



Brentwood School

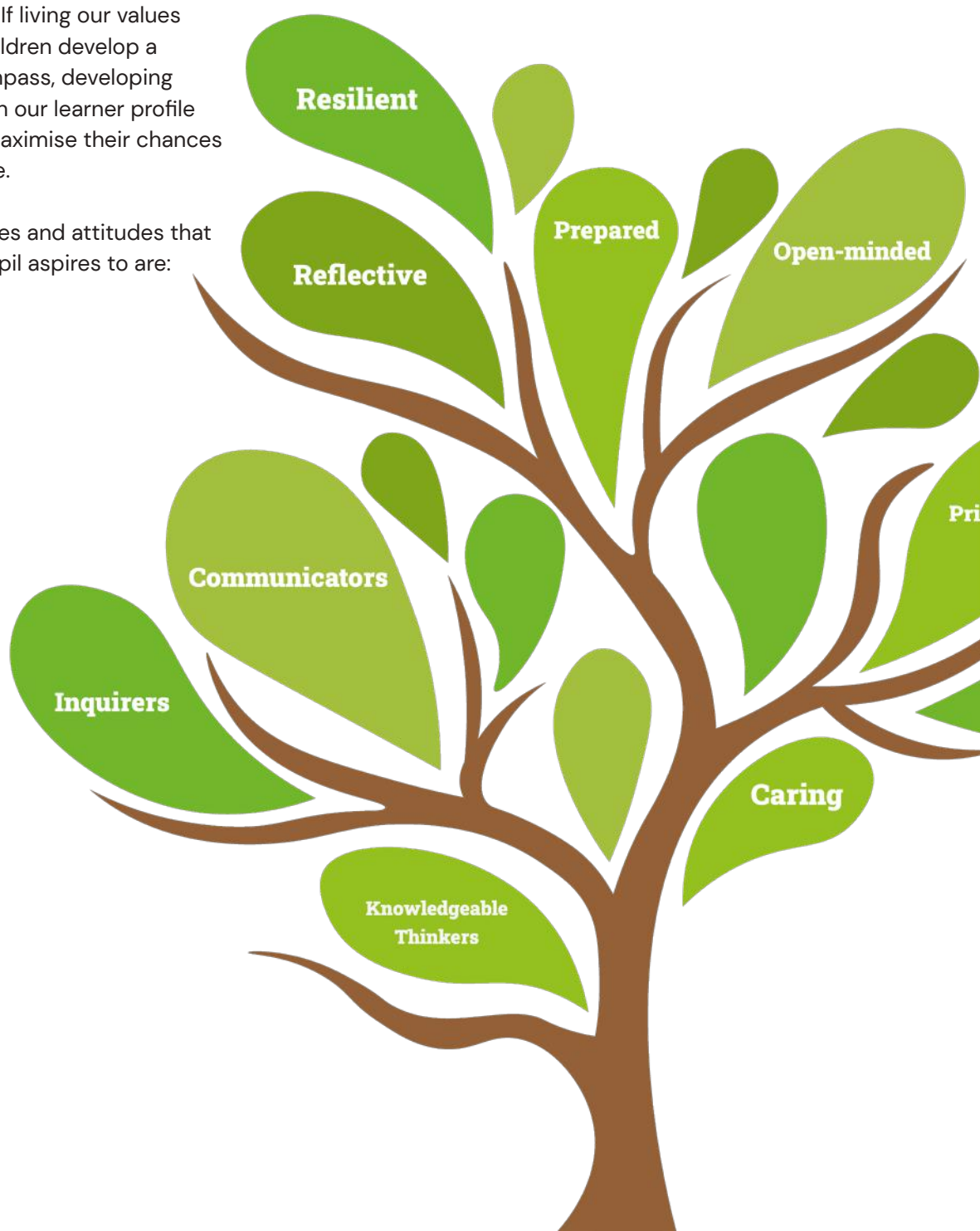
Ks1 Academic Prospectus



Our mission at Brentwood School is to inspire life-long learning within a nurturing, culturally creative and intellectually dynamic community. We are committed to character education, encapsulated in our School ethos of “Virtue, Learning, Manners”. Teaching and Learning should engage each child and support children to become actively responsible for their own development. We believe that appropriate teaching, and positive learning experiences, help children to lead happy and rewarding lives and to emerge as intellectually curious, resilient, enterprising and independent young people, with good moral character. We are committed to educating the ‘whole person’ and embrace an holistic approach to nurturing and supporting each individual child, ensuring they are safe, valued, enabled to fulfil his or her potential and achieve the best possible academic results.

We recognise that our pupils will enter the workplace at a time of almost unprecedented change; that many will have a number of different careers in their working lifetime; and that some of them will do jobs that do not yet exist. A significant part of our role is to help our children understand this and develop the skills, habits and dispositions they will need in a changing world. If living our values ensures that children develop a good moral compass, developing their expertise in our learner profile attributes will maximise their chances of success in life.

