



Teaching and Learning Policy 2024



Victorious Academies Trust

Success in education

Our Intent

At Buckton Vale Primary School we provide as many opportunities as possible for our children to develop as independent, confident, successful learners. We want our children to leave us not only with high aspirations for their own futures, but also knowing how to make a positive contribution to their community and the wider society. Our curriculum places a high focus on developing children's moral, spiritual, social and cultural understanding. We aim for every child to enjoy their education and make the best progress in all areas of learning.

Pupils at all levels are supported to achieve their full potential. Higher achieving pupils are challenged and supported through appropriate deepening and broadening activities. Those who struggle with aspects of their learning are encouraged and given targeted support to embed core skills while still accessing and enjoying the wider curriculum.

The school's focus on curriculum development has been carefully designed to ensure coverage and progression. We provide our pupils with a memorable and engaging curriculum which includes a wide range of opportunities through which they can learn and develop a range of core, transferable skills. We take the children out into their local and wider community as often as possible and invite visitors into school. Through our curriculum, we aim to create an interest and thirst for more knowledge, to raise aspirations, engender a sense of personal pride in achievement and provide a purpose and relevance for learning.

The curriculum is planned to ensure progression of knowledge and skills across school. Our curriculum design ensures that the needs of all children can be met through high quality first wave teaching, supported by targeted, proven interventions where appropriate.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. They collate evidence in subject leaders' files and regularly hold pupil interviews to check on their acquisition of knowledge and skills in their subjects. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. We encourage children to have a sense of pride in the presentation of their work. High quality visits and visitors enhance the curriculum and provide opportunities for writing for a purpose. To promote physical health and wellbeing, a range of extra-curricular clubs gives learners an opportunity to access a variety of sports after school hours.

Our PSHE scheme (Kapow) provides children with opportunities to discuss and learn about personal health, wellbeing, safety, relationships (including anti-bullying work), differences and aspirations. We also use My Happy Mind which gives children the preventative strategies, skills and tools they need to thrive in the modern world.

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is a priority. A range of programmes of support are provided for children where a need has been identified such as self-esteem, anger management and bereavement.

Challenge for All

At Buckton Vale Primary School, our aim is to raise the achievement and outcomes for all our children through our 'challenge for all' approach. This approach recognises the importance of providing every child with cognitive challenge and encourages an ethos of high aspirations, resilience and achievement.

A challenge for all approach ensures that the most able pupils are challenged – teachers plan lessons based initially on the needs of the more able learners and on pedagogy which has challenge at its core; strategies and interventions are put into place to support those who need it, allowing every child to succeed.

Our challenge for all approach allows all our children to develop resilience and shows learners that there are no limits on what is possible for them in terms of their education. We do not group children according to perceived ability but instead give every child the opportunity to demonstrate their capabilities. Through providing every child with the appropriate levels of cognitive challenge, our children have increased levels of engagement, resilience and higher aspirations.

Our School Improvement Priorities for 2024/2025

To develop the whole leadership team so that there is a wider impact on the school (Leadership and Management)

To raise standards in writing through the effective use of Literacy Tree (Quality of Education)

To further refine foundation subjects including key knowledge to ensure that the curriculum offer is effective (Quality of Education)

To develop the role of the English and Maths Leaders so that they continue to embed the improvements in their subjects (Quality of Education)

To introduce and embed the updated behaviour policy (Behaviour and Attitudes)

To develop more play activities at lunchtime to support good behaviour (Behaviour and Attitude)

To develop enrichment and extra-curricular provision across the whole school (Personal Development)

To continue to build children's sense of being part of the school community and taking on roles of responsibility (Personal Development)

To further refine and embed the Reception curriculum (EYFS)

To develop the indoor and outdoor learning environment to facilitate learning (EYFS)

Timetables

All classes will follow the same core timetable, although there will be daily adaptations to accommodate swimming and PE lessons.

Fully completed timetables must be sent to SLT and there should be no blanks or unaccounted slots on the timetables. Weekly teaching and therefore timetables must always include (adapt per Key Stage):

- Registrations
- Morning work
- Class Novel
- My Happy Mind

Starting points for Planning

Planning is completed in detail on our Medium-Term Planning Format and will be done alongside subject coordinators where coverage and building formative assessment opportunities into the start of each lesson can be facilitate. As much as possible teachers *interleave rather than block different subjects to support retrieval and spaced practice*.

Maths Planning is based on White Rose Maths and this is covered from Reception up to Year 6. Classroom Secrets is used to help promote learning in a real-life context. Computing planning and Internet safety is based on the *Kapow* scheme and PSHE including RSE on the *Kapow and My Happy Mind* scheme. French planning is based on the *Kapow* scheme and PE lessons are delivered using the *Get Set 4 PE* scheme of work. History and Geography is bespoke curriculum designed to the meet the needs our learners.

English planning is based on the **Literacy Tree programme** for writing and grammar and **Fred's Teaching** for reading skills. Phonics and spellings are covered by the *RWI* programme.

Yearly overviews are completed before the start of each academic year ensuring that time is allocated for all PSHE, RE, PE, Music, Computing and Internet-safety lessons.

Classroom Environments and Displays

We believe that our children learn best in a calm, uncluttered and well-organised environment. Please ensure that you have a place to store everything and that you do not allow clutter to build up, either materially or visually on your displays. Shared areas should also be well-ordered and tidy spaces.

There is no need to put up displays unless they directly support the desired learning, ethos or behaviour of your classroom. All displays should be neat, fresh and relevant but do not need to be double (or even single!) mounted or laminated.

Some materials such as a RWI sounds poster or the behaviour ladder will be on permanent display in your classroom (but referred to often so children don't stop "seeing" them); others such as learning walls will be changed and updated frequently as the learning develops.

What should be displayed in my classroom?	
VIPERS Reading display RWI sounds chart Class Novel	
Well stocked class library – focus on the books, not displays	
English working wall including key vocabulary	
Maths working wall including key vocabulary	
Science working wall / display including prior learning key vocabulary, 5 enquiry types, subject definition and Knowledge Organiser	
History / Geography working wall / display including key vocabulary and Knowledge Organiser / subject definitions / Timeline / World Maps	
School rules / behaviour consequences / Presentation agreement	
Star of week	
RE including key vocabulary / glossary	
French Vocabulary (Key Stage 2)	
School Council Board	
Some children's work	

Homework

1. Daily reading for Key Stage 1 (signed)
2. Weekly spellings linked to RWI and class work (Year 1 upwards)
3. Arithmetic sent home every week / followed by SPAG for Key Stage 2
4. Numbots / Rockstars for Key Stage 1

Exercise Books

We have a zero-tolerance policy on children doodling or otherwise spoiling the covers of their workbooks.

All books should have a neatly typed, simple name label on the front (no surnames please – GDPR!)

