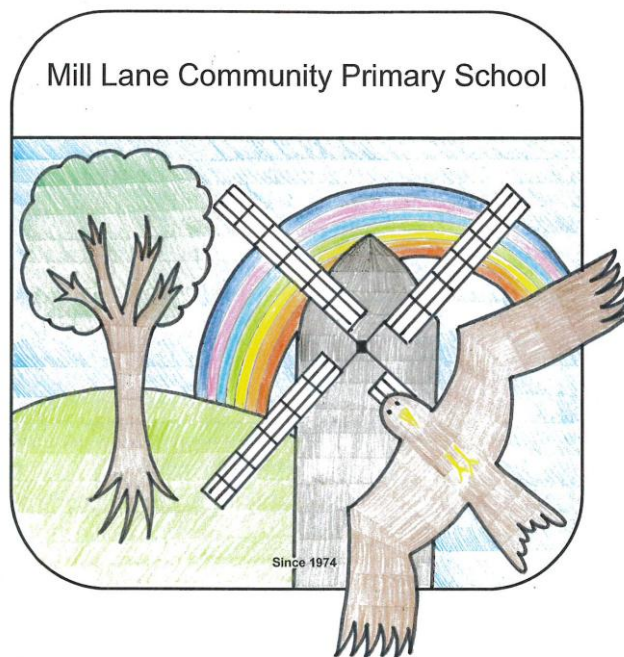


Mill Lane Community Primary School

&

The Windmill Community Nursery



Curriculum Statements

Growing, Thriving, Flying

Art & Design Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. It enables children to express themselves in a creative, imaginative manner and through exploration. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Implementation

In Early Years, pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They will have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

In KS1 pupils will be taught to;

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In KS2 Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught;

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.
- about great artists, architects and designers in history.

The children will be taught Art and Design as part of their termly topic work. The work of famous national and international artists is explored to enhance the children's learning.

Impact

Children will become creative learners, who have a knowledge about the great artists of the world. Creativity will be celebrated, and children will become able to edit and improve the pieces they have created. Children will be able to explore art using their imagination and will have developed the key art and design skills needed to allow them to produce creative and imaginative pieces of art.

The art curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection. Creating and designing pieces of art can sometimes be a moving and even spiritual experience. Children are encouraged to reflect on the important effect that art has on people's moods, senses and quality of life. Children have the opportunity to encounter art from many cultures and, through their growing knowledge and understanding of art, they develop more positive attitudes towards other cultures and societies.

Computing Curriculum Statement

Intent

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. It is an essential part of the curriculum that not only stands alone but is woven and should be an integral part of all learning. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to safely use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Implementation

Children in Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

In Key Stage 1 the children:

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

Each of these skills will be taught through exciting half termly units.

In Key Stage 2 the children:

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

Impact

After the implementation of the computing curriculum, children at Mill Lane will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

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

Within computing lessons children work collaboratively and communicate effectively with each other. We encourage children to reflect on evaluate their ability to work together and to discuss how their communication had an effect on their learning. The cultural and social impact of computing and digital technology are made clear in the ability to share, add to and create content in a connected way with others.

Design & Technology Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We encourage children to think and intervene creatively to solve problems both as individuals and as members of a team. We aim to, wherever possible, link work to other curriculum areas such as mathematics, science, history, engineering, computing and art.

Implementation

Children learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of the past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

In the **Early Years** pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They will have the opportunity to learn to:

- Use different media and materials to express their own ideas.
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose.
- Make plans and construct with a purpose in mind using a variety of resources.
- Develop skills to use simple tools and techniques appropriately, effectively and safely.
- Select appropriate resources for a product and adapt their work where necessary
- Cook and prepare food adhering to good health and hygiene routines.

In **KS1** children will be taught the knowledge, understanding and skills needed to engage in the process of designing and making through a variety of creative and practical activities.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms e.g. levers, sliders, wheels and axles in their products.

Food and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

In **KS2** children will be taught the knowledge, understanding and skills needed to engage in the process of designing and making through a variety of creative and practical activities.

When designing and making, pupils will be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages)
- understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors)
- to apply their understanding of computing to programme, monitor and control their products.

