

School Motto:

‘Caring, Learning, Achieving’

School Vision

***Growing a community of life-long learners
who will **care** for each other,
who will work hard to **learn** new things every day,
and who will **achieve** more than
they thought possible.***



Rainow Primary School
Caring, Learning, Achieving

School Values and Aims

Aims

Caring

Well-being is of paramount importance to us. We are a welcoming school that provides a supportive and caring environment for pupils, their families and staff members.

We aim to:

- develop a culture of respect, kindness and consideration for others and self;
- encourage an ethos which promotes enthusiasm and enjoyment;
- teach, encourage and maintain good discipline, including self-discipline;
- encourage a strong sense of belonging and involvement, ensuring everyone is heard;
- develop an understanding of a healthy lifestyles, and an awareness of how to stay safe;
- promote the development of the child as a shared responsibility between home and school, encouraging parents to take an active role;
- foster an appreciation and care for the environment within school, the local community and the wider world.

Learning

Teaching and learning at Rainow inspires curiosity. We believe that equipping children with the skills and knowledge of *how* to learn is equally, if not more important, than *what* to learn.

We aim to:

- provide an innovative, relevant and creative curriculum, developed and delivered with high expectations for progress;
- promote our Learning Values as crucial to help develop effective learning (read about our values [here](#));
- capitalise on the school's unique environment to enhance learning;
- actively engage with the wider community in developing life skills to enhance, enrich and reinforce learning;
- encourage children to develop independence within their learning, use initiative and view mistakes and failure as a pathway to improvement;
- develop a love of learning which will last a lifetime.

Achieving

We are a high achieving school and pride ourselves on good academic results but not at the expense of developing the whole child. We encourage children to strive to be the best version of themselves and understand that labelling children works to limit them. We actively promote and celebrate extra-curricular achievements and good behaviour.

We aim to:

- ensure high academic achievement through teaching practices which build confidence, independence and develop initiative;
- recognise the fundamental importance of attainment in the core curriculum areas and ensure that each child maximises their potential in maths, reading and writing;
- give children the opportunities to maximise their academic, artistic, personal and sporting potential;
- identify children with any special learning needs early, and make provision for them;
- train and develop all staff to meet the needs of the school, support their career aspirations and enable them to fulfil their professional potential.



Our Learning Values underpin all Teaching and Learning at Rainow School.



“The future belongs to the curious. The ones who are not afraid to try it, explore it, poke at it, question it and turn it inside out.”

Anonymous

INTENT

Our curriculum is designed to meet the needs of every pupil, encouraging them to ‘Care, Learn and Achieve’. We believe first and foremost that the curriculum must be relevant and inspire curiosity and a desire in the children to want to know and achieve more. Our Rainow Learning Values underpin all that we do at Rainow and we aim to develop these positive traits in all of our community.

Our curriculum is everything that is planned and organised in order to promote learning, personal growth and development. Children are given the opportunity to build knowledge, skills and understanding whilst learning in an engaging, cross-curricular and enjoyable way. It includes not only the statutory requirements of the National Curriculum but also the wide range of extra-curricular activities and opportunities which enrich the children’s school experience. It includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We strive to capitalise on the school’s unique rural location, and we promote musical, sporting and artistic opportunities together with academic achievement so that all children leave Rainow having found success and confidence in their own well-being, social, emotional, physical and spiritual needs(our ‘Pupil Promise’ to the children gives examples of how we achieve this). Finally, at Rainow we support children to grow into kind and considerate people, who can work and co-operate with others.

Read more about our values [here](#).

IMPLEMENTATION

Teaching and learning approaches for all subjects will be varied, reflecting the individuality and creativity of the teacher and class dynamics, but emphasis will always be placed upon providing learning which is relevant, challenging, thought-provoking, and enjoyable.

Subject specific guidance can be found on the following pages and subject leaders are in charge of ensuring that our curriculum is relevant, interesting, sequential and progressive.