English Writing Yellow lined book	Reception and Year - Widest line guides Year 2 and Year 3 – Small line guides Year 4 upwards – Regular lined book
English Guided Skills Orange lined book Key Stage 2 only	Year 3 – Small line guides Year 4 upwards – Regular lined book
Read Write Inc Light green book	Reception and Year 1 - Widest line guides Year 2 – Small line guides
SPAG Dark green book	Year 1 – Widest line guides Year 2 and Year 3 – Small line guides Year 4 upwards – Regular lined book
Golden Writing Pink book	Year 1, Year 2 and Year 3 – Small line guides Year 4 upwards – Regular lined book
Handwriting book	Year 4, 5 and 6
Maths Blue squared book	Reception – Floor book Year 1- squares Year 2 upwards – 6mm squares
Flash Back 4	Look at old stock and use squared books
Science Purple lined book	Year 1 – Widest line guides Year 2 and Year 3 – Small line guides Year 4 upwards – Regular lined book
History / Geography Blue lined book	Year 1 - Widest line guides Year 2 and Year 3 – Small line guides Year 4 upwards – Regular lined book
PSHE Light Blue lined book	Reception, Year 1, Year 2, Year 3 and Year 4 – Floor book Year 5 upwards – Regular lined book
RE	Floor book across each class
Art and Design	Year 1 upwards - A4 Black exercise book
Design and Technology	Year 1 upwards - A4 Black exercise book

Art and Design

Curriculum Statement for the Teaching and Learning of Art

Intent	<p>At Buckton Vale we give an overview of skills and knowledge covered in each year group and how these are developed through our Art and design schemes of work.</p> <p>We value Art and Design as it provides children of all abilities with regular opportunities to think imaginatively and creatively.</p> <p>We intend to engage all pupils giving them the knowledge and skills they need to experiment, invent, and create their own work of Art.</p>
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	The Teaching of Skills	Lifelong Learning	Aspiration
Underpinned by	<p>Buckton Vale pupils are taught to:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become competent in drawing, painting, sculpture and other Art, Craft and Design techniques • Evaluate and analyse Art and Design using technical vocabulary • Know about great Artists, Craft Makers and Designers, and understand the historical and cultural development of their Art forms. • Understand how over time, design has shaped the way we live today. Understand how design is always adapting to meet our ever-changing needs. 	<p>Children from nursery through to Year 6 are taught about Art and design through topics.</p>	<p>At Buckton Vale we regularly encourage children to celebrate and critically reflect on their own and others' work through pupil voice and exhibits.</p> <p>We like to display our pupils Art work throughout our school.</p>

	Cross Curriculum Links	Curriculum Progression	Resources
Implementation	<p>Staff will have the opportunity to develop links between other subjects to ensure Art and Design is integrated across other areas of the curriculum. This will ensure pupils have the opportunity to develop and embed important skills as well as exposing them to art regularly.</p>	<p>The progression of key skills are vital at Buckton Vale and all pupils build on those skills each year. These skills are assessed by both pupils and adults to ensure coverage and offer support where needed.</p>	<p>Children have access to a wide variety of art resources and have opportunities to use media.</p>

We always start our Art and Design lessons by reminding the children about what they will be learning:

KS1 – This is an art (and design) lesson. In art (and design) lessons, we learn to draw, paint and sculpt using a range of materials and tools.

KS2 – This is an art (and design) lesson. In art (and design) lessons, we learn to draw, paint and sculpt using a range of materials and tools (and find out about famous artists and designers in history).

Art and Design lessons are planned for using the Kapow Scheme of work. Our art and design curriculum is delivered with integrity ensuring complete coverage of the National Curriculum programmes of study for Art.

All Art and Design work, from first sketches to the final evaluation stage is recorded in the children's individual art books. Key vocabulary for Art is displayed in the classroom and taught directly.

All art-based Knowledge Rich Projects allocated to each year group are taught with fidelity and in the planned sequence, to ensure coverage and the development of skills throughout school. The focus is always on the teaching of key skills, which are developed and built upon each year.

	Pupil Voice	Evidence of Knowledge and Skills	Breadth of Knowledge
Impact outcomes	Through discussion and feedback, children talk enthusiastically about their Art lessons and other cross curricular lessons. Children across the school articulate well about the benefits of learning about artists and being creative.	Pupils are taught how and why it is important to learn and develop creative skills.	Pupils use acquired vocabulary in lessons. Pupils understand and demonstrate artistic skills through work produced in their sketch books.

Art Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Drawing Marvellous Marks		Painting and mixed media Paint my world		Sculpture and 3D Creation Station
Year 1	Drawing Making you mark		Sculpture and 3D Paper play		Painting and mixed colour media Colour Splash	
Year 2	Drawing Tell a story		Painting and mixed media Life in colour		Sculptures Clay houses	
Year 3	Drawing Growing Artist		Craft and Design Ancient Egyptian Scrolls		Sculptures and 3D Abstract shape and space	
Year 4	Drawing Power prints		Painting and mixed media Light and Dark		Craft and Design Fabric of Nature	
Year 5		Drawing I need space		Painting & mixed media Portraits		Sculptures and 3D Interactive Installation
Year 5/6		Every picture tells a story		Drawing I need space		Design for a purpose
Year 6		Every picture tells a story		Drawing I need space		Design for a purpose

Our curriculum provides detailed, interesting and challenging lessons and as a result the children are enthusiastic about their art work. We measure impact in art and design lessons through classroom displays, the development of skills in children's Art and Design books and by talking to children. Art is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

Lesson objectives are clearly displayed and discussed at the start of each lesson. For example, 'As an artist, I can mix colours to create tints, tones and shades.'

Computing and On-Line Safety

Curriculum Statement for the Teaching and Learning of Computing

Intent	At Buckton Vale we understand that computing and the larger field of I.C.T. is a fundamental part of our everyday lives and has an ever-increasing demand on our place in the wider world. The use of digital technologies are an integral part to the lives of children, young people and adults both within the context of their daily school lives and their lives outside in the wider community. The internet and other digital information and communication technologies are powerful tools, which open up new opportunities, to stimulate discussion, promote creativity and develop effective learning. These technologies also bring opportunities for staff to be more creative and productive in their teaching. Everyone who uses these technologies have an entitlement to safe access to the internet and digital technologies at all times.
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	The Teaching of Skills	Lifelong Learning	British Values
Underpinned by	At Buckton Vale our children are taught the principles of computing through the three core strands of computer science, information technology and digital literacy. Children use a variety of hardware and software along with a solid understanding of online safety to actively participate in the digital world.	Our children are provided with the knowledge and understanding to use computing technologies to create programs, systems and a range of content to express themselves and develop ideas so they have a suitable level of ability for the future workplace.	At Buckton Vale we equip our children with the understanding to be considerate to the views of others, recognising the right to freedom of speech and respect to one another, regardless of gender, faith or social economic background. We develop an understanding of the rules on computers and the internet in order to make it safe for ourselves and everyone else

	Blocked Curriculum	Enrichment	Resources
Implementation	At Buckton Vale we have invested in the Kapow Computing scheme of work. This is a clear and effective programme of study that provides a rich and cross curricular progression from EYFS to the end of KS2.	Safer Internet Day is celebrated in the Spring term to raise awareness of online safety. Computing (ICT) is also used to enhance across the curriculum with the use of multimedia presentations, videos, tablets, camera and other hardware/software solutions	Children have access to a variety of hardware and software resources to support and enhance their knowledge and understanding. For instance; tablets, cameras, beebots, laptops and various applications as well as online links and subscriptions.