The key attributes and attitudes that a Brentwood pupil aspires to are:



The Key Stage One Curriculum at Brentwood School is planned and delivered through cross-curricular topic work known as our Creative Curriculum. We aim for our curriculum to be creative and stimulating at all times and for it to ensure that the children really engage with and enjoy their learning in order to achieve high standards of academic attainment. In Year 1 and 2 our teachers plan a series of topic-based approaches to learning which are based on the Early Years Foundation Stage Framework and the National Curriculum and are firmly rooted upon a set of skills that are progressive.

Wherever possible, the topic is used to link core and foundation subjects together such as literacy and history, science and maths. To add the wow factor to these topics we have an entry point into each new topic which is hands-on experience to introduce the topic or a really exciting visit or visitor to bring our learning to life, we call this our "stunning start" we also round off the topic with a "Fabulous Finish". Our children are excited by their learning and are able to develop a wide range of skills that they will be able to carry with them throughout life.

Our approach to learning and teaching mathematics and English is structured and well-planned. We teach Literacy and Maths every day. We focus on core skills such as mental arithmetic, phonics and spelling to enable all our children to develop fluency in these areas. We teach RE, PHSE, Computing and PE as discrete subjects. Swimming, Music and French are taught by specialist teachers with Key Stage One children also receiving games teaching from a specialist teacher and our Foundation are taught Dance by our Dance Teacher

Our children have many opportunities to participate in enrichment activities via our Academic Enrichment programme, as well as a multitude of clubs and excursions. All children participate in Forest School which takes place in the woodland area of our school fields known as Bayman Wood.

We hope you find the following information useful; it should provide you with a clear understanding of the teaching and learning approach to our KS1 curriculum. Please do not hesitate to get in touch if you would like to discuss any aspect of the curriculum in greater detail.



Daren Partridge
Deputy Head Academic

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Balanced

Computing

Computing is split into three strands: Digital Literacy – where students use technology to express themselves and develop their ideas; Information Technology – in which students learn to use technology to create programs, systems and a range of content and lastly, Computer Science which involves learning how to code, debug, decompose and develop an understanding of data.

Pupils will develop many skills:

- To be a critical thinker and know how to make informed digital choices
- How to balance time spent on technology and time spent away from it in a healthy and appropriate manner
- Design, write & debug programs that accomplish specific goals
- Use sequence, selection and repetition in programs; work with variables and various forms of input & output
- Develop and use computational thinking skills to detect errors and explain how things work
- Research skills using search technologies effectively
- Select, use and combine a variety of software on a range of devices
- Develop skills and a thorough understanding of how to use technology safely, respectfully and responsibly.

Within the subject, pupils will explore:

- Computer systems, including hardware and software
- Programming Concepts, such as algorithms, sequencing and patterns
- Digital Tools and Applications to enhance their digital skills and creativity
- Online Safety and Digital Citizenship.

The majority of the work in our computing lessons is practical – pupils will often be taught new skills in progressive and manageable sections and then allowed to experiment and implement what they have learnt in a variety of ways. There is an emphasis placed on collaboration whilst still allowing students to work independently depending on the task at hand. Although all skills and knowledge are taught progressively, pupils always have the support and guidance of their teachers when consolidation is required.

Progress in KS1 computing is assessed using a variety of methods. Teachers observe students' engagement, participation and understanding during class activities and practical tasks. Formative assessments such as quizzes and class discussions help gauge students' understanding of key concepts. Project-based assessments may be used to evaluate students' performance in collaborative projects and coding exercises. Students may also create digital portfolios or give presentations to showcase their work and reflect on their learning. Self-assessment activities can also be employed, allowing students to evaluate their progress, set goals and reflect on their strengths and areas for improvement in computing.

Beyond the curriculum, KS1 students have various opportunities to further explore and deepen their understanding of computing. They can join coding clubs, participate in coding competitions and engage in robotic clubs. Online resources and parental involvement in home projects also provide avenues for continued learning and exploration in computing. These opportunities allow students to expand their skills, knowledge and passion for computing beyond the boundaries of the curriculum.

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Year 1

Michaelmas

Online safety
Computing Systems and
Networks: Improving mouse
kills

Autumn
Programming using
Bee-Bots
Creating Media: Digital
Imagery

Spring
Coding
Digital Literacy

Year 2

Michaelmas

Online safety
Computing Systems and
Networks

Autumn
Programming: Algorithms
and Debugging
Programming: ScratchJr

Spring
Creating Media: Stop
Motion (Using tablet
devices)



Design & Technology

Design & Technology is a subject that focuses on developing pupils' creative and practical skills to design and make products. It involves a range of activities that encourage pupils to think critically, solve problems, and use their imagination. Pupils learn how to identify design problems, generate ideas, develop prototypes, and evaluate their work.