INTENT / AIMS

We aim to immerse children in a literacy-rich environment, full of high quality texts and inspiring learning opportunities, which will help them to:

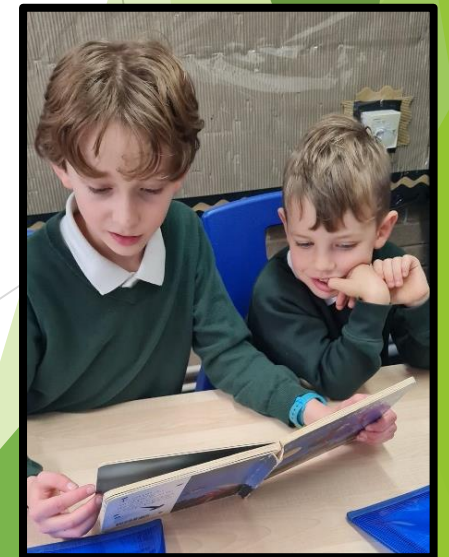
- gain a life-long enjoyment of reading and books;
- decode unfamiliar words using their phonic knowledge;
- read with fluency, accuracy and expression;
- understand and talk about what they read confidently;
- display enthusiasm and resilience towards a variety of texts.

IMPLEMENTATION / Teaching and Learning

We aim to foster a love of reading and for children to gain the enthusiasm to choose increasingly challenging texts. In lessons, they will explore authors' intentions, compare characters and themes across and within texts, and will learn to discuss their ideas and opinions with conviction and clarity. *VIPERS* 'question stems' are used to help the children develop their comprehension skills and are referred to during group and whole class reading sessions. Phonics is taught daily in Key Stage 1 using the 'Bug Club' validated scheme to provide children with the essential tools to succeed in reading and, ultimately, writing.

ENGLISH

Reading



INTENT / AIMS

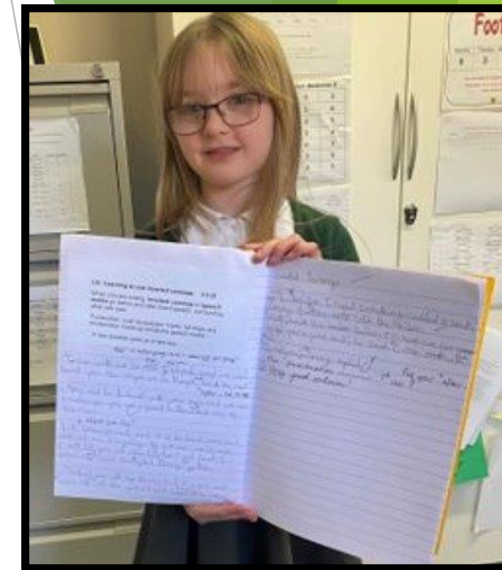
We aim to immerse children in a literacy-rich environment, full of high quality texts and inspiring learning opportunities, which will help them to:

- write with confidence, enthusiasm and accuracy;
- harness their imagination and creativity;
- articulate their ideas and organise them coherently;
- write with an awareness of the audience and the purpose;
- understand and apply a range of grammar rules;
- spell accurately and confidently to the best of their ability;
- understand a range of text types and genres and be able to write in a variety of styles;
- use a well-formed, legible and cursive handwriting style.



ENGLISH

Writing



IMPLEMENTATION / Teaching and Learning

Daily writing sessions allow our children to practise and refine the skills needed to become a competent and coherent writer. Grammar, punctuation and spelling opportunities allow our children to become secure in the transcriptional process of writing. Lessons are planned to ensure that writing is purposeful, enjoyable, creative and, where appropriate, has cross-curricular links. Our teachers explicitly model writing by articulating their thoughts, demonstrating careful word choices, editing techniques and neat handwriting. Sequential learning episodes immerse our children in high-quality texts that enable them to plan, write and edit their own fiction and non-fiction pieces. At Rainow, children are exposed to challenging and aspirational vocabulary and are encouraged to use this appropriately in their writing.

At Rainow, we believe that accomplished writers:

- ✓ Have a clear authorial voice and natural flair
- ✓ Have a secure understanding of purpose and audience
- ✓ Maintain control throughout
- ✓ Have natural flow and cohesion when expressing their ideas
- ✓ Make carefully considered language and vocabulary choices
- ✓ Consider the effect of their writing on the reader
- ✓ Apply taught skills when working independently
- ✓ Can effectively edit and proof-read their own work



INTENT / Aims

To ensure all pupils:

- develop a sound understanding of basic mathematical concepts through direct teaching, practical and investigational work;
- acquire appropriate and necessary mathematical skills and apply them confidently and accurately;
- can demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;
- develop thinking skills and logically apply their mathematical knowledge to solve problems;
- use mathematics as part of their everyday life in school and at home;
- enjoy mathematics and develop a positive attitude to the subject.