We always start our computing lessons by reminding the children about what they will be learning:

This is a Computing Lesson. Today we are learning about:

KS1:(Coding) –Coding is a way to explain and organise sets of instructions which are called algorithms / (Spreadsheets) - We use spreadsheets to display information / (Searches) – We will be learning how to use a search engine to find answers to questions

KS2:(Coding) – Coding is the skill of creating, explaining and debugging algorithms / Spreadsheets) – We use spreadsheets to display, explore and interpret data / (Blogging) – Blogs are an informative text aimed at an audience

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	Through discussion and feedback children talk with enthusiasm and knowledge about computing. Children can talk about the benefits of computing and their own experiences with such technologies.	Children participate in a condensed long-term curriculum with weekly or biweekly sessions. Learning is recorder through photographs, saved programs and documents or scanned book work.	Children develop skills through computing lessons developing the knowledge and understanding to use these technologies independently with an awareness of safety.

Computing Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Computing through continuous provision	Computer systems and networks 2 Exploring Hardware	Online Safety - R	Programming 1 All about instructions	Programming 2 Programming Bee-bots	Data handling Introduction to data
Year 1	Computing systems and networks	Programming 1 Algorithms unplugged	Online Safety – Y1	Creating media Digital Imagery	Programming 2 Bee-Bot	Skills Showcase Rocket to the moon
Year 2	Computing systems and networks 1	Programming 1 Algorithms and debugging	Online Safety – Y2	Computer systems and networks 2 Word Processing	Programming 2 Scratch Jr	Data handling International Space Station
Year 3	Computing systems and networks 1 Networks and Internet	Computing systems and networks 2 emailing	Online Safety – Y3	Programming scratch	Computing systems and networks 3 Journey inside a computer	Data handling Comparison cards databases
Year 4	Computing systems and networks Collaborative learning	Programming 1 Further coding with Scratch	Online Safety – Y4	Data handling Investigating weather	Programming 2 Computational thinking	Skills Showcase HTML
Year 5	Computing systems and networks Search Engines -	Data handling Mars Rover 1	Online Safety - Y5	Microsoft MakeCode - Micro:bit Tutorials	Programming Programming music Sonic Pi	Skills Showcase Mars Rover 2
Year 5/6	Computing systems and networks Search Engines -	Data handling Mars Rover 1	Online Safety - Y5	Microsoft MakeCode - Micro:bit Tutorials	Programming Programming music Sonic Pi	Skills Showcase Mars Rover 2
Year 6	Computing systems and networks Bletchley Park	Data handling Big data 1	Online Safety – Y6	Creating media History of computers	Data handling Big data 2	Skills Showcase Inventing a product

Design and Technology

Curriculum Statement for the Teaching and Learning of Design and Technology

Intent	<p>At Buckton Vale we strive to provide all children with opportunities to design, plan and evaluate developing creative thinking for a defined purpose and user. Children will be given opportunities to evaluate real products using a skills led curriculum that is challenging and creative, allowing children to plan, innovate and develop new products for a developing world.</p> <p>Children are taught to apply cross curriculum skills from maths, science, art and computing to enhance their learning in design and technology. They develop a deep understanding and critical thinking of how the wider world works and what impact this has on their lives.</p>
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	The Teaching of Skills	Lifelong Learning	Celebration of DT
Underpinned by	Design and Technology is taught through a skills based curriculum and using the Kapow scheme. Children are encouraged to explore, evaluate existing projects, developed technical vocabulary and knowledge which they use to innovate and plan new designs, testing them out for a defined purpose. Children are regularly taught skills of cooking and nutrition, how to make simple meals using a range of ingredients, cooking equipment and heat sources.	The children at Buckton Vale are taught skills through clear progression. They are given regular opportunities to revisit and practise skills throughout their time at Buckton Vale and apply new skills in meaningful and exciting lessons. At Buckton Vale we regularly celebrate the children's work. Children are proud of their outcomes/products and enjoy sharing these with peers, visiting adults and parents.	Children across all key stages will be able to use and understand topic specific language based on the Design and Technology unit they are currently learning about and those they have learned previously.

	Curriculum progression	Enrichment	Resources
Implementation	<p>A clear skills progression is followed by teachers in their planning. This ensures planning is effective and key skills and knowledge are developed in an appropriate, challenging manner. This ensure skills are progressive and children build on them as they move through the Key Stages. They are then ready for the KS3 curriculum.</p> <p>Children are well prepared for the wider world.</p>	Staff have the opportunity to develop links between other subjects to ensure other areas of the curriculum are integrated within Design and Technology. This will ensure pupils have the opportunity to develop and embed important skills.	Children are taught to use and have access to a wide range of real tools. Children of all ages are taught how to use tools safely and independently. Children also have access to a wide range of materials to explore and select from.

We start each design and technology lesson by reminding the children about what they will be learning: *This is a Design and Technology Lesson. In Design and technology lessons, we learn how to plan, design and create things (called "products") which people use.*

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	Pupil voice shows children enjoy their design and technology lessons. They are able to talk about what they have done and the process they explored during the project. They are developing an understanding of jobs and roles that are enhanced by skills developed in lessons. Children explain they understand how the skills developed in D&T lessons can support their life opportunities.	As D&T can create a range of work both practical and recorded. Each class will create a class floor book showing the development of the project and record key vocabulary and skills taught. These should include pupils voice and photographic evidence throughout the process.	Children follow a clear skills progression through the Kapow scheme demonstrated in oral, written and final products. Pupils use acquired vocabulary in lessons.

Design and Technology Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Structures Junk modelling		Textiles Book marks		Structures Boats	
Year 1		Wheels and axles Mechanisms		DT Cooking and Nutrition Smoothies		DT Textiles puppets
Year 2		Structures Baby bears chair		Cooking and nutrition Balanced diet		Mechanisms Making a moving monster
Year 3		Digital world Electronic charm		Cooking and Nutrition Eating seasonally		Structures Constructing a castle
Year 4		Structures Pavilions		Cooking and nutrition Adapting a recipe		Electrical Systems Torches
Year 5	Cooking and Nutrition Developing a recipe		Electrical Systems Doodlers		Mechanical systems Making a pop-up book	
Year 5/6	Cooking and Nutrition Developing a recipe		Electrical Systems Doodlers		Mechanical systems Making a pop-up book	
Year 6	Cooking and Nutrition Developing a recipe		Electrical Systems Doodlers		Mechanical systems Making a pop-up book	

English

Curriculum Statement for the Teaching and Learning of English

Intent	<p>At Buckton Vale, our English curriculum is carefully designed to develop children's love of reading, writing and discussion that will have positive impact on their development.</p> <p>We provide a rich and stimulating reading environment to enable children to read with confidence, accuracy, fluency, understanding and enjoyment. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum. We believe that children need to have a secure knowledge-base that allows them to develop into confident, creative writers, readers and communicators so that they become lifelong learners.</p> <p>Our English curriculum is carefully planned to expose children to a wide range of texts, stories, poems and authors from different cultural and contextual backgrounds, so that children can both see themselves reflected in, and develop an appreciation of the diversity of the world, through their learning.</p> <p>We ensure that our children apply their English skills to all areas of the curriculum.</p>
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	High Expectations	Modelling	Fluency	Vocabulary
Underpinned by	At Buckton Vale, we have the highest expectations of all children, providing a broad range of learning and experiences to enable every child to fulfil their full potential.	Teachers provide examples of good practice across English and consistently model high expectations through written and spoken language.	Children apply English skills across the curriculum with ease.	Children are exposed to ambitious vocabulary. New vocabulary is discussed so that pupils understand meaning and context. Pupils are encouraged to apply new vocabulary into their own work.