Pupils will develop many skills:

Creativity

Pupils are encouraged to use their imagination and generate ideas for designing and making products. They learn to explore different possibilities and think critically about their choices

Problem-solving

Pupils identify design challenges and find solutions. They learn to consider factors such as function, materials, and user needs when developing their designs

Fine motor skills

Through practical activities, pupils refine their fine motor skills, such as using scissors, manipulating tools, and manipulating materials. These skills are important for precise cutting, shaping, and assembling of products

Construction skills

Pupils learn basic construction techniques, such as joining materials, folding, cutting, and sticking. They gain an understanding of how different materials behave and how to work with them effectively

Measurement

Pupils start to develop an understanding of measurement, including length, height, weight, and capacity. They learn to use measuring tools and apply basic mathematical concepts when creating their designs

Safety awareness

The curriculum emphasises the importance of safety when working with tools and materials. Pupils learn about safety precautions, including proper handling, storing, and using equipment responsibly

Evaluation

Pupils are encouraged to evaluate their own work and the work of others. They learn to reflect on their designs, identifying strengths and areas for improvement. This helps develop their critical thinking and self-assessment skills.



Year 1

Michaelmas

- Materials-Design, make, test and evaluate a repair kit to mend the witch's broken broomstick.
- Cooking and Nutrition- making and decorating cupcakes.
- Joining techniques - making a scarecrow

Lent

- Structures - building a skyscraper and exploring stability
- Materials - design and make an arctic vehicle from junk

Trinity

- Make, test and evaluate plastic bag kites
- Mechanisms - moving paper windmills
- Cooking and nutrition - making cookies
- Cooking and nutrition - understand where food comes from, focus on healthy lunches

Year 2

Michaelmas

- Cooking and nutrition - principles of a healthy and varied diet to prepare dishes
- Understand where food comes from
- Evaluate existing products - Christmas crackers
- Making and evaluating structures - Florence Nightingale lamps
- Making Victorian Christmas cakes

Lent

- Use tools (hammer and nail) safely to make a constellation viewer
- Textiles - make a constellation by sewing

Trinity

- Cooking and nutrition - making bread
- Materials and structures - Tudor houses

Within the subject, pupils will explore:

Design and making • Structures • Mechanisms • Materials • Textiles •
Cooking and nutrition • Evaluation and testing

Design and Technology is taught by the class teacher through the Creative Curriculum. Lessons typically build on a structure of designing, making and evaluating products. Technical knowledge of building and improving structures and exploring and using mechanisms is incorporated into lessons.

Progress in Design and Technology is assessed continually against the learning outcomes for each lesson which comes from the National Curriculum programme of study. Primarily this will be through tasks in class. There is no formal assessment for Design and Technology in KS1.

Beyond the curriculum, pupils participate in Enrichment Week activities include cooking, building a Tudor house, motorised Lego construction. After school clubs include Young Engineers club, Construction club and Lego club.

English

English plays a vital role in education and the wider world. English skills enable our pupils to speak and write fluently so that they can communicate their ideas and emotions to others clearly and confidently. Through reading and listening, pupils learn about the world around them and the thoughts and feelings of others, helping them to develop empathy and understanding. Our aim at Brentwood is therefore to equip our pupils with the skills they need to become excellent communicators who can participate fully in school life and beyond, aiming for a strong command of the spoken and written word and a lifelong love of reading a wide range of texts.

English skills are integral to all learning, meaning that they should not be seen in isolation but as a "toolkit" that can be used in other subjects.

Pupils will develop many skills:

- to develop reading skills through a range of strategies e.g. developing phonic knowledge, chunking and blending to decode new words, visual recognition of common exception words
- to develop fluency and confidence when reading aloud
- to read for meaning, demonstrating understanding of simple texts
- to develop the habit of reading widely and often, for both pleasure and for information
- to develop fine motor control, leading to use of an effective pencil grip to enable the formation of accurate written letters
- to write clearly, accurately and coherently, with relevant punctuation
- to use phonic strategies and recall of letter strings to spell words accurately
- to develop understanding of grammatical rules when writing
- to listen to what others say and respond appropriately
- to use a wide vocabulary when speaking clearly and confidently in a range of situations
- to use discussion in order to learn and to explain clearly their understanding and ideas
- to edit and evaluate written work.

The key areas of learning in English are:

- Reading (word reading and comprehension skills)
- Writing composition
- Vocabulary, grammar and punctuation
- Spelling
- Handwriting
- Spoken language

These skills are taught through a range of different contexts, including different fiction and non-fiction genres. These are related to Creative Curriculum topics in Key Stage One, with texts carefully selected to develop the pupils' English skills, whilst also enriching their learning within each topic area.

English is taught with a variety of approaches in order to make it as engaging and relevant to the pupils as possible, linking learning to real life when appropriate.

We teach using the Talk For Writing approach which involves reading and exploring texts within a genre and analysing their structure and features before beginning writing.

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Year 1

- List writing
- Character
- Story Writing

Year 2

- Letter writing
- Recounts
- Acrostic

The pupils are given the opportunity to discuss and refine their ideas, rehearsing what they

Our focus on giving pupils the opportunity to apply their literacy skills means that much of the development of their topic based writing. At Brentwood, we recognise the importance of digital skills and pupils use a range of digital tools in order to equip themselves for the future. iPads and tablets are used for learning in English, including homework and digital projects.