IMPLEMENTATION / Teaching and Learning

The National Curriculum (2014) states that: *'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'*

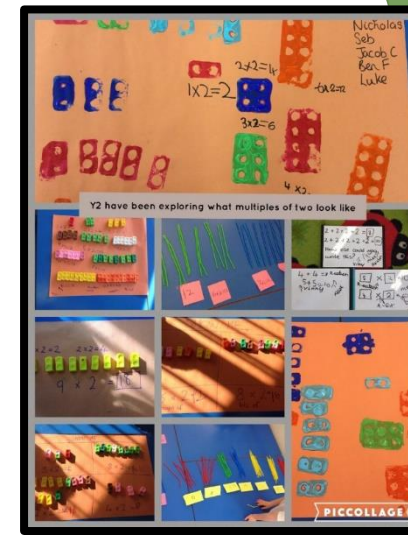
Mathematical thinking is not about speed.

Mathematical thinking is not about memorising methods.

Professor Jo Boaler 2015, 'Mathematical Mindsets' <https://www.youcubed.org/wp-content/uploads/2019/08/WIM-What-Does-it-Mean-to-be-Great-at-Maths-1.pdf>

Our mastery approach means that the majority of children experience whole-class teaching of the appropriate year group objectives. A CPA (concrete-pictorial-abstract) approach is used to support the development of pupils' understanding of concepts. We acknowledge that fluency in maths is about developing number sense and being able to choose the most appropriate method for the task at hand and to be able to apply a skill to multiple contexts, efficiently, accurately and flexibly. We value the importance of being able to instantly recall number facts alongside giving the children tools to help them generate them too. Problem solving and reasoning are essential for allowing pupils to demonstrate and apply their knowledge.

Challenge is encouraged using a dive deeper approach: *Draw it, Explain it, Prove it*, and by encouraging the children to display the Rainow qualities of a mathematician. We recognise that a minority of children will struggle with manipulation of numbers, recall of maths facts, and have a poor 'sense' of number. We aim to equip these children with tools/methods/strategies/shortcuts to help them retrieve information and encourage the use of one calculation method that they can be secure with through overlearning. Checking strategies are vital to these children because they are likely to not be able to judge whether their answer makes sense. These children will be identified because: they do not meet age-related expectations, make slow progress over time, and will receive targeted interventions to close their gaps.



At Rainow, we believe that mathematicians:

- ✓ Like maths.
- ✓ Are flexible with number.
- ✓ Have a good sense of number.
- ✓ Apply knowledge: If I know this, then I also know this...
- ✓ Use compensation / manipulation of numbers to complete problems.
- ✓ Choose the most efficient methods based on the numbers involved.
- ✓ Can find different ways to show their workings out.
- ✓ Think slowly, deeply and carefully.
- ✓ Work systematically/have a logical approach.
- ✓ Ask questions.
- ✓ Seek their own challenges.
- ✓ Spot patterns.
- ✓ Make links.
- ✓ Can explain how they know.
- ✓ Try things out.
- ✓ Are not just interested in correct answers but think about the process.
- ✓ Get things wrong!
- ✓ Spot errors and correct them.
- ✓ Understand that learning can be tricky.
- ✓ Are resilient.

INTENT / Aims

To ensure all pupils:

- develop their enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life;
- build their curiosity and sense of awe of the natural world;
- experience a planned range of investigations and practical activities to give them a greater understanding of the concepts and knowledge of science;
- are introduced to and have the opportunity to use the language and vocabulary of science;
- develop their basic practical skills, including their ability to make accurate and appropriate measurements;
- are able to record results in a table and draw an appropriate graph or bar chart to help spot patterns and draw conclusions;
- develop their use of computing in their science studies;
- make the best use of our outdoor woodland areas to extend their scientific knowledge and understanding;
- are encouraged to lead a 'healthy lifestyle'.