	Phonics	Guided Reading	Class Texts
Implementation	We teach phonics through Read, Write Inc. Staff are trained to deliver the programme and throughout the year will work with a RWI consultant and the RWI Lead to develop and update practice. Children are assessed every half term on their phonic knowledge and grouped according to their ability. The children read decodable texts that match their phonic level. Phonics is taught daily in Reception and KS1.	We follow a whole class guided reading approach teaching skills through VIPERS. This method is to expand pupil's vocabulary and deepen their understanding of the texts that they are reading. Children are exposed to a wide range of texts, media, genres and authors appropriate to the age and key stage of the pupils.	We teach through a text following Literacy Tree, Writing Roots. Every class covers two to three focus texts each half term. The book-based planning sequences provides comprehensive curriculum coverage and engages children to write with a clear audience and purpose.

	SPaG	Golden Writing	Handwriting	Interventions
Implementation	Spelling, Punctuation and Grammar is taught through Read, Write Inc Phonics in Reception and KS1 and Read, Write Inc Spelling in KS2. Specific lessons will also be taught in English lessons linked with the current writing unit. Pupils will acquire strategies to enable them to become independent learners in English.	Each year group has the opportunity to write in a range of genres building on previous knowledge and skills. Children learn to re-read, edit and improve their work following our school editing code. Final writing pieces from Literacy Tree units are displayed in golden writing books.	We place a high focus on the presentation of work and consider it vital that children develop a fluent style of handwriting that allows greater focus to be placed on the content of the writing. In handwriting sessions, letter formation and cursive joins are modelled by the class teacher and practiced by the children in their handwriting books. Teachers follow 'Achieving Excellence in Handwriting'. Children are taught letter families and use guidelines to ensure that writing is consistent across all subjects. In Year 4 and 5, all children have the opportunity to earn a pen licence for demonstrating consistently good presentation of their work.	Read, Write Inc tutoring is used to support children and address gaps within their reading. SCODE spelling is taught to groups of children to address gaps in spelling.

	Reading for Pleasure	Cross Curricular	Whole School Events
Implementation	Children take home a reading for pleasure book alongside a reading book based at their reading level. Reading for pleasure books are chosen from our school or classroom libraries. Staff read to the children modelling expression, intonation and excitement that bring stories to life. Each year children are encouraged to take part in the Tameside Libraries Summer Reading Challenge to continue their love of reading over the summer. Every classroom has a Reading Corner, where children have access to a wider range of books, linked to class learning where appropriate	Reading and writing is taught across the curriculum ensuring that skills are applied and consistent in other subject areas.	Each year we celebrate World Book Day to bring the whole school together. Other events such as book fairs, plays, author visits, Tameside library zoom sessions and competitions are also organised.

KS1 – This is a Reading and Writing Lesson.

KS2 – This is an English lesson. English is the language we use in our school. In English lessons, we learn how to speak, read and write effectively so we can express our ideas and find out new things.

	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
Impact outcomes	<p>Through discussion, children talk confidently about reading and writing and understand the importance of the subject. With others they can share their views and opinions on what they have read and enjoyed.</p>	<p>Children understand our reading and writing process. They can make links between texts and discuss genres, themes and authors choices within them. Additionally, they recognise similarities and differences.</p> <p>Children in school enjoy English and develop into fluent readers and confident writers, which is reflected in children's work.</p>	<p>Children are taught National Curriculum objectives for their year group.</p> <p>Children develop skills from their starting points to achieve their full potential.</p> <p>Pupils will be able to succeed in all English lessons because work will be appropriately scaffolded.</p>	<p>At the end of each year we expect the children to have achieved Age Related Expectations for their year. Some children will have progressed further to achieve Greater Depth. Children who have gaps in their learning will receive appropriate intervention to support their learning further.</p> <p>We measure the impact in a range of ways, including:</p> <ul style="list-style-type: none"> • Learning walks • Lesson observation and feedback • Book looks • Pupil voice conversations • Team planning and teaching • Staff meeting training and discussion • Termly summative assessments • In-house and local cluster moderation • External testing

English Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Where the Wild Things Are Maurice Sendak Anansi the spider Gerald McDermott	Look Up Nathan Bryon I am Henry Finch Alexis Deacon	The Magic Paintbrush Julia Donaldson Super Milly and the Super School Day Stephanie Clarkson	The Tiny Seed Eric Carle The extraordinary gardener Sam Boughton	Weirdo Zadie Smith So Much Trish Cooke The Night Pirates Pete Harris	And Tango Makes Three Justin Richardson Hair Maclardy rom Donaldson's Dairy Lynley Dodd Izzy Gizmo Pip Jones
Year 1	The Naughty Bus Jan Oke Astro Girl Ken Wilson-Max	I want my hat back Jon Klassen Billy and the Beast Nadia Shireen	Beegu Alexis Deacon Leo and the Octopus Isabelle Marinov	Stanley's Stick John Hegley Dinosaurs and All That Rubbish Michael Foreman	Lost and Found Oliver Jeffers Pig the Pug Aaron Blabey	Iggy Peck, Architect Andrea Beaty The Magic Bed John Burningham
Year 2	The Journey Home Frann Preston-Gannon Dear Earth Isabelle Otter	The Goldilocks Project Anthony Browne Wolves Emily Gravitt	The Bear Under the Stairs Helen Cooper The Minpin's Roald Dahl	The Owl and the Pussy-Cat Edward Lear If All the World were... Joseph Coelho	Lizzy and the Cloud The Fan Brothers The Dragon Machine Helen Ward Ocean Meets Sky Eric Fan and Terry Fan	Rosie Rivere Engineer Andrea Beaty A Walk in London Salvator Rubbino
Year 3	Leon and the Place Between Angela McAllister Nen and the Lonely Fisherman Ian Eagleton The First Drawing Mordicai Gerstein	The BFG Roald Dahl The Tear Thief Carol Ann Duffy	The Pied Piper of Hamelin Michael Morpurgo The Tin Forest Helen Ward	Cloud Tea Monkeys Mal Peet Small in the City Sydney Smith	The Thames and Tide Club Katya Balen How to Live Forever Colin Thompson	Jim, A Cautionary Tale Hilairy Belloc The Day I swopped my Dad for 2 Goldfish Neil Gaiman
Year 4	Tar Beach Faith Ringold The Mermaid of Zennor Charles Causley	Until I Met Dudley Roger McGough The Iron Man Ted Hughes	Winter's Child Angela McAllister The Selfish Giant Oscar Wilde	The Baker by the Sea Paula White The Matchbox Diary Paul Fleischman	The Ever Changing Earth Grahame Baker-Smith The Story of Tutankhamun Patricia Cleveland-Peck	Granny came on the Empire Windrush Patrice Lawrence Jabberwocky Lewis Carroll
Year 5	The Man who Walked between the Towers Mordicai Gerstein Hidden Figures Margot Lee Shetterly	The Tempest William Shakespeare The Odyssey Gillian Cross	The Island Armin Greder Freedom Bird Jerdine Nolane	The Whale Ethan and Vita Murrow Beowulf Michael Morpurgo	Casper Prince of Cats Michael Morpurgo Anne Frank Josephine Poole	High Rise Sharna Jackson Firebird Saviour Pirotta
Year 5/6	The Three Little Pigs Project The Guardian The Promise Nicola Davies	The Tempest William Shakespeare Percy Jackson Ric Riordan	Stonewall Rob Sanders The Lizzie and the Belle Mysteries J T Williams	The Sleeper and the Spindle Neil Gaiman Grim Tales Phillip Pullman	A Beautiful Life Irfan Masters Children of the Benin Kingdom Dina Orji	High Rise Sharna Jackson Curiosity Markus Motum
Year 6	The Arrival Shaun Tan Windrush Child Benjamin Zephaniah	Can we Save the Tiger? Martin Jenkins The Last Bear Hannah Gold	Resist Tom Palmer Suffragettes and the Battle for Equality David Roberts	Paradise Sands Levi Pinfold Boy in the Tower Polly Ho-Yen	The Wind in the Wall Sally Gardner Romeo and Juliet William Shakespeare	Some Places More Than Others Renee Watson (All Year 6) Night Mail W H Auden