Progress in classwork is assessed on an ongoing basis with a variety of methods and areas to develop are addressed in lessons. Digital writing, spelling and punctuation are assessed in lessons. Trinity terms. The progress is assessed by taking account.

At Brentwood, we have a strong reading culture. The school library's stock is available for the pupils to use weekly or bi-weekly. Reading (to celebrate) is a regular pupil and staff activity. It is popular with the pupils for pleasure, leading to a variety of workshops and events.

Michaelmas

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poetry

Lent

Year 1

- Non-fiction
- Poetry including acrostics
- Story Writing

Year 2

- Speech bubbles and direct speech
- Story writing
- Non-fiction

Trinity

Year 1

- Instructions
- Letter Writing
- Diary Writing

Year 2

- Instructions
- Descriptive writing
- Acrostic and Kenning Poetry
- Stories and Quests

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they are going to write.

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y skills across the curriculum
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Writing, will take place within
Creative Curriculum lessons.
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igital learning and ensure the
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are routinely used to support
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work is assessed informally on an
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e work hard to maintain a
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e pupils in Years 1 and 2 on a
kly basis. Events such as House
brate World Book Day), and
family reading competitions
pupils and promote reading for
to a lifelong love of reading.
are visited by authors who run
explain the writing process.



French

In KS1 the pupils are encouraged to listen attentively to spoken French and show understanding by joining in and repeating words said by the teacher. The pupils learn how to count from one to twenty leading on to them telling each other how old they are and introducing themselves. As they move up in KS1, they will consolidate all their previous knowledge of topics and further topics such as body parts and animals, which contain more challenging vocabulary, are introduced. All the lessons are taught using a variety of songs, rhymes and written activities.

Pupils will develop many skills:

- To develop listening skills to ensure pronunciation is correct
- To learn how to communicate
- To be able to memorise new vocabulary
- To develop social skills
- To develop confidence with speaking and listening
- To increase cultural awareness
- To develop fluency and confidence when speaking aloud.

French is taught through a weekly lesson in KS1 and is taught by a specialist teacher. Each lesson begins with an introduction to the new topic where vocabulary is taught through repetition and rhymes. Each lesson involves songs, games and activities where the pupils are encouraged to listen, join in and repeat the new words and sounds.

Progress in French is assessed continually against the learning outcomes for each lesson which comes from the programme of study. Primarily this will be through games and activities in class.

There is no formal assessment for French in KS1.

Year 1

Michaelmas

- Greetings
- Counting

Lent

- Colours
- Animals

Trinity

- Food
- Weather

Year 2

Michaelmas

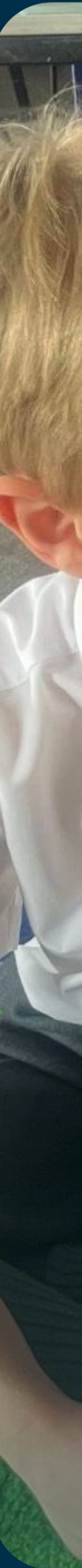
- Introductions
- Food

Lent

- Weather
- My family

Trinity

- Body parts
- School





Geography

In KS1 Geography is taught through a variety of teaching and learning methods so that pupils can expect to learn both collaboratively and independently. Lessons usually relate to general termly topics or can be taught in a block of lessons to ensure a continuation and scaffolding of learning. Pupils have access to a wealth of Geography resources and materials that aid their understanding and there are numerous opportunities for students to fully immerse themselves in outdoor learning to reinforce their skills through practical activities or field-based study. These experiences help students to appreciate the world around them and apply their learning in a real world setting.

Progress in Geography is assessed continually against the learning outcomes for each lesson which come from the National Curriculum and the school's programme of study. Primarily this will be through verbal and written interactions and may include drama, role play or homework tasks. There is no formal assessment for Geography in KS1.

Beyond the curriculum, pupils will get termly creative homework tasks, take part in Enrichment days with guest speakers to share expertise, trips and local field studies with a geographical focus, regular Forest School sessions and chances to share knowledge with pupils from other year groups or key stages through presentations, games or informative videos.

Michaelmas

Year 1

Once Upon a Time – Exploring school grounds, looking at our surroundings and comparing different habitats. Using and making simple maps.

Forest School – Observing weather and changing seasons, physical and human geography.

Year 2

The Minions Come to Essex – Our school and the town of Brentwood. Maps, plans, land use, compass points.

Forest School – Observing weather and changing seasons, physical and human geography.

Lent

Year 1

Very Chilly – Naming and locate 7 continents and 5 oceans. Identifying cold areas in the world. Learning vocabulary for key physical & human features. Using atlases & globes. Using simple compass directions & directional language.

Forest School – Observing weather and changing seasons, physical and human geography.

Year 2

Out of this World – The sun and shadows, telling the time using the position of the sun. The moon and phases of the moon.

Forest School – Observing weather and changing seasons, physical and human geography.



Trinity

Year 1

Our Wonderful World – Naming and locating countries and cities, observe and describe the weather, discuss global warming.

