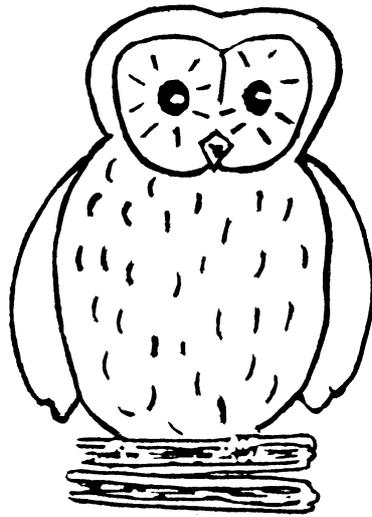


# Overstone Primary School



## Curriculum, Teaching and Learning Policy

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

## **Introduction**

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Curriculum, Teaching and Learning Policy will contribute to and reflect the overall school aims. It encompasses the curriculum to which children at Overstone Primary School are entitled. At this school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Aims of the curriculum and teaching & learning**

At Overstone Primary School we aim to ensure effective teaching and learning through attention to detail and clarity of purpose. The intent of the curriculum should be clear and the implementation effective with maximum impact on outcomes for all pupils

## **Teaching & learning**

- To deliver quality teaching, which is itself informed by regular assessment plus oral and written feedback, and enhance learning by using a variety of teaching styles and strategies.
- To ensure an effective whole school planning system provides for progression, continuity and differentiation which will raise standards of achievement in all aspects of pupil development through the school.
- To ensure pupils retain and build upon essential knowledge.
- To provide a positive attitude towards learning, so that children enjoy coming to school and acquire a firm foundation for life-long learning.
- To involve children in their own learning and understanding of what they need to do to improve.
- To enable children to be creative and to develop their own thinking.
- To provide exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

## **Ethos**

- To enable children to have respect for themselves, have high self-esteem and to be able to live and work co-operatively with others.
- To create a sense of belonging to the school and the wider community, a respect for the environment and tolerance of others' beliefs and opinions.
- To work in partnership in order to develop the skills needed to enable the children to become responsible members of society; to help them to understand the importance of truth and fairness so that they grow up committed to equal opportunities for all; to teach them to have an awareness of their own spiritual development and to understand right from wrong
- To have high expectations of children in terms of their learning and for children to have high aspirations.

## **Environment**

- To provide a happy and stimulating environment where each child's full potential – social, intellectual, physical, spiritual and moral is recognised and where it is developed through a broad and balanced curriculum
- To create an environment where it is acceptable for pupils to make mistakes and be challenged by their learning
- To foster a caring and considerate environment where all children feel safe, valued and respected
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential
- To have clear and consistent guidelines and expectations for adult and pupil behaviour in school

## **Values of the school**

At Overstone Primary School, we set much emphasis on values – upon which our broad curriculum is based:

- We value the uniqueness of each child, catering for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- We strive to ensure that each child's education has continuity and progression
- We strive to ensure we provide an appropriate curricular balance amongst the sometimes competing demands and aims across the different subject areas and within education, as a whole
- We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- We value the rights of each child in the school, respecting each for what they are, treating them with dignity, fairness and honesty and providing them with equal opportunities.
- We value the spiritual emotional, social and moral development of all the pupils, in addition to their intellectual and physical growth.
- We value our environment and through our curriculum, we teach respect for our world and how we should care for it for future generations, as well as our own.
- Traditional British values are embedded throughout our curriculum.  
These are the beliefs and values that stimulate teaching and learning.

## **Environment**

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.

- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children’s work, as well as promoting learning.
- Providing drinking water, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

### **What is the curriculum?**

At Overstone, we define the curriculum as the total of the many experiences, which a child receives during their time at school. This therefore, includes the taught curriculum, encompassing the requirements of the National Curriculum, extracurricular activities which the school organise, the Early Years Foundation Stage Curriculum and the “hidden” curriculum – what the children learn from the way they are treated and expected to behave.

### **Organisation and planning**

We presently plan our curriculum in three phases – long, medium and short term. We agree a long-term plan for each Key Stage including the Foundation Stage, with the Key Stage 2 children being divided into lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). The long term planning indicates which topics/units of work are to be taught in each term. With our medium term plans, more detail is given in terms of objectives that will be covered when teaching each unit. Our medium-term planning for Maths and English is based on the National Curriculum. In English we use the Read, Write Inc scheme for phonics and writing is taught using Pie Corbett’s Talk for Writing scheme. Short-term plans are written on a weekly and daily basis. These include activities, opportunities for assessment and outcomes.

The curriculum we teach in the Reception Class meets the requirements of the Foundation Stage Curriculum. Our Curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences in the three prime areas: Personal, Social and Emotional Development; Physical Development and Communication and Language, plus the specific areas of Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Overstone Primary School fully supports the principle that young children learn through play and by engaging in well-planned structured activities. In the Foundation Stage and Key Stage 1 we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Learning Goals and the National Curriculum, with planned progression in all curriculum areas. At Key Stage 2, there is greater teaching of discreet subject areas although cross-curricular links are used when appropriate. This means for example, a child may concentrate in one term on a History topic, and then move to a greater emphasis on Geography in the next term. Over the three terms of the academic year, each child will experience the full range of the National Curriculum subjects and Religious Education.