English Non-Negotiables

To ensure that children make progress and that consistency is achieved across the school, staff are provided with clear and consistent expectations regarding English and Phonics teaching and learning

Reception

Phonics

Curriculum and Lesson

- Read Write Inc is taught daily.
- Read Write Inc groups start from week 6.
- Read Write Inc evidenced in light green exercise books from week 6.
- Teacher to write the short date for each lesson on the right side of the page.
- Letter formation should be modelled in RWI books using green pen.
- Read Write Inc portal videos are sent home weekly via Class Dojo.

Displays

Displays should have the following clearly visible:

- Read Write Inc sounds should be displayed in the correct order
- Read Write Inc Simple Speed Sound chart

Provision

In the EYFS classroom, there should be a dedicated 'FRED' continuous provision area.

As a base the provision area should include:

- Read, Write Inc sound mat
- Fred the Frog

Enhanced Provision

Enhanced provision consists of links to Read Write Inc lessons to consolidate and challenge learning.

Reading

Curriculum and Lesson

- Read Write Inc is taught daily.
- Read Write Inc groups start from week 6.
- Read Write Inc evidenced in light green exercise books from week 6. This should be dated.
- Reading books are sent home following RWI phonic grouping.
- Read Write Inc Home Videos are sent home weekly via Class Dojo.
- Adults should check the return of reading books and if damaged a message should be sent via Dojo to pay a charge. A new book should not be given until the charge is paid.

Reading Assessment

- Read Write Inc assessments take place at the end of every half term by the Read Write Inc Lead
- Daily assessments within Read, Write Inc lessons to identify gaps to review. Address during next phonic lessons.
- Independent reading in continuous provision should be documented on Tapestry and linked to ELG.
- Half termly progress check points to be completed with EYFS lead.

Displays

Displays should have the following clearly visible:

- The current text and linked vocabulary.
- Read Write Inc sounds should be displayed in the correct order
- Read Write Inc Simple Speed Sound chart

Provision

In the EYFS classroom, there should be a dedicated 'Reading' continuous provision area both inside and outside.

As a base the indoor provision area should include:

- The class text
- Read, Write Inc sound mat
- Decodable phonic books
- Reception recommended reads – changed half termly.
- Boxes with resources for children to create their own oral stories.

As a base the outdoor provision area should include:

- Read, Write Inc sound mat
- Decodable phonic books

Writing

Curriculum and Lesson

Literacy Tree texts and planning should be followed and taught to reception children 3 times a week.

- This may be evidenced in Yellow Exercise books, Tapestry or the Learning Journey wall.
- Once per week, children should record their learning in their English book. This is to gain an insight into their learning and see progress over time.
- Writing will also take place in daily Read Write Inc lessons. This will be evident in Read Write Inc light green exercise books.
- Teacher to write the short date for each lesson on the right side of the page.
- High expectations for children's presentation. This includes no doodling or drawing on exercise books.

Writing Assessment

- Children's English books will be live marked by the teacher in pink and green pen.
- Incorrect letter formation must be picked up on and modelled to the children in Read Write Inc and English lessons.
- Half termly progress check points to be completed with EYFS lead.

Displays

Displays should have the following clearly visible:

- The current text
- English vocabulary from the text and visuals
- Current learning (photocopies of children's work or adult modelled writing)
- Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working and in their provision.

Provision

In the EYFS classroom, there should be a dedicated 'Marking Making' continuous provision area both inside and outside.

As a base the provision area should include:

- Materials for mark making
- Read, Write Inc sound mat
- Model writing frames and different types of paper
- Whiteboards and pens
- Boxes with different pens / pencils /crayons
- Letter formation dry wipe sheet

Enhanced Provision

Enhanced provision consists of the extra materials and resources that teachers may provide for their children that make continuous provision more challenging.

It gives the chance to consolidate the learning made in continuous provision areas.

- Teachers to cater certain tasks according to interest.
- The ability to differentiate tasks based on the abilities of a certain child.
- Greater opportunity to introduce new ideas to students without them having to be formally taught.
- A fantastic way for children to take risks and experiment independently with no fear of negative feedback.
- A great way for children to re-visit some of their learning skills.

Key Stage One

Phonics

Curriculum and Lesson

- Read Write Inc is taught daily.
- Read Write Inc groups start from week 2.
- Read Write Inc evidenced in light green exercise books.
- Children to write the short date for each lesson on the right side of the page.
- Children to underline the short date in Year 2.
- Read Write Inc portal videos are sent home weekly via Class Dojo.
- Children are given 5 RWI spellings each week as part of homework.
- Letter formation should be corrected by adults in RWI books using green pen.
- Certain parts of Read Write Inc lessons are marked by the children following adult modelling.
- High expectations for children's presentation. This includes no doodling or drawing on exercise books.
- Teachers to access pathway videos each half term on Ruth Miskin based on most recent assessments.

Displays

Displays should have the following clearly visible:

- Read Write Inc Set 2 and Set 3 Sounds should be displayed in order on a washing line.
- Read Write Inc complex speed sound chart
- Green sound spotter on the complex speed sound chart to show the sound of the day.

