different bodies of water Why it rains Why there are seasons Different kinds of weather and how it is changing Fieldwork in practice	Tsunamis Sandstorms Avalanches Tornados Hurricanes Droughts Fieldwork in practice	What sustainability is How we produce energy Case studies of Curitiba and Freiburg What the future holds Fieldwork in practice	The tools geographers use How data is collected and what geographers do with it Fieldwork in practice
Summer 2								

MUSIC

Term	Year Group							
	Pre-Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Our World</u> Nursery rhymes and pulse	<u>Me!</u> Nursery rhymes and performance	<u>Let Your Spirit Fly</u> Genre: disco	<u>Bringing Us Together</u> Genre: disco	<u>Three Little Birds</u> Genre: reggae Listen and appraisal	<u>You've Got a Friend</u> Genre: Carole King Listen and appraisal	<u>Blackbird</u> Genre: The Beatles	<u>Fresh Prince of Belair</u> Genre: Hip-hop

Autumn 2	<u>Ho Ho Ho</u> Structure and tempo	<u>The Dragon Song</u> Singing Structure and tempo	<u>I Wanna Play in a Band</u> Rock	<u>In The Groove</u> Musical styles	<u>Don't Stop Believing</u> 80s rock anthems	<u>Lean On Me</u> Soul/gospel	<u>Mamma Mia!</u> 70s pop	<u>Livin' on a Prayer</u> Classic rock
Spring 1	<u>Everyone!</u> Performing nursery rhymes	<u>Big Bear Funk</u> Funk	<u>Round and Round</u> Bossa Nova	<u>Rhythm in the Way We Walk and Banana Rap</u> Reggae and hip-hop.	<u>A New Year Carol</u> Benjamin Britten	<u>Dancing in The Street</u> 60s girl bands	<u>Happy</u> R'n'B	<u>Make You Feel My Love</u> Pop ballad
Spring 2	<u>Djembe 1</u>	<u>Djembe 2</u>	<u>Glockenspiel 1</u>	<u>Glockenspiel 2</u>	<u>Hands, Feet and Heart</u> South African music	<u>Stop!</u> Old school rap/bullying	<u>Women in Music 1</u> Female artists in Classical music.	<u>Women in Music 2</u> Female artists in the UK
Summer 1	<u>Samba 1</u>	<u>Samba 2</u>	<u>Zootime</u> Reggae	<u>Your Imagination</u>	<u>Glockenspiel 1</u>	<u>Glockenspiel 2</u>	<u>Classroom Jazz 1</u>	<u>Classroom Jazz 2</u>
Summer 2	<u>Listen by Style Pre-reception</u>	<u>Listen by Style Reception</u>	<u>Listen by Style Yr 1</u>	<u>Listen by Style Yr 2</u>	<u>Listen by Style Yr 3</u>	<u>Listen by Style Yr 4</u>	<u>Listen by Style Yr 5</u>	<u>Listen by Style Yr 6</u>

PERFORMING ARTS

Term	Year Group						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Movement to Music Harvest	The Frog Prince 3 Little Pigs Harvest Festival	Jack and The Beanstalk Harvest Festival	Harvest Festival	Harvest Festival	Harvest Festival	Harvest Festival
Autumn 2	Nativity	Pinocchio Simple Poetry Carol Service	Tom Thumb The Forest Child Carol Service	Carol Service	Carol Service	Carol Service	Carol Service
Spring 1	Hello Beaky Little Red Riding Hood	KS1 Show	KS1 Show	Snow white & Seven Dwarves	3 Little Pigs	Little Red Riding Hood	ISA Drama Competition
Spring 2	Frozen Pictures Story telling through movement	KS1 Show	KS1 Show	Snow White & Seven Dwarves Easter Service	3 Little pigs Easter Service	Little Red Riding Hood Easter Service	ISA Drama Competiton Easter Service
Summer 1	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show
Summer 2	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show