Traditional British Values are embedded into our curriculum. We also take all opportunities to reinforce online safety, which is taught discreetly within the computing curriculum.

### **Inclusion**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, we do all we can to meet these individual needs. We comply with the requirements as set out in the SEN Code of Practice in providing for children with special needs. In most instances the teacher is

able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's needs are more severe, we consider the child for an Education, Health and Care Plan and work closely with the appropriate external agencies, when undertaking this process. The school provides an Individual Education Plan for each of the children on the Special Needs register. This sets out the nature of the special need and outlines how the school will aim to address the need. It also sets out targets, so that we can review and monitor the progress of each child at regular intervals. Parents are consulted with the aim of working together to improve the outcomes for pupils.

### **Classroom Management**

All staff at Overstone Primary School establish good working relationships with pupils. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. Staff follow the school policy with regard to discipline and classroom management.

We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working e.g. register, lining up, tidying away and wet playtimes.
- Children are given a sense of responsibility.
- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

### **Pupil Management**

All adults take responsibility for maintaining standards of behaviour for **all** children in the school community. All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground e.g. assembly time, lining up on the playground and walking into the school.

The school standards of behaviour are maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

### **Effective Teaching and Learning**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the pupils' levels of attainment. Our prime focus is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in their Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work should be of the highest possible standard.

We plan our lessons using learning objectives from the National Curriculum / Developmental Matters & Early Learning Goals. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.

Through our planning we offer opportunities for children to learn in different ways.

These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity;
- through visitors.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them.

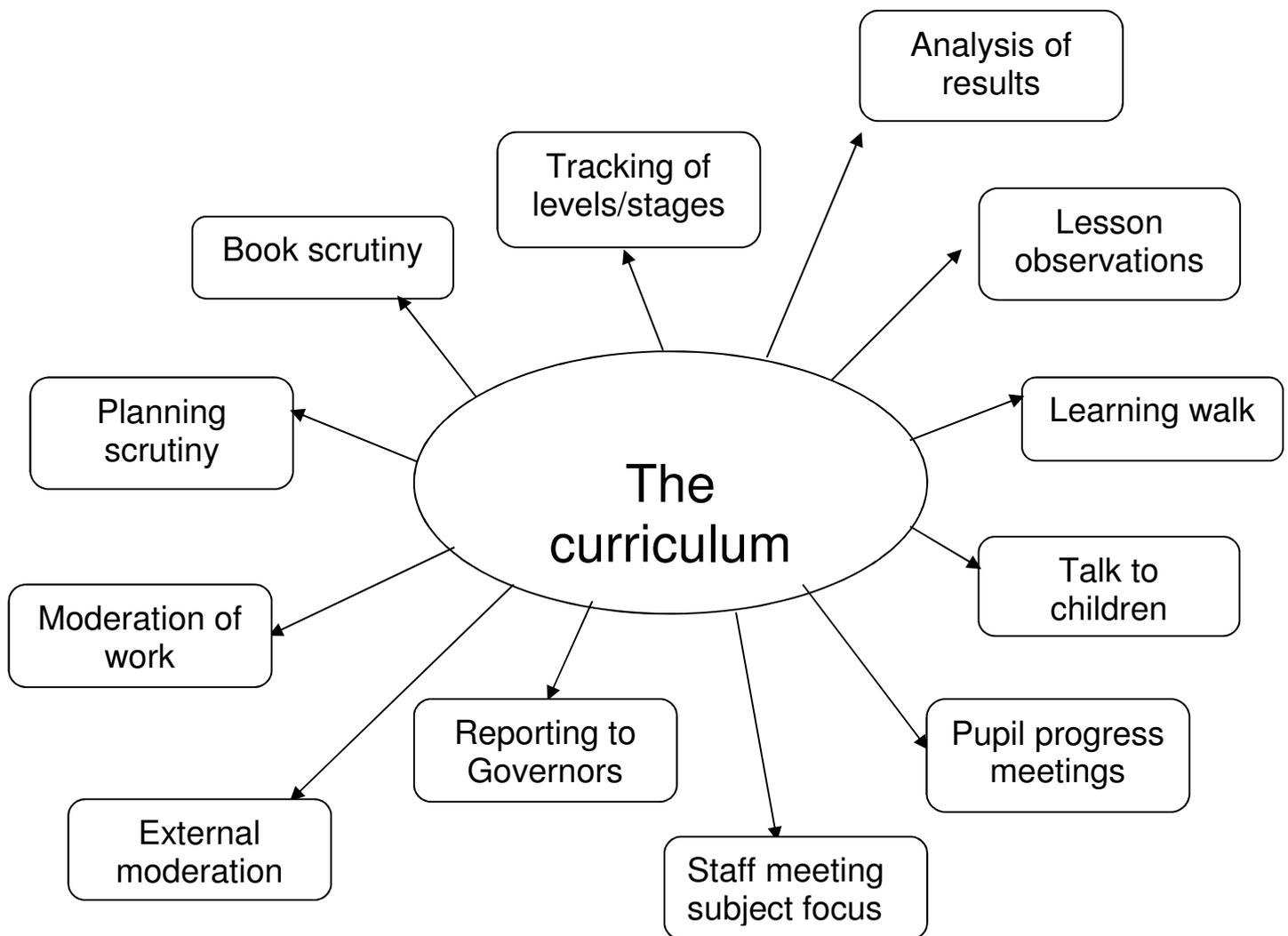
We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