Reading

Curriculum and Lesson

- Read Write Inc is taught daily for 45 minutes.
- Read Write Inc groups start from week 2
- Read Write Inc evidenced in light green exercise books
- Reading books are sent home and changed on a Monday following RWI phonic grouping. This is their main reading book.
- Reading for Pleasure books are changed during class library time sessions.
- Reading Records should be checked and signed by the teacher or teaching assistant once a week.
- Adults should check the return of reading books and if damaged a message should be sent via Dojo to pay a charge. A new book should not be given until the charge is paid.
- Read Write Inc Home Videos are sent home weekly via Class Dojo.
- In Year 2, FRED's Teaching is taught daily once children have completed Read Write Inc. Phonics. This is evidenced in guided skills exercise book. This will happen after Read Write Inc Spelling
- Teachers will read a class text throughout the week.
- Children should be taken to the library once a week to change their reading for pleasure book, to enjoy reading and to be taught simple library skills.

Reading Assessment

- Read Write Inc assessments take place at the end of every half term by the Read Write Inc Lead
- Daily assessments within Read, Write Inc lessons to identify gaps to review. Address during next phonic lessons.
- Collins Assess Fluency in Reading completed once children come off the Read Write Inc Phonics programme.
- School assessment week reading comprehension once a term for year 2.
- School assessment week reading comprehension in the summer term for year 1.

Statutory Assessment

- Phonic Screening Check in Year 1

- Phonics Screening Re-check in Year 2

Displays

Display should have the following clearly visible:

- The current text on classroom doors.
- Any focus red words or common exception words
- VIPERS display.
- Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working.

Reading Corner

The class book corner should be a mini library and give pupils the opportunity to:

- browse the best books
- revisit the ones that the teacher has read to them

Books should be displayed attractively and at pupil's eye level on outward-facing shelves so that they're easy to find, choosing books from the main school library and should be organised. Examples of organisation include 'very short reads', 'short reads', 'long reads', teacher recommendations, non-fiction, our favourites or books that the class has listened to.

Teachers should:

- start the year with a range of 30 to 40 books, with a few copies of some single titles (including favourites from the previous year)
- refresh the stock regularly by introducing different books from the school library throughout the year, with pupils' help, and returning others to free space.
- putting books at eye level so pupils can see easily what is available
- presenting as many books as possible face-out, so that the cover, author and title engage pupils' attention.

Writing

Curriculum and Lesson

Literacy Tree texts and planning should be followed and taught daily.

- This may be evidenced in yellow exercise books or on the working wall
- Spelling will take place in daily Read Write Inc lessons. This will be evident in Read Write Inc light green exercise books.
- Spellings are tested and given out every Monday. This includes 5 RWI spellings and 5 class spellings.
- High expectations for children's presentation. This includes no doodling or drawing on exercise books.
- In Year 2, children write and underline the long date for each lesson on the left of the page.
- In Year 1, the date is printed by the teacher. They begin to write the date in the summer term in preparation for year 2.
- Individual handwriting lessons take place at least twice a week in SPaG dark green books.

Writing Assessment

- Children's English books will be live marked or marked by the teacher in pink and green pen following the handwriting policy.
- Incorrect letter formation must be picked up on and modelled to the children.
- Our school editing code is used to improve written pieces of work.
- The main writing outcome on Literacy Tree planning will be the Golden write for each text. This should be marked following the writing assessment grids for each year group.

Displays

Display should have the following clearly visible:

- The current text
- English vocabulary from the text and visuals

- Literacy Tree resources
- Current learning (photocopies of children's work or adult modelled writing)
- Achieving Excellence in Handwriting Basic Poster
- Achieving Excellence in Handwriting Letter Family Poster
- Capital Letters
- Please refer to your working wall when teaching and use it as another tool to develop independence when the children are working.

Key Stage Two

Reading

Curriculum and Lesson

- FRED's Teaching Reading Scheme taught daily and evidenced in orange guided skills book. This should be dated.
- Reading books (book banded) are sent home and changed when relevant to the class teacher. This is their main reading book.
- Reading for pleasure books are changed during library session times.
- Reading Records should be checked and signed by the class teacher or a teaching assistant once a week.
- Adults should check the return of reading books and if damaged a message should be sent via Dojo to pay a charge. A new book should not be given until the charge is paid.
- Teachers will read a class text during protected reading time on class timetables before lunch.
- Children should be taken to the library once a week to change their reading for pleasure book, to enjoy reading and to be taught simple library skills.

Reading Assessment

- School assessment week reading comprehension once a term.
- Collins Assess Fluency in Reading are completed once a term for reading books.

Statutory Assessment

- Year 6 SAT's

Display

Display should have the following clearly visible:

- The current text and linked vocabulary.
- Any focus red words or common exception words.
- VIPERS display.
- Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working.

Reading Corner

The class book corner should be a mini library and give pupils the opportunity to:

- browse the best books
- revisit the ones that the teacher has read to them
- borrow books to read or retell at home as part of their reading for pleasure
- Books should be displayed attractively and at pupil's eye level on outward-facing shelves so that they're easy to find, choosing books from the main school library and should be organised. Examples of organisation include 'very short reads', 'short reads', 'long reads', teacher recommendations, non-fiction, our favourites or books that the class has listened to.

Teachers should:

- start the year with a range of 30 to 40 books, with a few copies of some single titles (including favourites from the previous year)

- refresh the stock regularly by introducing different books from the school library throughout the year, with pupils' help, and returning others to free space.
- putting books at eye level so pupils can see easily what is available
- presenting as many books as possible face-out, so that the cover, author and title engage pupils' attention.

Writing

Curriculum and Lesson

Literacy Tree texts and planning should be followed and taught daily.

- This may be evidenced in yellow exercise books or on the working wall.
- Spelling will take place in daily Read Write Inc lessons. This will be evident in Read Write Spelling booklets or dark green SPaG books. Short date in spelling booklets and activity title in SPaG books.
- Explain the purpose of RWI Spelling activities.
- Spellings are tested and given out every Monday. This includes 5 RWI spellings and 5 class spellings.
- High expectations for children's presentation. This includes no doodling or drawing on exercise books.
- Children write and underline the long date for each lesson on the left-hand side of the page.
- Individual handwriting lessons take place at least twice a week.
- Children will be considered for a pen from the Summer Term in Year 5.

Writing Assessment

- Children's English books will be live marked or marked by the teacher in pink and green pen following the handwriting policy.
- Our school editing code is used to improve written pieces of work.
- The main writing outcome on Literacy Tree planning will be the Golden write for each text. This should be marked following the writing assessment grids for each year group.

Displays

Display should have the following clearly visible:

- The current text on classroom doors.
- English vocabulary from the text and visuals
- Literacy Tree resources
- Current learning (photocopies of children's work or adult modelled writing)
- Achieving Excellence in Handwriting Basic Poster
- Complex speed sound chart – add to this or highlight spelling rule as you teach.
- Please refer to your working wall when teaching and use it as another tool to develop independence when the children are working.