IMPLEMENTATION / Teaching and Learning

Science is a core subject and has a high priority in the school curriculum. Children will learn to explain the world around them through scientific enquiry, posing questions that they will unpick and investigate as 'fair tests', where appropriate. They will analyse their results and form conclusions recognising the importance of evidence. Children will observe changes over time and look for patterns as well as learning how to identify and classify.

Children have a weekly science lesson which, if appropriate, will make links with other curriculum areas. In the majority of lessons, the 'working scientifically' skills are taught alongside knowledge and understanding. Teachers plan activities that inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?" They develop the skills of enquiry, observation, research, selecting appropriate equipment and using it safely, measuring and checking results, making comparisons and communicating results and findings. Activities are challenging, motivating and extend pupils' learning.

SCIENCE



INTENT / Aims

To ensure all pupils:

- are curious about and develop their understanding of events, places and people in a variety of times and environments;
- understand the values of our society;
- learn about the major issues and events in the history of our own country, of the world, and how these events may have influenced one another;
- develop an understanding of chronology within which the children can organise their knowledge of the past;
- understand how people of other times and places may have had different values and attitudes from ours;
- understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- develop their ability to distinguish between historical facts and the interpretation of those facts;
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

IMPLEMENTATION / Teaching and Learning

History is taught in a cross-curricular way with single year group units of study being covered. Our focus is on topic work which develops a range of study skills allowing children to increasingly take control of their own learning. We use an enquiry-led approach to teaching history whereby pupils are being taught and encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Stories play an important role in our history teaching and texts are used to teach skills and knowledge within coherent and meaningful narratives. Resources are made readily available and accessible. Pupils are encouraged to communicate their findings to others using a variety of methods, including written or verbal reports, the use of graphs, pictures and drama activities. Opportunities for visits outside school, and visitors to it, are valuable experiences used to enhance learning in history.

HISTORY



INTENT / Aims

To ensure all pupils:

- understand, appreciate and respect the world in which we live and how it has evolved;
- are equipped with knowledge about diverse places, people, resources and natural and human environments;
- deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
- learn and explain how the earth's features at different scales are shaped, interconnected and change over time;
- acquire geographical knowledge, understanding and skills, this includes experiencing fieldwork and interpreting a range of sources of geographical information, such as maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing;

IMPLEMENTATION / Teaching and Learning

Geography is taught in a cross-curricular way with single year group units of study being covered. Our focus is on topic work which develops a range of study skills allowing children to increasingly take control of their own learning.

Geography explores the relationship between the Earth and its people. It stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Geography encourages children to learn through experience, particularly through fieldwork and practical activities.



INTENT / Aims

To ensure all pupils:

- talk about how things work, and develop their ability to draft and model their ideas;
- develop imaginative thinking and enable pupils to talk about what they like and dislike when designing and making;
- learn how to select appropriate tools and techniques for making a product, whilst following safe procedures;
- develop an understanding of technological processes, products, their manufacture, and their contribution to our society;
- explore attitudes towards the human-made world and how we live and work within it;
- foster enjoyment, satisfaction and purpose in designing and making.

IMPLEMENTATION / Teaching and Learning

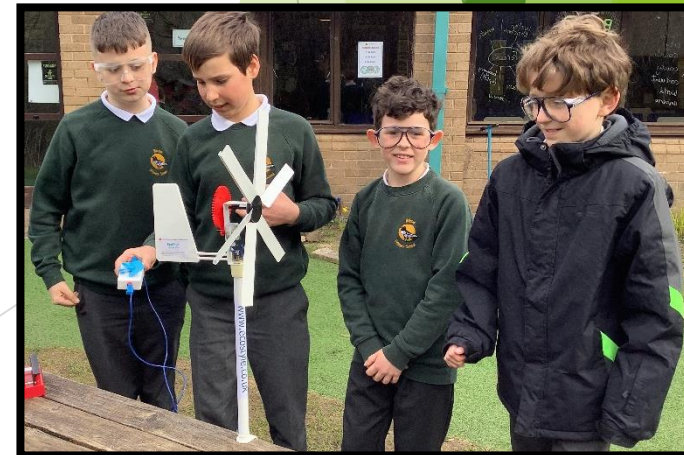
Children enjoy constructing, making and creating from an early age. At Rainow they will enhance their skills through a variety of practical and creative activities in designing and making products. They will learn about mechanisms, structures, electrical systems, textiles and food, evaluating the use and effectiveness of their finished designs.