Food and Nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Impact

Children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Children build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users. They critique, evaluate and test their ideas and products as well as the work of others.

Children understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.

The teaching of Design & Technology supports the social development of our children. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Geography Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We aim to inspire in children a curiosity and fascination about the world and its people; to promote the children's understanding of diverse places, people, resources and natural / human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge & skills that are progressive, as well as transferrable.

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

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

Implementation

In Early Years, Geography comes under the curriculum area of 'Understanding the World,' this provides links with science and history. They explore the environment around them through the use of their outdoor area and the school grounds. Children are encouraged to draw, write and talk about what they see and how things may change during the course of a year.

In KS1 pupils will develop their knowledge about the United Kingdom and their own locality. They'll learn how to use maps, atlases and globes as well as learn simple compass directions. The children will also study seasonal and daily weather patterns in the United Kingdom and look at the hot and cold areas of the world in relation to the equator and the North and South Poles.

In KS2 Pupils will look to extend their knowledge to beyond their local area and will study Europe as well as North and South America. They will begin to look at similarities and differences of human geography such as types of settlement and land use. They will also study physical geography elements such as climate zones, rivers, mountains, volcanoes and earthquakes. Children will continue to use maps, atlases and globes and will use the 8 points of the compass in their work. They will start to consider the use of four and six figure grid references and ordnance survey maps.

Geography is sometimes used as a topic focus for the term but we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.

Impact

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. They will have a deeper understanding of the connections between human and physical processes and how these impact on the environment and landscapes. Children will have developed skills such as fieldwork techniques, research skills and map reading while asking and answering a range of geographical questions.

In Geography lessons, children will be expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Children will be encouraged to enquire, consider and question in all geography lessons and beyond.

History Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we make full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. Within our History curriculum, children develop their curiosity of the past by examining sources through child led enquiry and independent research. Topics are informed by the national curriculum and are sensitive to children's interests. We aim to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past. We aim to encourage children to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Implementation

In Early Years, pupils will be taught to:

- show an interest in the lives of people who are familiar to them;
- remember and talk about significant events in their own experience;
- remember and describe special times or events for family or friends;
- show an interest in different occupations and ways of life;
- know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.

In KS1 pupils will develop an awareness of the past using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will learn about significant individuals who have contributed to national and international achievements. Children will also learn about significant historical events within the local area. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant such as The Great Fire of London. Their learning will be placed within a chronological framework.

In KS2 Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. In upper key stage 2 they will study a range of time periods such as Ancient Greece, whilst in lower key stage 2 they will study World War Two. Children will consider connections, contrasts and trends over time and develop the appropriate use of historical terms. They will also learn to understand how our knowledge of the past is constructed from a range of different sources and spend time looking at, and dealing with, different sources.

History is taught through topics and teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. We aim to make our investigation of History as hands on as possible, utilising local trips and resources as best we can. We use a wide selection of books and artefacts to inspire the children's learning.

Impact

Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication. Children will have enjoyed learning about history and will have learnt to use a wide range of sources to gather evidence.

Children have the opportunity to discuss moral questions, or what is right and wrong, for example when focusing on significant people in history. The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding? Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures. The history teaching enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Literacy Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Nursery we recognise that Literacy has a pre-eminent place in education and in society. We believe that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We aim to:

- Develop a positive attitude towards Literacy as an interesting and attractive subject in which all children succeed and gain pleasure;
- Encourage the use of Literacy across the curriculum to ensure that there is always a meaningful *purpose* for reading and writing;
- Promote Literacy in engaging and creative ways, frequently using the outdoor learning environment and first-hand experiences;
- Equip children with a solid foundation of phonics and a variety of skills to support them in being able to read and spell with confidence.