Geography

Curriculum Statement for the Teaching and Learning of Geography

Intent	<p>Our aim is to develop a curiosity about the world that will remain with the children, even after they leave Buckton Vale. We want our pupils to enjoy learning about the world they live in and understand the relationships between people and the landscapes they live in.</p> <p>Our curriculum has been designed and sequenced to equip children with secure knowledge of the physical and human geography of our local area, country and the wider world. Through the curriculum, we aim to develop children’s awareness of the diverse world they live in so they can understand their place in it and be aware of the issues people around the world face, both socially and environmentally. Children will investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique.</p> <p>We hope that through the teaching of Geography we can develop transferable knowledge and skills which will enable our children to develop into only well-rounded and diverse learners.</p>
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	Knowledge	Geography Skills and Fieldwork	Topic Specific Vocabulary
Underpinned by	<p>Pupils will understand that the earth is a diverse place and that its environments, climate, resources and people are also diverse.</p> <p>Children will learn the differences between human and physical geography and gain an understanding of the earth’s key physical and human processes.</p> <p>Pupils will have a secure knowledge of the geography of the United Kingdom. They will be able to identify key physical features and describe the similarities and differences of different areas of the UK.</p> <p>Pupils will be able to make comparisons between the UK and other countries both in and out of Europe.</p> <p>Pupils will understand the way in which locations and communities around the world are connected.</p> <p>They will express their opinions on current environmental issues.</p>	<p>Children will become familiar with a range of maps (including Ordnance Survey maps) to identify geographical features.</p> <p>Children will use eight-point compass directions and coordinates to locate features.</p> <p>Children will use maps to follow and plot routes and will draw accurate maps of familiar locations/journeys.</p> <p>Children will know which maps to select based on their requirements (e.g. using an Atlas to find a country and an OS map to find a village).</p> <p>Children will conduct geographical investigations, including the use of different measuring equipment, and will be able to present their findings clearly.</p> <p>Children will develop relevant geographical skills and knowledge which they are able to apply through fieldwork opportunities.</p>	<p>Children across all key stages will be able to use and understand topic specific language based on the geography unit they are currently learning about and those they have learnt about previously.</p>

	Curriculum and Key Skills	Fieldwork and Enrichment	Cross-curricular links
Implementation	<p>Geography is taught in unit blocks throughout the year.</p> <p>Key knowledge and skills for each block ensure progression across the topics and year groups. Prior learning is built upon in order to foster meaningful connections.</p> <p>We use a progressive key skills document with focus on: Locational knowledge; Place knowledge; Human and Physical Geography; and Geographical skills and fieldwork. These skills are consistently integrated within lessons to ensure pupils are given opportunities to use and develop them.</p>	<p>Through fieldwork and trips, children will be given the opportunity to develop their skills and knowledge beyond the classroom.</p> <p>Fieldwork will facilitate the development of skills such as map reading, following directions and using a compass, as well as geographical investigations and surveys.</p> <p>Fieldwork will involve our local area whenever possible.</p> <p>School trips will provide further opportunities to develop fieldwork skills and give children first hand experiences, which will enhance their understanding of the world beyond their locality.</p> <p>Themed class days will be used to raise the profile of significant locations in the world.</p>	<p>Geography is an investigative subject which develops skills transferable to other areas of the curriculum. Topics are carefully considered so that they maximise opportunities for cross curricular links. This enables pupils to develop and consolidate important knowledge and skills.</p> <p>In order to develop reading skills, children will be provided with age-appropriate, high-quality texts that link to the geography topic being studied.</p>

We start every geography lesson by explain what the children will be learning:

This is a geography lesson. In geography lessons we learn:

(lower school) about the world and the people in it.

(upper school) about the features of the world and how people interact with the world.

The children then engage in a retrieval practice activity before moving on to new learning in that lesson.

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	<p>Through discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored.</p>	<p>Pupils can recall key knowledge and information about the units studied over time as they build an overview of the world.</p> <p>Geography books show evidence of a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge.</p>	<p>Pupils understand and demonstrate the geography skills they have learnt through the work they produce in lessons.</p> <p>Pupils use acquired vocabulary to interpret and convey their understanding of the world. They can analyse and interpret information in order to question and reflect on the world and its inhabitants.</p>

Geography Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1			What is it like here?	The United Kingdom		Wonderful Weather
Year 2	Would you prefer to live in a hot or cold place?		Egypt (Cairo Vs Manchester)			What is it like to live by the coast?
Year 3		Settlements (including UK countries/cities)		Extreme Earth		North America
Year 4		Where does our food come from?			Local History Study	Mountains, Rivers and Coasts
Year 5			Brazil Vs UK (South America)			The Amazon Rainforest
Year 5/6			Brazil Vs UK (South America)			The Amazon Rainforest
Year 6			Energy			Population

History

Curriculum Statement for the Teaching and Learning of History

Intent	<p>At Buckton Vale, we aim to develop a passion for history and inspire curiosity about the past. We want to stimulate children’s interest and understanding about the lives of people from the past and for them to enjoy learning about a range of different time periods.</p> <p>We aim for a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of local, British and world history. Our curriculum will encourage children to explore topics and themes through thoughtful discussion and questioning whilst providing the opportunity to develop their skills of enquiry, investigation and analysis. Children will learn to challenge their own and other’s views and preconceptions through appropriate historical enquiry; using a range of sources, artefacts, high quality texts, trips, visits and themed days.</p> <p>As a result of this, our pupils will finish Key Stage 2 with an understanding of the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We hope that through the teaching of history we can inspire our pupils to become lifelong learners, applying the critical thinking skills they have learnt in a wide variety of contexts.</p>
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	The Teaching of Skills	Knowledge and Chronological Understanding	British Values
Underpinned by	<p>Our curriculum is designed to enable learners to acquire relevant subject knowledge through the application of different historical skills.</p> <p>Skills build progressively across each Key Stage to ensure well-rounded learners.</p>	<p>At Buckton Vale, pupils will develop their knowledge of a range of periods throughout history, gaining a chronological understanding of significant civilizations, eras and events.</p> <p>They will understand how the United Kingdom has been shaped and how Britain has influenced and been influenced by the wider world.</p> <p>Pupils will make links with previous learning, drawing upon their existing historical knowledge.</p> <p>Children will be able to analyse a variety of sources to draw conclusions about historical periods or events, identifying the limitations and advantages of different source materials.</p> <p>Pupils will use and understand appropriate topic vocabulary, including abstract terms (such as ‘empire’ and ‘civilization’), in the correct context.</p>	<p>Through the teaching of the history curriculum, children will learn about the principles of democracy and the rule of law, exploring how this has developed and changed throughout history, and will explore how the role of British institutions (such as the monarchy) have shaped our country. The history curriculum will develop a sense of identity and cultural understanding based on pupil’s historical heritage. This enables children to learn to value their own and other people’s cultures.</p> <p>Through discussing and exploring different interpretations of historical events, children will develop respect for the opinions, values and beliefs of others.</p>

	Blocked Curriculum	Enrichment	Cross-curricular links
Implementation	<p>At Buckton Vale, history is taught in blocks throughout the year with consideration given to ensure progression across topics throughout each year group, ensuring that prior learning is built on in order to foster meaningful connections.</p> <p>We use a progressive key skills document which focuses on;</p> <p>Chronological understanding: Historical understanding: Historical interpretations: Enquiry: and Presenting, communicating and organising ideas.</p> <p>These skills are consistently integrated within lessons to ensure pupils are given opportunities to use and develop them.</p>	<p>Pupils will have the opportunity to develop their historical skills and knowledge through trips, visits and individual class themed days linked to the period of history they are exploring.</p> <p>Enrichment opportunities will excite and engage pupils, giving them a chance to experience history first-hand and immerse themselves in the topic.</p> <p>Links to the history of the local area and community will be made where possible to develop children's sense of perspective and contextualise learning.</p>	<p>We aim to develop links between history and other areas of the curriculum. This will enable pupils to develop and consolidate important knowledge and skills.</p> <p>In order to develop reading skills, children will be provided with age-appropriate, high-quality texts that link to the history topic being studied.</p>

We always start our History lessons by reminding the children about what they will be learning:

This is a history lesson. In history lessons we learn...