### **Monitoring of the curriculum**

Each subject in the curriculum is led by a member of the teaching staff (Appendix 2). The subject leaders monitor their subject and review current practice including assessing the impact of teaching and learning. Most full governing body meetings include a subject leader's review of their area, or of a school priority within this, as appropriate. Governors also have a monitoring role and meet regularly with subject/area coordinators in accordance with priorities identified on the school and the governor improvement plans. They also carry out class/subject visits and learning walks.

The type of monitoring may include:

- Lesson observations
- Learning walks
- Work sampling
- Talking to staff/pupils
- Monitoring plans
- comparing plans with expectations, checking for clarity
- of intended outcomes and checking for differentiation.
- Analysing data and monitoring attainment – identifying trends, making comparisons, knowing about different groups, using benchmarks, setting and reviewing targets.
- Monitoring children's work – sampling.
- Monitoring teaching – observing, providing feedback, reporting on findings.
- Teacher evaluation/pupils
- Display – visual evidence, photographs, ICT etc
- Resources – audit use and accessibility
- Questionnaires



## Art

### Aims and principles:

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

“Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality”.

Bridget Riley, Painter

### Art, the Early Years Foundation Stage and the National Curriculum:

- In Reception, Art is part of Expressive Arts and Design, one of the specific areas of learning in the EYFS. Through exploration, investigation and play children have guided and independent access to a wide variety of art materials. The children will also try out a range of tools and techniques safely through guided and independent activities.
- In Key Stages 1 and 2 the school follows the National Curriculum Programme of Study. A list of the specific design topics are listed on the Art Curriculum Progression map.

### Health and safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a) about hazards, risks and risk control
- b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- c) to use information to assess the immediate and cumulative risks
- d) to manage their environment to ensure the health and safety of themselves and others
- e) to explain the steps they take to control risks.

### Computing

See separate policy

## Design Technology

### Aims and principles:

Design and technology involves designing, making and evaluating products. It offers opportunities for creativity and cross – curricular projects and is a powerful and enjoyable vehicle for extending children’s learning.

“Design and technology is about making products that people want and which work well” James Dyson.

Through teaching Design and Technology we aim for children to:

- To develop the necessary practical skills through investigating, designing, making and evaluating.
- To develop an understanding of how things work.
- To develop a desire to improve the form and functioning of models.
- To provide experience of working with a range of materials.
- To appreciate the need for evaluation and modification.

### Design and Technology, the Early Years Foundation Stage and the National Curriculum

- In Foundation Stage, Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**English** See separate policy.

### **French**

As a school, we follow the Catherine Cheater French scheme of work. This scheme meets in full the learning objectives as set out in the Key Stage 2 Framework for Languages.

The children listen and respond to simple rhymes, stories and songs. They recognise and respond to sound patterns and words. They perform simple communicative tasks using single words, phrases and short sentences. The children also have many opportunities to listen attentively and understand instructions and everyday classroom language. Pupils are also introduced to the geography and the culture of France through the PowerPoint presentations within the scheme.

In years 3-6, pupils participate in a French lesson once a week for approximately 20 minutes.

### **Geography**

#### **Aims and principles:**

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

- 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
- 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
- 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 Services (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Through teaching Geography we aim for our children to:

- Gain a knowledge and understanding of places of the world (in the UK or overseas);
- Build and develop knowledge and understanding of the local area;
- Explore, appreciate and increase their knowledge of the world in which we live and how it has evolved;
- Understand the interaction and relationship between people and the environment;
- Develop knowledge and understanding of the human and physical processes which shape places;
- Develop their knowledge and understanding of the issues concerning the environment and sustainable development. Inspiring a sense of responsibility for the environments and people of the world we live in;
- Develop their knowledge and gain a greater understanding of other cultures and the similarities and differences of the world, respecting other peoples beliefs, attitudes and values;
- Develop children's geographical skills and enquiry.

### Geography, the Early Years Foundation Stage

In the Foundation Stage, Geography is part of Understanding the World, one of the specific areas of learning in the EYFS. In Geography, children explore the local area and make comparisons to other environments, focusing on similarities and differences and talking about the main features.

## History

### Aims and principles:

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

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between long and short term timescales

Through teaching History we aim for our children to:

- Consider how the past influences the present, what past societies were like and how these societies organised their politics and what beliefs and cultures influence people's actions
- Develop a chronological framework for their knowledge of significant events and people
- See the diversity of human experience and understand more about themselves as individuals and members of society
- Find evidence, weigh it up and reach their own conclusions
- Research, sift through evidence and argue for their point of view

### History, the Early Years Foundation Stage

In the Foundation Stage, History is part of Understanding the World, one of the specific areas of learning in the EYFS. In History, children talk about past events in their own lives and in the lives of family members. They use past forms accurately when talking about events that have happened.