Forest School – Observing weather and changing seasons, physical and human geography.

Year 2

London's Burning – Bread from around the world, world maps, different cultures.

Forest School – Observing weather and changing seasons, physical and human geography.

Geography in KS1 focuses on inspiring a life-long curiosity and fascination with the world and the people that live in it. It equips students with knowledge about diverse places, people and cultures; natural and human environments and the Earth's key physical features and processes. As students progress, they use their geographical skills and first hand experiences to develop their locational, place and human geography including observing the immediate world around them and noticing its features and placement within our world.

Pupils will development many skills:

- Asking key questions about the world around them to enquire and gather information.
- Acquiring information through the use of atlases, maps, globes and other geographical resources.
- Analysing and organising information to study, understand and compare.
- Broaden vocabulary and general knowledge.
- Fieldwork and observation to measure and record e.g. weather patterns and changes.
- Understanding human and physical features.
- Map work – understanding the compass points and directional language.



History

History is more than the study of the past. Through an investigation of sources across a variety of topics and time periods, History has lasting impacts on our students' attitudes, values and understanding of the world and their place in it. It also gives them an understanding of change and development of that world over time. It is a subject that shows the students that people and communities from a diverse range of backgrounds have their own story.

Pupils will develop many skills:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- Develop a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

The teaching of History at Brentwood Prep combines tradition and innovation; the subject is taught through a range of teaching and learning styles. Pupils will learn to work independently, as part of a group and also become confident in supporting their opinion during discussion-based activities. Historical sources are mixed with forward-thinking technology such as 'Virtual Reality' headsets, which allow students to immerse themselves in the past, such as life in London in 1666.

Pupil progress in History is assessed continually through verbal and written activities in class, where feedback is given to address misconceptions and suggest where improvements can be made. Termly Creative Curriculum homework projects are set in Year 1 and Year 2 and these may have a historical focus. One such task involves pupils in Year 2 making a model of a London landmark and researching its history and significance. They are then encouraged to present their project to the class, giving them opportunity to develop verbal communication skills.

Beyond the curriculum, pupils will have termly creative homework tasks, Enrichment days such as "Great Fire of London Day" and "Build the Tower of London" workshop and trips with a historical focus, such as Layer Marney Tower, England's tallest Tudor gatehouse.

Year 1

Michaelmas

(This term is a Geography focussed term)

Lent

Significant individuals of the past including Matthew Henson, Felicity Aston and Sir David Attenborough

Trinity

Similarities and differences between life in different periods

Year 2

Michaelmas

Significant individuals of the past including Queen Victoria and Charles Dickens

Lent

Inventions and Discoveries of the Victorian period

Trinity

Great Fire of London





Mathemat

Mathematics is essential to everyday life. It has developed over centuries to become critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Therefore at Key Stage 1 mathematics education provides a foundation for understanding the world, giving our pupils the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We believe that through a curriculum based on practical activities, teacher modelling and open ended tasks that we will foster this enjoyment from the very beginning of a child's learning journey.

We want pupils to develop fluency in their implementation of processes and calculations. To have a thorough understanding of numbers to 100 and the associated place value. To apply the knowledge they have learnt to solve problems. They will become able to tell the time and explore measurement through practical activities involving mass, capacity and length, developing the skills of effective estimation. Our maths curriculum offers opportunities for all pupils to develop the attributes of our Brentwood Learner Profile including becoming knowledgeable thinkers who are able to communicate their understanding and show resilience when at first they do not succeed.

In KS1 pupils are taught in their classes. Once a week a group of pupils are taught extension maths by the Head of Maths. Interventions are in place also for a small number of pupils who need support to assimilate the skills taught in the previous year. Lessons are taught in three stages with a mental and oral starter where previous skills are practised and built upon, then the main lesson concept is developed and pupils work through a range of tasks, before a plenary which reflects on the learning that has taken place.

Teachers monitor learning and progress on a day to day basis and particularly during plenaries. Maths homework is set on alternate weeks which reinforces concepts that have been taught. Pupils in Year One are assessed using a paper assessment at the beginning and the end of the year using GL assessment. For Year 2 this process takes place digitally.

The House Maths competition is an eagerly awaited event for all KS1 pupils and offers all pupils an opportunity to participate in maths challenges outside of class learning. Year 2 pupils also have a times tables challenge where they are able to be tested by a senior leader. Year 2 also practise their tables through the Times Tables Rockstars programme.

Year 1

Number – Numbers and place value, addition and subtraction, fractions

Geometry – Properties of shape, position and direction

Measurement – Time, money, length, mass, capacity

Statistics – Data handling, graphs

Year 2

Number – Numbers and place value, addition and subtraction, fractions, ratio and proportion, algebra

Geometry – Properties of 2D and 3D shape, position and direction

Measurement – Time (analogue and digital), money, length, mass, capacity

Statistics – Data handling, block graphy, tally charts, pictograms

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Music

At Brentwood Preparatory school, we believe that music is an essential part of a child's education. In Key Stage One the lessons are taught by a subject specialist teacher.