DANCE

Term	Year Group		
	Reception	Year 1	Year 2
Autumn	ISTD (Imperial Society of Teachers of Dancing) Primary Modern Syllabus	ISTD (Imperial Society of Teachers of Dancing) Primary Modern Syllabus	ISTD (Imperial Society of Teachers of Dancing) Primary Tap
Spring	ISTD (Imperial Society of Teachers of Dancing) Primary Modern Syllabus	ISTD (Imperial Society of Teachers of Dancing) Grade 1 Modern Syllabus	ISTD (Imperial Society of Teachers of Dancing) Primary Tap/Grade 1 Modern
Summer	ISTD (Imperial Society of Teachers of Dancing) Primary Modern Syllabus	ISTD (Imperial Society of Teachers of Dancing) Grade 1 Modern Syllabus	ISTD (Imperial Society of Teachers of Dancing) Primary Tap/Grade 1 Modern

DRAMA

	Year Group			
	Year 3	Year 4	Year 5	Year 6
Autumn 1	Devising a scene The Lucky Sovereign	Structure Improvisation – Shopkeeper and customer Characterisation – Voice, gesture, movement Mr Men Characters	Tableaux Physical Theatre: Monsters Objects Setting a scene/creating an atmosphere	Role Play Characterisation Dramatic Techniques Improvisation Underscoring

Autumn 2	Night of the Gargoyles	Dramatization of The Twits	Non-Naturalism in Theatre Poetry – Skeleton House The Seal Women The Gorgan Madusa	Use of non-naturalistic techniques in performance Dramatising text Romeo and Juliet
Spring 1	Structuring a scene Characterisation – Charlie and the chocolate factory	The Third Thing	Improvisation Creating a script	ISA Drama Competition
Spring 2	Poetry – Roald Dhal’s Revolting Rhymes	Abstract frozen pictures and bringing to life	Brothers Grimm Tales Silent Movie	ISA Drama Competiton
Summer 1	The beginning explorations of the technical aspect of script work and performing. Includes, characterisation.	Further exploration of the technical aspect of script work and performing. Includes, characterisation and stage direction.	Detailed exploration of the technical aspect of script work and performing. Includes, characterisation, stage direction and stage craft.	Summer Show
Summer 2	The beginning explorations of the technical aspect of script work and performing. Includes, characterisation.	Further exploration of the technical aspect of script work and performing. Includes, characterisation and stage direction.	Detailed exploration of the technical aspect of script work and performing. Includes, characterisation, stage direction and stage craft.	Summer Show

PHYSICAL EDUCATION

Year group	Session	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1 and 2	Movement and Using Space	Multiskills	Gymnastics	Ball Skills	Striking/athletics	striking/Athletics
1	1	Hockey	Football	Rugby	Netball	Cricket	Athletics
	2	Movement and Using Space	Ball skills	Gymnastics	Dance (B) / Agility (G)	Racket skills	Athletics
2	1	Hockey	Football	Rugby	Netball	Cricket	Athletics
	2	Fitness	Ball Skills	Gymnastics	Agility	Short Tennis	Athletics
3	1	Hockey (G) / Football (B)	Hockey (G) / Netball (G) Football (B)/Rugby (B)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Netball (G)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics

			Football (B)/Rugby (B)				
	3	Swim	Tae Kwon do	Swim	Short tennis	Swim	Athletics
4	1	Hockey (G) / Football (B)	Hockey (G) / Netball (G) Football (B)/Rugby (B)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Netball (G) Football (B)/Rugby (B)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	3	Taekwon do	Swim	Short Tennis	Swim	Athletics	Swim
5	1	Hockey (G) / Football (B)	Hockey (G) / Netball (G) Football (B)/Rugby (B)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Netball (G)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics

			Football (B)/Rugby (B)				
	3	Swim	Taekwon do	Swim	Badminton	Swim	Athletics
6	1	Hockey (G) / Football (B)	Hockey (G) / Netball (G) Football (B)/Rugby (B)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Netball (G) Football (B)/Rugby (B)	Netball (G)/ Rugby (B)	Football (G)/Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	3	Taekwon do	Swim	Badminton	Swim	Athletics	Swim