**Maths** See separate policy

### **Music**

#### Aims and principles:

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

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Through teaching Music we aim to:

- To provide a variety of suitable, quality musical experiences for the children to participate in.
- To develop pupils' musicianship and understanding through singing, playing instruments, composing, listening to music and talking about their music making.
- To encourage the development of pupils' personal expression and creative abilities.
- To enhance pupils' awareness of the emotional and spiritual dimensions through sounds/music.

### Music, the Early Years Foundation Stage

In the Foundation Stage, Music is part of Expressive Arts and Design, one of the specific areas of learning in the EYFS. Through exploration, investigation and play children have guided and independent access to a wide range of musical activities and experiences.

Teachers across the school teach music using the Charanga Scheme of work and website

Through the Charanga programme, the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Throughout Musical School the children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments.

### Performances and Performing

Children's learning takes place also through concerts, productions or services. Movement, drama, speech, singing and instrumental playing are combined giving the children the chance to perform to different audiences. We provide the opportunity for the children to listen to a range of live music including performances from NMPAT music groups.

Children have opportunities to learn to play a range of different instruments. All children in the school have the opportunity to join our Rock Steady club, to take part in an NMPAT First access project in Lower Key Stage 2 (Samba drumming, Ukulele or Recorder) and to learn to play the violin with our peripatetic music teacher. We have a popular Key Stage 2 choir who have performed at concerts in school and the local Rotary Club Seasonal Concerts.

## PSHE

Refer to Relationships and Sex Education, Relationship Education and Health Education policy.

### Religious Education

At Overstone Primary School, we follow the curriculum guidance outlined by The Northamptonshire Agreed Syllabus for Religious Education.

Throughout the Religious Education curriculum, pupils are encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives with empathy, tolerance and respect of others' beliefs and views even if they are different from their own. To achieve this, Religious Education at Overstone Primary School is taught using enquiry processes. These processes enable the children to learn for themselves and develop a deeper understanding of the religions studied which encourages the children to make reasoned and informed judgements about religious issues. This understanding goes beyond simply learning facts by handling ideas and questions through confident, pupil-led discussions and relating, linking, comparing and contrasting the traditions, beliefs and values of a variety of religions with their own lives and experiences.

In line with The Northamptonshire Agreed Syllabus for Religious Education, the curriculum at Overstone Primary School allocates the following time in each year group for Religious Education for all children except where their parents exercise their right of withdrawal:

- Reception: A minimum of 30 hours identifiable tuition within adult-led experiences following the EYFS Framework.
- Key Stage 1 (Year 1 and Year 2): A minimum of 36 hours of tuition per year where the children will study units based on Christianity and one or more other faiths. The faiths studied in Key Stage 1 take into consideration the faiths represented in the school and local community.
- Key Stage 2 (Year 3, Year 4, Year 5 and Year 6): A minimum of 45 hours of tuition per year where the children will study units based on Christianity, five other world religions, humanism and an acknowledgement of other world views.

The knowledge, vocabulary and understanding taught in each year group and Key Stage builds upon the one before. In all year groups, the children's learning experiences are enhanced by visits to Overstone Church and religious buildings from other faiths, where appropriate to the children's learning, in addition to inviting visitors from different faiths and world views into school.

By the time children leave Overstone Primary School, they will have had the opportunity to receive a broad, inclusive Religious Education which leaves them with an understanding of a variety of world religions and other non-religious views and what it means to live one's life as a follower of a religion or non-religious view today.

Appendix 1

Reception Curriculum Overview

	Autumn Term 1	Winter Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<b>Topic</b>	Marvellous Me!	Out and about	The deep blue and pesky pirates	Farm to fork.	The porridge thief	We're going on a bear hunt
<b>Personal, Social and Emotional Dev</b>	Me and My Relationships and Anti-bullying week	Valuing Difference	Being My Best	Growing and Changing	Keeping Myself Safe and Protective Behaviours. Including Sun Safety	
	Keep it Private (online safety and digital citizenship)		Making Decisions (online safety and digital citizenship)		Digital citizens and online friends (online safety and digital citizenship)	
<b>Communication and Language</b>	Recounts	Narratives	Recounts - Personal celebrations	Skype Cornwall	Class Assembly	Retell favourite narrative
	Nursery Rhymes	Treasure Boxes Christmas Play				
Ongoing – Show and Tell, Tapestry and Max the Monke. Performance Weeks.						
<b>Physical Development</b>	Outdoor PE and Games (Unit 1)	Gymnastics (Travelling Unit A and C)  Dance Unit 2 and Christmas themed dance	Gymnastics (Stretching and Curling Unit B)  Games (Unit 2)	Games (Unit 3)  Topic Dance	Country and Topic Dancing  Athletics basic skills	Outdoor PE Games (Unit 4)  Dance
	Handwriting – RWInc rhymes to form letters in the correct sequence					
<b>Literacy</b>	Recount Nursery Rhymes	Narrative: Traditional Tales	Non Chronological Reports	Instructions	Story map – recap previous text types	Poetry
	Say it, Read it and Write it Set 1 sounds					
	Phonics Sessions - Read Write Inc					
Writing for different purposes.						
<b>Mathematics</b>	Counting accurately and matching to number (number baseline) Number Rhymes Say it, Read it, Write it numbers to 20		Recognise and sequence numbers 0 to 20	Know 1 more and 1 less than a number from 1 to 20	Addition and Subtraction	Problem Solving including doubling, halving and sharing