There are three main core activities children will engage with in Design and Technology:

1. Activities which involve investigating and evaluating existing products.
2. Focused practical tasks in which children develop particular aspects of knowledge and skills.
3. Designing and making activities in which children design and make 'something' for 'somebody' for 'a purpose.'

We plan the activities in design and technology so that children build upon prior learning. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

DESIGN & TECH





PERSONAL SOCIAL HEALTH ECONOMIC

“Our aim as a partnership is to develop and deliver a bespoke PSHE curriculum which is designed to meet the needs of the children in our diverse community. The curriculum intends to enable both primary and secondary children to forge a cohesive and progressive pathway from Reception to KS4. We aim to equip children and young people with the skills, knowledge, attitudes and understanding that they need to navigate through the different stages of their school journey and ready them as citizens in our complex world.”

INTENT / Aims

To ensure all pupils:

- develop the self-esteem, confidence, self-awareness and understanding of risk to make informed choices and decisions;
- have opportunities to develop their social skills and social awareness;
- adopt responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- learn about effective interpersonal relationships and develop a caring attitude towards others;
- adopt a caring attitude towards and responsibility for the environment;
- understand how to manage their feelings;
- understand how society works and the rights and responsibilities involved,
- Develop an understanding of British Values: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Acceptance of those of different faiths and beliefs. See our British Values information page [here](#).
- are given opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.
- receive an effective Relationships and Sex Education (RSE) programme which meets all of their needs.
(see RSE section on next page).



IMPLEMENTATION / Teaching and Learning

Although PSHE is a non-statutory subject, personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education so that they are well prepared to play an active role as members of a diverse society.

PSHE can encompass many areas of study. Half termly ‘focus questions’ allow children to explore themes relating to our three core teaching strands: 'Relationships', 'Health and Wellbeing' and 'Living in the Wider World'. We want our children to be safe and happy and we will encourage them to develop self-awareness, positive self-esteem and confidence during their time at school to enable them to make informed choices both now and in their future.



INTENT / Aims

To ensure all pupils:

- are given opportunities to consider and understand themselves within the wider context of physical and emotional changes;
- are equipped with the skills and understanding to be confident with their own physical, social and emotional development.

IMPLEMENTATION / Teaching and Learning

Sex and Relationship Education (SRE) is an important part of the PSHE curriculum and we are required to teach it by law. Where possible, the SRE curriculum objectives will be linked to our PSHE and Science provision. However, there are times when some sessions will have to be delivered as stand-alone lessons.

Our teaching follows the approved 'Christopher Winter Project, Teaching SRE with Confidence in Primary Schools' scheme of work and follows statutory government guidelines from the Department for Education: <https://www.gov.uk/government/publications/sex-and-relationship-education>. The content of the curriculum has been fully endorsed by the *PSHE Association*. More information can be found by visiting: www.pshe-association.org.uk

We believe that exposure to SRE education is essential. All sessions will be delivered in an age-appropriate manner where children will feel comfortable and relaxed, enabling them to ask and answer questions freely. Learning topics cover the following strands: *Growing and Caring for Ourselves, Valuing Differences, Keeping Safe & Relationships and Reproduction.*

Working with parents or carers:

We will work closely with parents and carers to raise the awareness of the breadth of SRE, how and when it is taught in school. A more detailed programme of work is available to all parents and carers upon request. We acknowledge the right of parents/carers to withdraw their child from those aspects of the SRE programme that are not included in the statutory programme of study for science. We encourage all parents who have concerns to discuss these with the class teacher, PSHE subject leader or Headteacher. Quite often, when parents review the materials and aims of the lessons they realise there is no need to withdraw their child from SRE.

RELATIONSHIP & SEX EDUCATION



INTENT / Aims

To ensure all pupils:

- receive a relevant, challenging and enjoyable Computing curriculum;
- use computing as a tool to enhance learning throughout the curriculum;
- are given opportunities to respond to new developments in technology;
- are equipped with the confidence and capability to use computing throughout their later life;
- develop the understanding of how to use computing safely and responsibly.