Implementation

In Early Years and KS1 children are:

- Introduced to new vocabulary through reading that can be used in their own writing and speech;
- Provided with a rich environment in which to stimulate and foster a love of reading;
- Engaged in reading and storytelling through the use of resources, such as puppets, story sacks, role-play resources and books to develop different interests in the children;
- Immersed in a range of texts that allow them to build up knowledge of rhythm, rhyme and pattern in language.
- Taught phonics as an integral part of the curriculum to support with learning the 44 phonemes that make up all the sounds required for reading and spelling;
- Provided with a range of multisensory strategies to enthuse and engage the children, including the use of interactive ICT equipment, songs, rhymes, practical games and activities.
- Encouraged to read individually, in small groups and as a whole class, being given the opportunity to discuss the content of books and their opinions about people, places and events.
- Given a literacy-rich environment where a variety of purposeful contexts for writing are provided;
- Taught the fine motor control necessary to hold a pencil effectively, controlling its movement to eventually form letters,
- Taught to form all upper and lower-case letters correctly and encouraged to begin developing a consistent handwriting style, joining letters when they are ready;

- Challenged to use new vocabulary in their written and spoken language;
- Given opportunities to plan, develop and edit their own writing in individual and collaborative settings;
- Provided with first-hand experiences as a foundation for effective and purposeful writing;
- Encouraged to talk about their writing to orally rehearse the language needed for a particular topic;
- Write across the curriculum for a range of different purposes and audiences.

In KS2, pupils continue to build upon and the skills experienced in the Early Years and KS1. Pupils will:

- Explore a wide range of genres in reading, both fiction and non-fiction, which allow them to access, input ideas and understand what they are reading;
- Be given opportunities to read independently, in groups and to take part in reading skills sessions and guided reading groups;
- Be encouraged to speculate on the tone and purpose of texts as well as consider both the key themes and audiences;
- Continue to refine their phonic knowledge by learning a variety of strategies to support with spelling and decoding new and tricky words;
- Read and write in relation to high-quality texts linked to the topics being taught;
- Use first-hand experiences to allow them to write in meaningful contexts;
- Discuss and plan their ideas for writing in a variety of ways, including through the use of shared texts, collaborative writing and critique from both peers and adults;
- Edit and improve their own and others' work, being encouraged to up-level both language choices and sentence structure;
- Develop and refine their handwriting with consistently sized, joined letters in the house style, showing increasing individuality towards the end of KS2.

Impact

Our approach to the teaching of Literacy results in a fun, engaging and high quality English education that provides children with strong foundations in language. The children will experience a wide range of literature and feel confident to discuss their own opinions relating to a variety of texts. They will grow strong phonics roots and be able to apply these with confidence to both reading and spelling. They will feel empowered to write for a range of purposes and have a rich vocabulary at their fingertips. The use of our environment ensures that children learn through varied and first hand experiences, not just purely within the classroom. Children will be adept at working collaboratively and will have the skills needed to plan, write, edit and improve their pieces. Children will leave Mill Lane with a deep appreciation of English, and the confidence to tackle the subject at higher levels in their future lives.

Through literacy lessons children will develop opportunities for SMSC. Children will study different text types and gain an appreciation of the beauty of language and literature. Drama and stories create opportunities for moral judgements. Children will gain an awareness of traditional tales and their cultural background. Shared activities such as drama, shared reading and cooperative writing lead to an appreciation of other's point of view.

Maths Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we recognise the importance of Mathematics as an essential part of daily life. Maths is a creative and highly interconnected discipline and a high quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation for the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

At Mill Lane, our Mathematics teaching offers opportunities for children to:

- Become fluent in the fundamentals of maths through varied and frequent practice with complexity increasing over time;
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Reason mathematically; follow a line of enquiry and recognise relationships and generalisations;
- Develop an argument, justification and proof by using mathematical language;
- Solve problems by applying knowledge to a variety of routine and non-routine problems – breaking down problems into simpler steps and persevering in answering.
- Become equipped with the mathematical skills required to understand the uses and implications of maths, today and for the future.

We aim to:

- Develop a positive attitude towards maths as an interesting and attractive subject in which all children succeed and gain pleasure;
- Encourage the use of maths as a tool in a wide range of activities within school and, subsequently, adult life;
- Develop the children's ability to express themselves fluently, to talk about the subject with assurance using mathematical language;
- Promote maths in practical and creative ways, frequently using the outdoor learning environment;
- Develop mathematical skills and knowledge and the recall of basic facts in line with recommendations.