	Length, weight and capacity (shape, space and measures baseline)		Patterns	Time and position	Name and Describe 2D and 3D shapes	
Understanding the World	Education Life Bus Hygiene Talk Harvest Self-Portraits on the computer Owl Facts	Autumn Walk – Changes/features 'Voices in the Park' (changing environments) Treasure Boxes Journey to school – maps (Codepillars/Bee Bots) Winter: Ice (Changing materials)	Making Scones (Compare/changes) Overstone/Cornwall (similarities and differences) Create a sea creature on the computer (describe) Floating and sinking	Healthy Eating Planting Flowers – (growth and change) Spring – 'Voices in the Park' (changing environments) Life Cycle of a duck	Making Porridge (Compare/changes) – instructions Drawing and typing on the computer Bear Facts	Summer - 'Voices in the Park' (changing environments) Life Cycle of a bear Gummy bear experiment Human Life Cycle – (growth and change)
	Ourselves, Our Families and Our Communities: Where do we belong? Church visit		Celebrations and Special Times – (add a photo on Tapestry and discuss in class)		Special books: What can we learn from stories from different religions?	
Trip / Visitors	Post Person Visit	Autumn Walk Church Visit	Fire Fighter Visit – Fire Safety	Farm Trip – West Lodge Farm	Police visit	Teddy Bears Picnic at Elliott's Park
Role Play	Post Office	Church	Under the sea	Farm Shop	Three Bears Cottage	Dressing up – imaginative play
Music Charanga	Me  In addition, Harvest song	My Stories  In addition, Christmas songs	Everyone	Our World	Big Bear Funk	Reflect, rewind, replay
Expressive Arts and Design	Art and DT themed activities around owls, autumn and fireworks.	Art and DT themed activities around churches, winter and Christmas crafts.	Art and DT themed activities around sea creatures, boats, patterns and pirates.	Art and DT themed activities around farm animals and flowers. Mother's Day cards 22.03.20	Art and DT themed activities around the Goldilocks story and our class assembly.	Art and DT themed activities around bears. Father's Day cards 21.06.20

## Year 1 Curriculum Overview

Subject	1 <sup>st</sup> Half-Term	2 <sup>nd</sup> Half-Term	3 <sup>rd</sup> Half-Term	4 <sup>th</sup> Half-Term	5 <sup>th</sup> Half-Term	6 <sup>th</sup> Half-Term
<b>Project</b>	Fee Fi Fo Fum!		Hot and Cold		Spiders, Skeletons and Me.	
<b>Science</b>	Materials	Plants	Seasons and Weather	Animals	Ourselves	Out and About
<b>Geography</b>	United Kingdom		Hot and cold places	Africa		
<b>History</b>		Castles			Grandparents' childhood	Charles Darwin
<b>R.E.</b>	Christianity	Christianity	Christianity	Christianity	Islam	Judaism
<b>Art</b>	Using materials.	Primary / secondary colours.	Using materials.	Henri Rousseau / Giuseppe Arcimboldo	Drawing. Picasso	Drawing. Charles Darwin's Notebooks.
<b>D.T.</b>	Books with moving parts		Fruit salad		Bug Hotels	
<b>Computing</b>	Programming / Bee-Bots	Video recording	Research and desktop publishing	Programming	Coding	
	Online Safety: Keep it private.	Online Safety: Believe it or not!	Online Safety: Making decisions.	Online Safety: My online world.	Online Safety: Digital citizens.	Online Safety: Online friends.
<b>P.E.</b>	Games - Ball skills and games. Gymnastics – Bouncing, Jumping and Landing.	Games - Throwing and catching. Gymnastics – Points and Patches.	Games – Bat and Ball skills Gymnastics – Rocking and Rolling.	Games - Developing partner work. Dance – Handa's Surprise	Country and Topic Dance Outdoor Adventurous Activities- Orienteering	Athletics Gymnastics – Wide, Narrow and Curled
<b>Music (Charanga)</b>	Hey You!	Rhythm In The Way We Walk and Banana Rap.	In the Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
<b>Literacy</b>	Reading week Recounts Performance week	Reading week Traditional Tales Performance week	Reading week Non-Chronological Reports Performance week	Reading week Instructions Performance week	Reading week Poetry Performance week	Reading week Whole School focus topic Performance week
<b>PSHE</b>	Me and my relationships	Valuing differences	Being my best	Keeping myself safe Protective behaviours	Rights and Responsibilities	Growing and changing