Every child in Key Stage One has a weekly music lesson and a singing Assembly, establishing curricular links where possible – in English, Maths and the Creative Curriculum.

In the weekly Music Assembly pupils listen to different genres of music and sing a range of secular and non secular songs.

In Year 2 we start learning the basic skills of recorder playing, the introduction of formal notation and note values.

Piano and violin lessons are offered to Year 2 pupils on a weekly basis with professional musicians.

Every term in Key Stage One the pupils are all given an opportunity to perform:

Michaelmas term – Christmas Production

Lent term – Easter Chapel service

Trinity term – 'Moving On' assembly or a class assembly.

To ensure a comprehensive, engaging music curriculum which develops pupils' musical skills over the key stage, we use a variety of different schemes – Music Express, Carousel Primary Music, NYCOS Singing Games and a range of Kodaly songs involving movement.

The National Curriculum Programme of Study underpins all of our Music Curriculum at Brentwood Preparatory School.

The key areas of music introduced in KS1 are the following:

- Singing songs with control and using the voice expressively
- Control of instruments
- Control of pulse and rhythm
- Composition
- Exploring sounds, melody and accompaniment
- Listening, memory and movement
- Evaluating and appraising

In Trinity term a short report outlining the achievements will be sent to parents. Assessments will be made inline with the National Curriculum.

Year 1

Michaelmas

Exploring pitch and playing songs with a small pitch range

Lent

Exploring the sound of instruments and recognising how sounds are made and changed, reading and creating symbols for others to play

Trinity

Exploring timbre, dynamics, tempo, recognising how sounds and instruments can be used expressively and combined to create music in response to stimulus

Year 2

Michaelmas

Exploring duration, melodic compositions and accompaniments, an Introduction to Recorder playing

Lent

Exploring Pulse and rhythm recognising the difference between pulse and rhythm and to perform with a sense of pulse, rhythmic composition recorder lessons

Trinity

Identifying different sounds and to change and use sounds expressively in response to stimulus, recorder lessons

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PE & Games

The high-quality physical education curriculum at Brentwood aims to build the early foundation of fundamental movements, inspire all pupils to find something that they may enjoy for life, and to develop the character and technical skills to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for all pupils to become physically confident in order to help instil a desire to maintain a healthy lifestyle and enjoy improving their fitness. Our programme throughout Key Stage 1 and 2 provides opportunities to compete in sport with the aim of building character and helping to embed values such as fairness and respect.

A core principle is that every child's development relies on their ability to move efficiently with control and the ability to perform all fundamental movements in isolation and within sequences. A significant focus in early years, Key Stage 1 and lower Key Stage 2 is to refine the gross motor skills and to give each child the basis of all movements and skills.

Throughout the academic year, pupils will be challenged to develop their understanding of strategies and tactics within a range of sports and activities. Another key principle is for our pupils to become problem solvers who can make decisions within different situations and games.

Using sport as a tool to develop each individual, pupils will develop their ability to work within a team, to become self organised and independent, and be able to experience the highs and lows that can be felt in sport. We encourage pupils to communicate and collaborate with their peers and staff. Each child is put into situations where they need to prepare themselves and inform themselves of upcoming events and fixtures. We provide a safe opportunity for pupils to learn to be proud of their achievements but also to reflect and recognise circumstances where they can improve.

We have extensive opportunities to develop each child within team sports throughout the year. Not only do our pupils perform in single gender teams but we also strongly advocate opportunities for sports to select mixed gender teams. Although we encourage pupils to challenge themselves at the highest level that they can, each topic or sport is taught using variations of Games to cater to everyone's needs, enjoyment, and individual skill development.

Within core PE, pupils will experience a range of topics that enhance the fundamental skills and strategic problem-solving required for sports and activities.

We have a very passionate and talented group of teachers who collectively want every child to be the best they can be no matter the topic. We take great pride in getting to know each child and understanding how they learn most effectively. In order to do this, each child will be taught by every member of PE & Games staff at some stage throughout the academic year.

Lessons are designed to engage pupils from the start and to allow them to take some form of ownership on their learning. Through this collaborative approach, pupils are encouraged to communicate and to develop leadership skills. There is a strong focus on individual skill development along with fun games and activities that help pupils transfer their newly acquired skills into tasks, challenges, or game play.