Implementation

In the Early Years, children are encouraged to:

- Develop and improve their skills in counting;
- Understand and use numbers;
- Calculate simple addition and subtraction problems;
- Begin to describe shapes, spaces and measures.

In KS1, pupils:

- Are encouraged to develop confidence and mental fluency with whole numbers, counting and place value, working with numerals, words and the four operations, including with practical resources;
- Should develop their ability to recognise, describe, draw, compare and sort different shapes and use related vocabulary;
- Will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money;
- Should learn the number bonds to 20 and be precise in using and understanding place value.
- Will be immersed in mathematical vocabulary and will be expected to read and spell words at a level consistent with their increasing word reading and spelling knowledge.

In lower KS2, pupils develop a deeper understanding of a wide range of mathematical ideas and concepts. They are taught to:

- Become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value;
- Develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers;
- Solve a range of problems, including with fractions and decimal place value.

- Use increasing accuracy and mathematical reasoning to analyse shapes and their properties, and confidently describe the relationships between them.
- Measure accurately with a range of instruments, making connections between measure and number.
- Know all multiplication tables from memory, up to and including the 12x table.

In upper KS2 the principal focus of mathematics teaching is to ensure that pupils extend their understanding of the number system and place value, including larger integers.

They are taught to:

- Develop their ability to solve a wider range of problems, including the increasingly complex properties of numbers and arithmetic and problems demanding efficient written and mental methods of calculation.
- Use the language of algebra as a means of solving a variety of problems.
- Classify shapes with increasingly complex geometric properties and learn the vocabulary needed to describe them.

Impact

Our approach to the teaching of Maths results in a fun, engaging and high quality Maths education that provides children with the foundations for later life. The children will have a broad variety of mathematical skills and knowledge that they can apply confidently to problem solving and the real world. The use of our environment ensures that children learn through varied and first hand experiences, not just purely within the classroom. Children will be adept at working collaboratively and will have the skills needed to solve problems and the language needed to reason and justify their thinking. Children will leave Mill Lane with a deep appreciation of maths, and the confidence to tackle the subject at higher levels in their future lives.

Developing deep thinking and questioning the way in which the world works, promotes the personal growth of our pupils. In maths lessons pupils will be encouraged to delve deeper into their understanding of maths and how it relates to the world around them. Sequences, patterns, measures and most other aspects of maths help children make sense of the world and gives them the tools to explore it more fully.

Children will develop problem solving skills and teamwork through creative thinking, discussion, explaining and presenting ideas. Children will develop their mathematical reasoning skills, communicating with others and explaining concepts to others. Pupils are encouraged to value others' opinions and ideas; this extends to consideration for others in all aspects of life.

MFL (French)

Intent

At Mill Lane Primary School, we believe that through learning a language children will value the importance of communication in a foreign language, as well as developing their 'Cultural Capital'. The intention of the MFL curriculum is to build curiosity and interest in learning other languages. We aim to introduce the language of French and its culture in enjoyable and stimulating ways. Pupils will learn the essential skills of listening, speaking, reading and writing French and will be confident in using their knowledge of French to form simple sentences and responses. Our aim is that by the time the children leave Mill Lane, they have acquired an understanding of both spoken and written in French, confidence to speak in French with others and know how important other languages can be in their future. Our goal is to lay the foundations for language learning.

Implementation

Children will begin learning French in Key Stage 2 but will be introduced to simple words and phrases in Key Stage 1 including greetings and some counting. Children will receive weekly lessons and children's learning builds progressively on previously taught and learnt vocabulary and phrases. There is an emphasis on the spoken work, and making learning fun through songs, games and practical activities. The cultural and traditions of France are also taught as an integral part of learning the language. SEND children will have access to the curriculum through variation of tasks, grouping or extra support from a teaching assistant in the class.

Impact

Children will have covered the aspects of learning as set out in the National Curriculum for Modern Foreign Languages. They will have developed a recall of relevant vocabulary. They will be able to speak in simple phrases and become engaged in simple conversational French, ask questions and are able to write sentences and phrases relating to a range of topics. They will become resilient language learners who are not afraid to 'have a go' both in terms of pronunciation, trying out phrases and producing written tasks. Children will be confident in moving onto KS2 to further develop their language skills in French and other MFLs.