Year 2 Curriculum Overview

Subject	1 <sup>st</sup> Half-Term	2 <sup>nd</sup> Half-Term	3 <sup>rd</sup> Half-Term	4 <sup>th</sup> Half-Term	5 <sup>th</sup> Half-Term	6 <sup>th</sup> Half-Term
<b>Project Title</b>	Chocolicious		Super duper you!		Ahoy Matey	
<b>Science</b>	Using Materials	Growing plants	Animal Kingdom	Animals near and far	Ourselves	Weather
<b>Geography</b>	Seven continents and five oceans		Capital cities Village and city comparison		Physical Geography (mountain, lake, island, river, cliff, beach)	
<b>History</b>	Aztec and Mayans discovery of chocolate		Local area history History of toys		Christopher Columbus study	
<b>R.E.</b>	Places in Christianity		Judaism		Books and Stories in Christianity	
<b>Art</b>	IT paint package Pattern designs (printing)		Artist study Clay pots		Painting	
<b>D.T.</b>	Food technology Models and structures		Wheels and axles		Textiles	
<b>Computing</b>	Online safety Beebot programming Desktop publishing		Online safety Information Technology – Stop Motion Animation		Online safety Programming on screen	
<b>P.E.</b>	<b>Games</b> Year 2 Unit 1 Throwing and Catching- Inventing games <b>Gymnastics</b> Unit H Parts high and parts low	<b>Games</b> Year 2 Unit 2 Making up a game <b>Dance</b> Unit 1	<b>Games</b> Year 2 Unit 3 Dribbling, kicking and hitting <b>Gymnastics</b> Unit I Pathways, straight, zig-zag and curving Pathways	<b>Games</b> Year 2 Unit 4 Group games and inventing rules <b>Gymnastics</b> Unit J Turning, spinning and twisting	<b>Games</b> Outdoor and Adventurous Activities <b>Gymnastics</b> Unit K Linking Movements together	<b>Games</b> Athletics Unit 1 <b>Dance</b> Unit 4 Country Dance
<b>Music (Y2) Charanga??</b>	Hands, Feet, Heart	Ho, Ho, Ho	I wanna play in a band	Zootime	Friendship Song	Reflect, rewind and replay
<b>English</b>	<b>Writing:</b> Persuasive text <b>Performance:</b> - recount <b>Viper:</b> Predict/Explain	<b>Writing:</b> Narrative <b>Performance:</b> -Instructions <b>Viper:</b> Retrieve/Explain	<b>Writing:</b> Discussion text <b>Performance:</b> non- chronological reports. <b>Viper:</b> Vocabulary/Explain	<b>Writing:</b> Explanation tet <b>Performance:</b> Narrative play scripts. <b>Viper:</b> Sequence/Explain	<b>Writing:</b> Poetry <b>Performance:</b> Poetry <b>Viper:</b> Infer/Explain	Class text – re-cap all text types <b>Apply all text types.</b> <b>Apply reading vipers.</b> Whole school writing focus
<b>PHSE</b>	Living in the wider world – rules, rights and responsibilities	Relationships- feelings and emotions Relationships – valuing difference	Health and wellbeing- healthy lifestyles	Health and wellbeing- keeping safe Living in the wider world- money	Health and wellbeing- growing and changing Living in the wider world – caring for the environment:	Relationships-Healthy relationships

Year 3 Curriculum Overview

<b>Topic Title</b>	<b>Countries, continents and Craters</b>		<b>Groovy Greeks</b>		<b>Life in Prehistoric Britain</b>	
<b>Subject</b>	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>
<b>Science</b>	Teeth and Digestion	Living things and their habitats	States of Matter	Electricity	Sound	Animals including humans, revisit Living things
<b>Geography</b>	Cities, counties, countries in Europe Earthquakes Volcanos		Differences between U.K and a Mediterranean country			
<b>History</b>			Ancient Greeks		Stone Age and Iron Age	
<b>R.E</b>	Peace	Christmas	Spiritual Art	Easter	Islam	How do Muslim and Jewish people pray?
<b>Art</b>	Drawing Studying artists In the context of landmarks in Europe		Greek Vases		Work of David Hockney and JMW Turner	
<b>D.T</b>	Juggling Balls		Mechanisms		Edible Garden	
<b>Computing</b>	Information presentations	Programming Scratch chariot race	Programming Rapid Router	Research and publishing	Scratch conversion	
<b>P.E</b>	Lesson 1: OAA Lesson 2: Unit L Gymnastics stretching, curling and arching	Lesson 1: Unit 1 Ball games, passing and receiving Lesson 2: Unit M Gymnastics Symmetry and asymmetry	Lesson 1: Dance Lesson 2: Unit 2 Creative game making	Lesson 1: Unit 3 Net, court and wall games Lesson 2: Unit O Gymnastics Travelling	Lesson 1: Athletics Lesson 2: Dance – country dancing and topic dancing	Lesson 1: Swimming Lesson 2: Unit N Gymnastics Pathways
<b>Music</b>	Let your spirit fly	Glockenspiel Stage 1	Three little birds	Dragon song	Bringing us together	Reflect, rewind, replay
<b>Literacy</b>	Persuasive	Narrative	Discussion	Narrative	Poetry	Whole School focus
<b>P.S.H.E</b>	Me and my relationships	Valuing difference	Keeping myself safe Protective behaviours	Rules, rights and responsibilities	Doing my best	Growing and changing