Within PE, we have recently reformed the assessment system in which pupils will be formally assessed based on fundamental movement skills at checkpoints throughout the academic year. At the start of Michaelmas,

Year 2

Fundamental Skill

- Spatial Awareness, S
- Listening
- Gross Motor Movement Development
- Strength, Balance + Co-ordination
- Movement + Striking

Core PE Topic

- Invasion Games (Fundamental Movement & Listening to instructions)
- Gymnastics – Floor Activities
- Gymnastics – Apparatus
- Large Ball Skills
- Cricket & Athletics
- Athletics & Tennis

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Social Dev &

Additional PE

- Swimming

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Character Focus

- Listening
- Taking Turns
- Basic self reflection
- Teamwork
- Positivity & Determination

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Year 1

Fundamental Skill

- Spatial Awareness, Social & Cognitive Development
- Individual Movement Skills
- Skip, Hop, Jump & Landing
- Coordination
- Hand-Eye Coordination
- Movement + Striking

Core PE Topic

- Invasion Games
- Gymnastics – Floor/Core
- Gymnastics – Apparatus
- Large Ball Skills
- Cricket skills
- Tennis Skills

Additional PE

- Swimming
- BEAM & SAQ
- Athletics
- Team Games

Character Focus

- Listening
- Take Turns/Fairness
- Basic Self Reflection & Communication
- Positivity & Determination

baseline scores will be taken in various tasks including speed, agility, coordination, balance, and aerobic capacity. The same tests will be taken again in Lent & Trinity with the aim of objectively understanding and evidence each child's progress.

To add, swimming assessments take place throughout the year in order to track and assess each child's proficiency in all the core strokes and general water safety skills.

In Games, at the start of every term pupils will be involved in core skill carousel rotations where they complete the same tasks for staff to observe and identify the current attainment level of each child in comparison to the cohort. Due to the subjectivity of many team games, we ensure that teaching staff are up-to-date with each sports evolution and current shifts

in approaches. To be accurate in this process, every child will be observed and assessed by at least three members of staff so that they continue to work at their appropriate level. From this, team selections will be made based on the most current assessment of each child to ensure that they have the best experience appropriate for their development.

Our hugely dedicated team of staff allow for a huge offering of sports and activities within our co-curricular program throughout the entire year!

In addition to our extensive PE & Games curriculum, regular clubs and activities are offered on a weekly basis to pupils who are committed and enthusiastic about refining their skills or simply aiming to improve their participation and fitness levels. Clubs such as football, hockey, rugby, netball, cricket, and tennis make up a large part of our co-curricular programme. We are passionate about delivering a programme that promotes equitable access and, therefore, we use co-curricular opportunities to provide pupils experience of sports outside of the conventional/'traditional' curriculum. For example, you will see many girls thriving in football as well as becoming outstanding cricketers whilst boys have their chance to pick up a hockey stick or netball to learn the basic skills!

Finally, we are proud of our work and collaboration with partnerships in the local area. We encourage pupils to seek further opportunities to develop within environments outside of school. Not only is it beneficial to learn from a different voice but it is also important that they make friends with pupils from all walks of life. For pupils who wish to advance in their support, we do encourage that they are involved in at least one sports club on a regular basis so that they understand the commitment required to a team and to experience different levels of competition.

PSHE & W

At the core of our Personal, Social, Health and Economic education (PSHE) programme is the School's motto and guiding principle, "Virtue, Learning and Manners." PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens and actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In PSHE, pupils develop the skills they need to be safe and healthy, and learn how to manage their academic, personal and social lives in a positive way. These lessons help to put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils will be given the information and skills they need to make good decisions about their own physical and mental wellbeing, to recognise issues in themselves and others, and to seek support at an early stage when issues arise. In Key Stage 1, each class has one timetabled lesson every fortnight with their class teacher. Some elements of PSHE are also covered or revisited in assemblies, theme days or within other subjects. The lessons are resourced from well-respected schemes including from the Cambridgeshire Primary Personal

Year 1

Beginning and belonging

Classroom rules, building friendships, managing new situations

Me and My Relationships

Making and developing friendships, understanding emotions

Working together

Recognising and celebrating skills and strengths, teamwork

Diversity and Communities

Exploring my identity, exploring my community, caring for the environment

Staying Healthy

Keeping active, healthy eating, sleep, hygiene

Keeping Safe

Getting lost, sun safety, water safety

Year 2

Family and Friends

How to be a good friend, resolving disagreements

Rights, Rules and Responsibilities

Following rules, respect, decision making

Financial Capability

Where does money come from, jobs

Drug Education

Medicines and substances

Personal Safety

Stranger danger, road safety

Emotions

Identifying and managing emotions, preparing for transition to Key Stage 2

Wellbeing

Development Programme, 1 Decision and the PSHE Association. Lessons are designed to be interactive and often include stories or video clips to generate discussions. The children are supported to develop their knowledge, understanding, essential skills and vocabulary to manage different emotions and influences, to stay safe and to make informed choices. Some topics can be challenging to talk about so we will make sure we work together to establish a safe and supportive learning environment.

Teachers will continually monitor progress by assessing key pieces of work and by evaluating contributions during discussions. Pupils will have a chance to self-assess progress in each topic by reflecting on understanding of key statements. Informal assessments will be completed so that children can show what they have learned and for teachers to ascertain if there are any topics which need to be revisited.

Pupils will have opportunities to take part in activities for events such as Anti-Bullying Week, Mental Health Week and Safer Internet Day.



Religious

In KS1 Religious Education teaches us about Christianity and the other main religions of the world. It helps us to understand the ways in which beliefs, values and traditions influence people, communities and culture and encourages a positive attitude towards others. Through use of the teachings of the major faiths pupils are able to make thoughtful judgements about religious and moral issues.