We measure impact through lesson observations, work monitoring as well as pupil voice.

Music Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Nursery, it is our intent that we make music an enjoyable learning experience and our aim is to develop a curiosity for the subject. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Implementation

In Early Years music is an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

In KS1 children will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS2 children will:

- Be taught to sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Additional opportunities are offered to children through music tuition lessons provided by the 'Joyful Music' company, at an extra cost, in a range of instruments such as piano, guitar, drums, ukulele, violin and recorder. Year 4 children are taught a specific musical instrument, cornet, for a year. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Opportunities are taken to perform in class, in assemblies, to parents and to the wider community. Additional opportunities are offered in music through the 2 school choirs which perform regularly in school, at the O2 arena, Dorchester Abbey and at events in the local community.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

P.E Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Nursery, we recognise the value of Physical Education (PE). We aim to provide a PE curriculum that pupils from Nursery to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality PE curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Implementation

In Early Years pupils are taught:

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

In KS1 Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

In KS2 Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming

Year 3 & 4 will attend swimming lessons in term 1, 5 and 6.

The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs. The school hosts the annual Thame Partnership of Schools Summer sports tournament. A play leader supervises sports activities at breakfast club and there are several after school clubs run by members of staff.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

The teaching of P.E supports the social development of children in the way they are expected to work together. Groupings allow children to work together and gives them the chance to discuss their ideas and performance. Children will develop a respect for other children's levels of ability, and it encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

PSHE & RSE Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, the aim of PSHE is to enable our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Mill Lane Community Primary School and the Windmill Community Nursery, we believe that Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

Implementation

In Early Years, PSHE is taught personal, social and emotional development which is one of the three prime areas of learning. It involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Health & Wellbeing

In KS1 and 2, pupils are taught:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Relationships

In KS1 and 2, pupils are taught:

- How to develop and maintain a variety of healthy relationships within a range of social / cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

Living in the Wider World

In KS1 and 2 children are taught:

- About respect for the self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.

At Mill Lane and at the Windmill Nursery PSHE is taught weekly. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Impact

Children will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty. They will demonstrate a healthy outlook towards school – attendance will be in-line with national expectations and behaviour will be good. Children will achieve age related expectations across the wider curriculum.

Children will develop positive and healthy relationships with their peers both now and in the future. They will have respect for themselves and others and will have positive body images.

R.E Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Linked to the national curriculum, children will learn about and from religion and belief.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Religious Education plays an important role, along with all other curriculum areas, particularly PSHE and SEAL, in promoting the spiritual, moral, social, and cultural development of our children.

Implementation

In Early Years, R.E is part of their work on Understanding the World.

Learning about religion and belief

Pupils will be taught to: talk about religious stories, identify simple features of religious life, recognise some religious words & symbols.

Learning from religion and belief

Pupils will be taught to: recognise their own experiences & feelings in religious stories & celebrations, recognise similarities & differences between theirs and others' lives, say what matters to them and to talk about how to care for others.

In KS1 pupils are taught the knowledge, skills and understanding through religion and belief as well as wider themes. They reflect on prior learning as they progress through the units.

Learning about religion and belief

Pupils will be taught to: explore a range of religious stories & talk about their meaning, explore a range of celebrations, teachings & traditions in religions identifying similarities & differences, recognise how belonging to a religion is important to people & the impact it has on their lives and explore how religious beliefs and ideas are expressed.

Learning from religion and belief

Pupils will be taught to: Reflect on what matters to them and others who hold religious views, reflect on moral values of right and wrong, recognise there are similarities and differences between theirs and others lives, communicate their ideas and ask and respond to questions and recognise how religious ideas and beliefs impact people's lives personally and socially.