Year 4 Curriculum Overview

Topic Title	Romans		Mountains and Rivers		Egypt	
Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Science</b>	Skeletons Health and Nutrition	Forces and Magnets	Rocks and Fossils	Light, reflections and shadows	Plant life, structure and functions	Plants, lifecycle, water transportation
<b>Geography</b>			Mountains Rivers			Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
<b>History</b>	Romans				Ancient Egyptians	
<b>R.E</b>	Light and Dark	Christmas	Why is Jesus an inspiration leader for some people?	What matters most to Christians and Humanists?	What difference do Christians make towards addressing some problems in the UK today?	Buddhism
<b>Art</b>	Drawing, painting and sculpture Roman mosaics Work of Leonardo Da Vinci		Using sketchbooks, digital art Work of Hokusai		Drawing, painting and sculpture Egyptian Masks	
<b>D.T</b>	Let's go fly a kite		Battery operated lights		The Great Bread bake off	
<b>Computing</b>	Research and desktop publishing	Programming Selection and variables	Programming LOGO	Digital Literacy Staying safe online	Programming Decomposition and variables	
<b>P.E</b>	Lesson 1: OAA Lesson 2: Unit P Gymnastics Balance	Lesson 1: Unit 1:Net, court and wall games Lesson 2: Unit Q Gymnastics Receiving body weight	Lesson 1: Dance Lesson 2: Unit 2 Problem solving, inventing games	Lesson 1: Unit 3 Invasion games Lesson 2: Unit S Gymnastics rolling	Lesson 1: Athletics Lesson 2: Dance – country dancing and topic dancing	Lesson 1: Swimming Lesson 2: Unit R Gymnastics Balance, change of front, change of direction
<b>Music</b>	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind, replay
<b>Literacy</b>	Recounts	Narrative	Non-chronological reports	Instructions	Poetry	Whole school focus
<b>P.S.H.E</b>	Me and my relationships	Valuing difference	Keeping myself safe Protective Behaviours	Rights and responsibilities	Being my best	Growing and changing

**Class 4 Year 1 of 2 Year Cycle (Year 5)**

Subject	1 <sup>st</sup> Half-Term	2 <sup>nd</sup> Half-Term	3 <sup>rd</sup> Half-Term	4 <sup>th</sup> Half-Term	5 <sup>th</sup> Half-Term	6 <sup>th</sup> Half-Term
<b>Project</b>	Rainforests		Northampton		Anglo-Saxon	
<b>Science</b>	Light	Electricity	Living things and their habitats (Y6)	Animals including humans (Yr 6)	Evolution and Inheritance	
<b>Geography</b>	Rainforest North/South America			Local Geography study		
<b>History</b>			Local History study		Anglo-Saxons	
<b>R.E.</b>	Stories of faith		Sikhism		Beliefs and Actions in The World	
<b>Art</b>	Henri Roussau		Designer Charles Rennie Mackintosh		Creating mood and feeling	
<b>D.T.</b>		Moving toys		Seasonality		Textiles
<b>Computing</b>	Online safety Yr 6 App Inventor Yr 5 Platform Game Maker	Online safety Yr 6 X Ray goggles Yr 5 Communicating online – Build a website	Online safety Yr 6 Stop Motion Animation Yr 5 Email a penfriend	Online safety Yr 6 Scratch game project Yr 5 Play lab variables	Online safety Yr 6 K'Nex Yr 5 Animation Paper slideshow	Online safety Yr 6 My life at Overstone Primary Yr 5 Perimeter Calculator Game
<b>P.E.</b>	Games Yr5 Unit 2 Invasion and Target Ball handling games Gymnastics Year 5 Unit T Bridges	Games – Athletics Dance - Rainforest	Games Year 5 Unit 1 Net/Court/ Wall games Gymnastics Year 5 Unit W Spinning and turning	Games Yr5 Unit 3 Invasion games Implement and kicking Gymnastics Year 5 Unit U Flight	Games – outdoor adventure Gymnastics Year 5 Units V Functional use of the limbs	Games Yr5 Unit 4 Striking and fielding games  Dance - Country dancing and topic
<b>Music Charanga</b>	Yr 5 Living on a prayer(rock) Yr 6 Happy	Yr 5 Classroom Jazz 1 Yr 6 Classroom Jazz 2	Yr 5 Make You Feel My Love (Pop ballads) Yr 6 A New Year Carol	Yr 5 Fresh Prince of Bel Air (Hip Hop) Yr 6 New Unit	Yr 5 Dancin' in The Street (Motown) Yr 6 You've Got A Friend (Carole King)	Yr 5 and Year 6 Reflect, Rewind and Replay (Western Classical)
<b>Literacy</b>	Reading week Persuasive Performance week	Reading week Narrative Performance week	Reading week Discussion Performance week	Reading week Explanation Performance week	Reading week Poetry Performance week	Reading week Whole School focus topic Performance week
<b>PSHE</b>	Me and my relationships	Valuing differences	Keeping myself safe Protective behaviours	Rights and Responsibilities	Growing and changing	Being my best