Pupils will develop many skills:

- Empathy
- Critical Thinking
- Tolerance
- Respect
- Analysis
- Reflection
- Communication

Religious Education is taught through a weekly lesson. In Year One this is taught by the class teacher and in Year Two a specialist teacher delivers the lessons. Lessons follow a central theme for the half term and are mainly taught through stories, songs and prayer. Pupils are taught how key people, objects, places and events link together in different faiths and how people celebrate different festivals. Pupils are encouraged to talk or write about their own experiences and about the characteristics of different religions.

Progress in Religious Education is assessed continually against the learning outcomes for each lesson which comes from the programme of study. Primarily this will be through verbal and written interactions and may include drama and role play. There is no formal assessment for Religious Education in KS1.

Pupils will have opportunities to take part in various assemblies, services in the School Chapel, celebrations of many family festivals and experience many visiting speakers.

Michaelmas

Year 1

- Myself
- Attitudes and beliefs at home
- Daily routines
- Jesus' Friends
- A Sense of Belonging
- The Christmas Story

Year 2

- Special Times
- Exploring the Sikh Langhar and Sikh weddings
- Advent
- Hannukah
- Diwali

Lent

Year 1

- New Life
- Lifestyle beliefs and values
- Life Cycles
- Belonging
- Spring Festivals including Holi and Easter

Year 2

- Special People
- People in our community
- Key people in religion
- Jesus and his teachings

Trinity

Year 1

- Special Books
- The Bible
- Special stories
- The Torah
- The Qur'an

Year 2

- Special Places
- Places that are special
- Places that are special in different religions
- Special journeys and pilgrimages

Education



Special to us
Special for

and

Science

Science helps pupils explore the world around them, fosters a sense of wonder and curiosity and lays the foundation for future scientific learning. In Key Stage 1, pupils are introduced to basic scientific vocabulary and learn to make simple predictions and explanations based on their observations. Pupils engage in a variety of hands-on activities and experiments and begin to understand the importance of fair testing and gathering evidence.

Pupils will develop many skills:

- Asking simple questions about the world around them and understand that different perspectives can lead to diverse answers
- Observing closely, using simple equipment to aid their observations and gather relevant information
- Performing simple tests to explore cause-and-effect relationships, manipulating variables and making comparisons to understand the outcomes
- Identifying and classifying objects or living things based on shared characteristics or within specific criteria
- Using observations and ideas to formulate explanations and propose answers to questions, linking evidence and reasoning
- Gathering data, through measurements, observations, or experiments, and recording their findings in a structured manner, such as using simple charts or tables, to assist in analysing and answering questions.

In Key Stage 1, as part of the creative curriculum, science is taught in an engaging and interactive manner to spark pupils' curiosity and develop their scientific understanding. Pupils will be taught through a variety of means:

- **Practical Experiments** – pupils participate in hands-on experiments and investigations, allowing them to explore scientific concepts firsthand. They learn to follow simple procedures, make observations, and draw conclusions based on their findings
- **Observation and Discussion** – pupils are encouraged to observe the natural world closely, explore scientific phenomena, and discuss their observations with their peers and teachers. This helps develop their observational skills and the ability to communicate scientific ideas
- **Outdoor Learning** – During Forest School, outdoor activities and nature walks are incorporated to provide pupils with opportunities to engage with the environment, discover patterns in nature, and make connections to scientific concepts
- **Questioning and Predicting** – pupils are encouraged to ask questions about the world around them and make simple predictions based on their observations and prior knowledge. This fosters their critical thinking skills and scientific inquiry
- **Cross-curricular Links** – Science is often integrated with other subjects, such as mathematics, literacy, and art. This allows pupils to make connections across different areas of learning and deepen their understanding of scientific concepts
- **Use of Multimedia and Resources** – Teachers utilise a range of resources, including books, videos, interactive simulations, virtual reality and educational websites, to enhance pupils' learning experience and provide visual representations of scientific concepts.

Year 1

Michaelmas

- Materials

Lent

- (Energy) Seasons and how they Change
- Animals, including Humans

Trinity

- Animals, including humans
- Plants

Year 2

Michaelmas

- Animals (including human growth)
- Forces / scientific discoveries and inventions

Lent

- Materials
- Space

Trinity

- Fire
- Animals and living things habitats

Pupil progress in Key Stage 1 Science is primarily based on ongoing teacher observation, practical activities, verbal communication, and pupils's written responses. Teachers closely observe pupils's participation, engagement, and application of scientific skills during practical experiments and activities. They assess pupils's understanding through classroom discussions, questioning, and their ability to articulate scientific ideas. Written responses, such as recording observations or explanations, may also be assessed. The emphasis is on formative assessment, providing feedback to support pupils's scientific learning and progress.

Pupils will have opportunities to take part in Science-focussed enrichment days and guest speakers to share expertise, regular visits to Forest School sessions and a visit to Colchester Zoo, as well as termly creative homework tasks.





VLM

Virtue Learning Manners