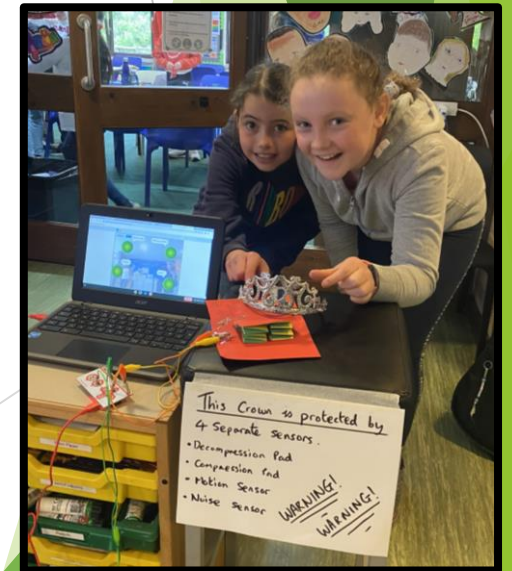
The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology.

IMPLEMENTATION / Teaching and Learning

In order to access the modern world, children should have an excellent understanding of a wide range of computing. They will learn to use a range of programs and have opportunities to write their own. Along with learning specific computing skills, they will also use and apply these across the curriculum. In all classes we make learning to be safe online a priority.

Teachers follow the school's long term plan to ensure that each class will cover aspects of Digital literacy and Computer Science each term. Computer Skills (Information Technology) will also be taught each term in a cross-curricular way with opportunities planned to use computing to support and enhance other curriculum areas.



RELIGIOUS EDUCATION

INTENT / Aims

To ensure all pupils:

- acquire and develop knowledge and understanding of principal world faiths;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
- develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- enhance their own spiritual, moral, social and cultural development by (amongst others);
 - reflecting on their own beliefs, values and experiences in the light of their study;
 - expressing their own personal viewpoints in a thoughtful, reasoned, respectful and considerate way;
- recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

IMPLEMENTATION / Teaching and Learning

We believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education has two closely related aspects:

Learning *about* religions and beliefs and learning *from* religions and beliefs.

These two aspects set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two aspects are closely related in the learning experience. RE is taught discretely and as part of class topics where appropriate.



INTENT / AIMS

To ensure all pupils are:

Acquiring and developing useful skills that provides an ability to remember, repeat and refine actions where they can perform with increasing control, coordination and fluency.

Provided with a range of experiences through administering a varied selection of extra-curricular clubs and events so that all children can succeed and excel in competitive sport and other physically-demanding activities.

Developing their physical literacy by encouraging sporting attributes such as confidence, determination, resilience, motivation and physical competence.

Improving and evaluating their own and others' ability through observations by making clear and simple judgements independently.

Knowledgeable of the effects and benefits of exercise on the body and how this correlates to living a healthy lifestyle.

Working independently and in teams to provide opportunity to communicate, collaborate and cooperate within a competitive environment.

Applying safety principles by developing a sense of responsibility towards their own and others' safety and wellbeing whilst using their spatial awareness and surroundings.

IMPLEMENTATION / TEACHING AND LEARNING

We offer high-quality PE lessons that provide children with at least 2 hours of physical activity each week. All lessons reflect and promote the importance of fitness and encourage an understanding of why a healthy lifestyle is important. We utilise teacher's expertise where appropriate to ensure that the children receive the best teaching for particular sports. With this in mind, we employ specialist sport coaches to deliver areas of sport that teachers are less confident in delivering. Teachers can then use these sessions to observe and receive appropriate CPD to further enhance their own delivery. These sessions also provide time for the teacher and coach to liaise so that formative assessment can take place. Relevant actions can then be made for children who are working below the expected standard, based upon the judgement of both the coach and teacher.

In Reception, opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities. The children have 2 PE lessons per week which focus on games, gymnastics, dance and athletics over the academic year. Within all lessons, children are encouraged to develop their spatial awareness whilst learning multi-skilled games that continue to build their physical literacy.