In KS2 Pupils will be taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief

Pupils will be taught to: Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence, explore how practices are related to beliefs and teachings, interpret information about religion and religious beliefs through a range of sources, recognise similarities and differences within and between religions, consider how religious and spiritual ideas are expressed, describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues and use a developed religious vocabulary when discussing and expressing their knowledge and understanding

Learning from religion and belief

Pupils will be taught to: Reflect on what it means to belong to a faith community and how this relates to them and others' lives, recognise how religious practice is conducted in a variety of ways, discuss their own and other's views of religious truth and belief, reflect on morality and how people respond to decisions they are faced with and reflect on sources of information and what they find value in in their own and other's lives

Impact

Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Children learn about the beliefs, values and the concept of spirituality. Through

R.E. our children are developing an understanding of other people's cultures, traditions and ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. They will develop a respect for the right of others to hold beliefs different from their own.

Science Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we recognise the importance of Science in every aspect of daily life. Science is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

At Mill Lane, our Science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific skills required to understand the uses and implications of science, today and for the future.
- develop the essential scientific enquiry skills to deepen their scientific knowledge.
- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts.
- develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- develop an enthusiasm and enjoyment of scientific learning and discovery.

Implementation

In Early Years, Science is taught through the children learning about the world around them in their learning through play.

In KS1 pupils are:

- encouraged to be curious and ask questions about what they notice;
- given opportunities to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them;
- helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information;
- taught to use scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways;
- learning about Science through first-hand practical experiences and secondary sources such as books, photographs and videos.

In KS2 pupils develop a deeper understanding of a wide range of scientific ideas. They are taught to:

- explore and talk about their ideas; ask their own scientific questions about scientific phenomena; and analyse functions, relationships and interactions more systematically;
- recognise how more abstract ideas help them to understand and predict how the world operates;
- select the most appropriate way to answer questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information;
- draw conclusions based on their data and observations, use evidence to justify their ideas, and use scientific knowledge and understanding to explain their feelings.

In both Key Stages Science is taught in arranged and planned topic blocks. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.

Impact

Our approach to the teaching of Science results in a fun, engaging and high quality science education that provides children with the foundations for understanding of the world. The children will have a wider variety of skills linked to

both scientific knowledge and understanding, and scientific enquiry/investigative skills. Our use of our environment ensures that children learn through varied and first hand experiences of the world around them. Children gain an understanding that science has changed our lives and that it is vital to the world's future prosperity. Children will have a rich vocabulary which will enable them to articulate their understanding of taught concepts.

Children will have opportunities to examine some of the fundamental questions of life e.g. the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children will develop a sense of awe and wonder regarding the natural world. Children will reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it will promote respect for other people.

SMSC Curriculum Statement

Intent

At Mill Lane Community Primary School and the Windmill Community Nursery, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development is the development of knowledge and understanding and the acquisition of skills in relating to others. Pupils are taught to respect each other's similarities and differences.

Moral development is developing the knowledge and understanding of right and wrong. Pupils will learn to make choices in their behaviour through developing knowledge of boundaries and understanding consequences.

Spiritual development is the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is the exploration of values, beliefs, customs, foods, artefacts and stories which allow pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Implementation

SMSC is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community and world they live in.

Social:

- At break and lunchtime pupils are encouraged to play together.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSHE scheme of work contains units on health and wellbeing, relationships and living in the wider world.
- There are educational visits, visitors and workshops.

Moral:

- There is an agreed reward system in place where children's improved behaviour and academic achievement is recognised. There is a weekly celebration assembly to share success.
- Regular meetings are held to discuss difficult behaviour to ensure all staff are supported and that ideas are shared.
- Behaviour plans are agreed and implemented with the help of the SEN team.
- The PSHE scheme of work has units that deal with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.

Spiritual:

- The R.E scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHE and in circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.

Cultural:

- There are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Eid and Chinese New Year.
- Literacy includes stories from other cultures.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

Impact

Children are respectful and reflective about their own beliefs, and those of others. They are fascinated by diversity and appreciate that there are many cultures. They are imaginative and creative. Pupils recognise right and wrong and understand the consequences of their actions and respect the law. They can discuss ethical and moral issues in a reasoned manner. Pupils use social skills in a range of situations. They want to help others in the community and wider communities. They have opportunities to experience and take part in a wide range of cultural activities, such as sport, drama, dance, art and music.