**Class 4 Year 2 of 2 Year Cycle (Year 6)**

Subject	1 <sup>st</sup> Half-Term	2 <sup>nd</sup> Half-Term	3 <sup>rd</sup> Half-Term	4 <sup>th</sup> Half-Term	5 <sup>th</sup> Half-Term	6 <sup>th</sup> Half-Term
<b>Project Title</b>	World War 2		Trade and economics	The Mayans	Vikings	Enough for everyone
<b>Science</b>	Forces	Earth and Space	Properties and changes in materials		Living Things and Their habitats (Y5) Animals including humans (Y5)	
<b>Geography</b>	Marvellous Maps Ordnance survey maps		Trade Industrial areas/ports Link to America Year 5			Enough for Everyone
<b>History</b>	Second World War			Mayans	Vikings	
<b>R.E.</b>	Words of Wisdom		Buddhism		Hinduism	
<b>Art</b>	Lowry			Mayan Masks	Vikings clay heads	
<b>D.T.</b>		Shelters	Food and nutrition Link to trade		Fairground rides	
<b>Computing</b>	Online safety Yr 6 App Inventor Yr 5 Platform Game Maker	Online safety Yr 6 X Ray goggles Yr 5 Communicating online – Build a website	Online safety Yr 6 Stop Motion Animation Yr 5 Email a penfriend	Online safety Yr 6 Scratch game project Yr 5 Play lab variables	Online safety Yr 6 K'Nex Yr 5 Animation Paper slideshow	Online safety Yr 6 My life at Overstone Primary Yr 5 Perimeter Calculator Game
<b>P.E.</b>	Games Yr6 Unit 1 Invasion games Hockey and soccer  Gymnastics Year 6 Unit X Matching and mirroring and contrasting	Games Yr6 Unit 4 Invasion games ball handling Netball, basketball, rugby.  Dance - World War 2	Games Yr 6 Unit 2 Net/Court/Wall games Volleyball and tennis  Gym Year 6 Unit Z Holes and Barriers	Games – Outdoor adventures Gymnastics Yr 6 Unit Y Synchronisation and canon	Games Yr6 Unit 3 Striking and fielding games Gymnastics Year 6 Unit A Counter-balance and counter-tension	Games - Athletics Dance – The World of Sport Val Sabin and country dancing
<b>Music Charanga</b>	Yr 5 Living on a prayer(rock) Yr 6 Happy	Yr 5 Classroom Jazz 1 Yr 6 Classroom Jazz 2	Yr 5 Make You Feel My Love (Pop ballads) Yr 6 A New Year Carol	Yr 5 Fresh Prince of Bel Air (Hip Hop) Yr 6 New Unit	Yr 5 Dancin' in The Street (Motown) Yr 6 You've Got A Friend (Carole King)	Yr 5 and Year 6 Reflect, Rewind and Replay (Western Classical)
<b>Literacy (Yr 5)</b>	Reading week Recounts Performance week	Reading week Non-chronological reports Performance week	Reading week Narrative Performance week	Reading week Instructions Performance week	Reading week Poetry Performance week	Reading week Whole School focus topic Performance week
<b>PSHE</b>	Me and my relationships	Valuing differences	Keeping myself safe Protective behaviours	Rights and Responsibilities	Growing and changing	Being my best

## Appendix 2

### The Role of the Subject Leader

Purpose: To provide subject leadership and management

a) Strategic direction and development of the subject

- Develop, promote and ensure implementation of a whole school policy in conjunction with the Head teacher/Curriculum and Assessment coordinator.
- Use national, local and school management data effectively, to monitor standards of achievement across the school in the subject.
- monitoring short, medium and long term plans to develop the subject in relation to:
  - resources
  - staff professional development requirements
  - the aims of the school and its policies and practices
  - targets for realistic but challenging improvements.
- Monitor the progress made towards achieving the subject's plans and targets, and use this information to plan future developments.

Teaching and Learning

- Plan for and monitor coverage, continuity and progression in the subject throughout the school.
- Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning in the subject and communicate this to children.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- Evaluate the teaching of the subject in school, use this analysis to identify effective practice and areas for improvement and, in conjunction with the Head teacher, take action to improve further the quality of teaching in the subject.

Leading and Managing Staff

- Lead professional development of staff through example and support.
- Ensure trainee, newly qualified staff and staff new to the school receive appropriate support for the subject.

Efficient and effective deployment of staff and resources

- Establish resource and staff requirements for the subject and inform the Head teacher of costs and priorities. Distribute subject resources to meet the objectives of the school.
- Ensure the effective and efficient management learning resources for the subject.
- Encourage high quality display of the subject in classrooms and offer advice where necessary.
- Ensure a stimulating but safe working environment in which the risks are regularly assessed.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.

- Be aware of the need to take responsibility for their own professional development, as well as that of others.