In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes a broad range of opportunities that involves: ball skills, team games and multi-skills within Rugby Tots, as well as gymnastics, dance and games carried out by the class teacher. Within lessons, children are engaged in competitive and cooperative physical activities, where they can become increasingly competent and confident in sport.

In KS2, pupils will continue to apply and develop a range of skills and complete units of work where children can communicate, collaborate and compete with one another. The curriculum content offers a broad range of skills with a variety of sports such as: football, basketball, dance, gymnastics, games, hockey, netball and athletics. Within KS2, children develop their swimming ability by learning to use different strokes to ensure they swim competently, confidently and proficiently.



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PHYSICAL EDUCATION



INTENT / Aims

To ensure all pupils:

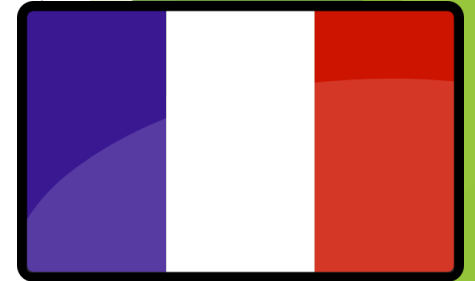
- are introduced to another language in a way that is enjoyable and fun;
- foster an interest in learning other languages;
- are given an awareness and insight into the culture and civilisation of the countries where the language is spoken and learn to respect these;
- develop skills and confidence to express themselves in speech and writing in French.

IMPLEMENTATION / Teaching and Learning

Studying a modern foreign language is statutory at KS2 (age 7-11). Our chosen language for KS2 is French, based on staff knowledge and availability of quality resources. Our MFL curriculum is based on the Twinkl Planit plans. This has been designed to progressively develop skills in French. These ensure children acquire a bank of vocabulary organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied.

Our younger children (ages 4-7) are introduced to French games, stories and songs.

MODERN FOREIGN LANGUAGES - FRENCH



INTENT / Aims

To ensure 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 use their voices;
- have the opportunity to learn to play a musical instrument;
- to create and compose music on their own and with others;
- understand and explore how music is created;
- foster enjoyment of all aspects of music.

IMPLEMENTATION / Teaching and Learning

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities and performance opportunities. These include: the KS1 Nativity, Y3/4 Christmas production, our Christmas service, KS1 and KS2 Musical Showcases and the Y5/6 Summer production. We provide opportunities for all children to sing and to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also begin to teach them some of the features of musical notation and to develop an understanding of the history of music.

Additional music teaching

During Year 3, children are given the opportunity to learn to play the recorder. In Year 5, the children can choose from a selection of woodwind and brass instruments and learn that instrument for the whole year as a part of our whole school music provision. They are then encouraged to take part in the Year 6 'Play It Again' scheme where individual tuition is offered at a reduced rate. We also offer all children the opportunity to learn to play an instrument with peripatetic music teachers; currently, there is guitar, keyboard, woodwind and brass provision. Parents who want their children to participate, make a contribution towards the cost of these lessons.

The school orchestra, made up of pupils, staff and parents, rehearses weekly and perform at events such as the musical showcase. Children from KS2 who have around a year's experience of playing an instrument are encouraged to join. The school choir consists of children from Year 4, 5 and 6. They rehearse throughout the year and perform at a variety of events including singing festivals and the 'Young Voices' concert.

MUSIC



INTENT / Aims

To ensure all pupils:

- foster an understanding and enjoyment of art, craft and design;
- experience a broad and balanced range of art activities and show progression within these experiences;
- show development of ideas and their own skills through the use of a sketchbook;
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media;
- develop their use of a range of tools, media and processes;
- develop an understanding of the work of artists, craftspeople and designers and apply this knowledge to their own work;
- study historical, cultural and religious art;
- extend and enrich other curriculum areas through art.

IMPLEMENTATION / Teaching and Learning

The school uses a variety of teaching and learning styles in art and design lessons. Our principle objective is to develop children's knowledge, skills and understanding in art and design. Children are encouraged to explore and develop their own ideas and review, evaluate and modify work as appropriate. This is achieved through a mixture of whole class teaching and individual and group activities. Art projects are linked to class topics.

ART