(Y1 and 2) about people and events in the past.

(Y3 and 4) about people and events in the past and identify similarities and differences between the ways of life in different time periods.

(Y5 and 6) about people and events in the past and identify connections, causes, similarities and differences and significance over time.

The children then engage in a retrieval practice activity before moving on to new learning in that lesson

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	<p>Through discussion and feedback, children talk enthusiastically about their history lessons and show a genuine curiosity and interest in the areas they have explored. They ask perceptive questions and are able to weigh evidence to reach reasoned conclusions.</p>	<p>Pupils can recall key knowledge and information about the units studied over time.</p> <p>History books show evidence of a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.</p>	<p>Pupils understand and demonstrate historical skills through the work they produce in lessons.</p> <p>Pupils have the confidence to apply the skills they have learnt across the curriculum.</p>

History Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1	My History (short unit)	Toys Through Time			Explorers (significant individuals)	
Year 2		The Gunpowder Plot		Inspirational People (Hugh Mason, Ada Jane Summers, Alan Turing)	Titanic	
Year 3	Stone Age to Iron Age Britain		Ancient Egypt		Leisure and Entertainment in the 20 th Century	
Year 4	Roman Britain		Ancient Greece		Local History Study	
Year 5	Anglo-Saxons	Vikings			The Tudors	
Year 5/6	Anglo-Saxons	Vikings			Kingdom of Benin	
Year 6	Anglo-Saxons	Vikings			Kingdom of Benin	

Curriculum Statement for the Teaching and Learning of Maths

Intent	<p>The intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience, so that they are fully prepared for the future. The curriculum ensures the children are exposed to a range of fluency, reasoning and problem-solving opportunities on a daily basis, developing mastery skills across the school. We follow the White Rose maths scheme and use Classroom Secrets to help promote learning in a real-life context. The children are exposed to a wide range on mathematical resources using concrete, pictorial and abstract which helps them to explain and reason to show their understanding. We use a PAC approach to our lessons P= problem, A= application, C= challenge, which helps our learners understand that exploring a range of methods helps promote life-long learning in preparation for everyday life.</p>
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	The Teaching of Fluency	The Teaching of Reasoning	The Teaching of Problem Solving	Mastery	Applied Vocabulary
Underpinned by	<p>Fluency is an important part of every lesson at Buckton Vale. The children complete a Flashback 4 sticker daily which supports sticky knowledge learning as it recaps on topics already covered consistently throughout the year. The lesson also involves varied fluency questions to consolidate the learning daily. Numbots and TTRockStars are also used in school and at home to assist with fluency in number bonds and times tables</p>	<p>Reasoning is a vital element of the curriculum. Each lesson the teacher models a range of examples during the whole part of the lesson and the children are given opportunities to show their application and understanding by explaining and answering a range of questions.</p>	<p>Problem solving is applied in a variety of ways in each lesson. The children are exposed to problem solving challenges as a group which helps discussion and mathematical application and address common misconceptions, before moving to a variety of problem-solving challenges.</p>	<p>Teaching for mastery is very important, our aim is for all pupils to gain a deep, long-term and secure understanding of maths allowing them to use variation, fluency, representation and thinking to a range of mathematical concepts.</p>	<p>Stem sentences are used and displayed in classrooms to assist with developing confidence in explaining mathematical reasoning and problem solving verbally and in books.</p>

	White Rose	Maths Hub	Flashback 4/Power Up
Implementation	<p>For consistency, coverage and progression the whole school follow the White Rose scheme of learning. We also use Classroom Secrets to ensure that varied fluency, reasoning and problem-solving opportunities are tackled every lesson.</p>	<p>As a school we have been involved in the Mastery approach journey, this has helped us refocus how maths is taught. Following COVID we are using the hub for CPD to assist TAs to be confident in leading small focused interventions to close gaps identified in the classroom.</p>	<p>All classes use Flashback 4s daily to assist with sticky knowledge. Children are regularly exposed to Power Up activities that reinforce learning in a challenging way with plenty of variation to suit all learning styles.</p>

We always start our Maths lessons by reminding the children about what they will be learning:

This is a maths lesson. Maths is an abbreviation of the word mathematics.

(Lower School) - In maths lessons, we learn to recognise and work with numbers, shapes and measurements.

(Upper School) - Mathematics is the science that deals with the logic of shape, quantity and arrangement.

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	<p>Pupils are keen to share their mathematical thinking and understanding and acknowledge that it is ok if you go in the 'pit of learning' as we can learn from our mistakes.</p> <p>When we hold competitions and events the children are always enthusiastic and keen to take part.</p>	<p>All books show a range of challenges and allow children to move between their own level of challenge when selecting their independent work.</p> <p>Questions purposely expose children to how and when maths is used in everyday life and is a skill to support them become successful citizens.</p> <p>A range of strategies are taught to allow all children to find their own methods to tackle mathematical problems</p>	<p>Lessons are structured to provide a range of mathematical opportunities which can be applied outside school and in other areas of the curriculum.</p> <p>School has re-engaged with the NW Maths hub for this academic year.</p> <p>Children are given fix-it opportunities to address simple misconceptions and support them to understand the importance of checking their calculations.</p> <p>Books will show progression across all years and are consistent with the approach to using CPA.</p>

Maths Non-Negotiables

- The short date is written on the top right line of the book with the learning objective on the following line.
- We use challenge questions to encourage children to think deeply about their answers. We will use the White Rose Problem Solving Questions.
- White Rose is used as the main resource. However, this is adapted using other resources (Classroom Secrets/Twinkl) to ensure that there is enough fluency and reasoning and problem solving.
- Teaching PowerPoints to be carefully sequenced with small steps focusing on guided practice and building the learning progressively.
- Teaching PowerPoints to include key vocabulary for the lesson and STEM sentences – where appropriate
- Maths working wall to be relevant for the unit and used. Key vocabulary to be displayed on the working wall.
- There will be a daily maths lesson. When relevant to an objective, Active Maths lessons may take place. This may be used as a pre-teach or a recap lesson.
- A range of varied fluency questions and reasoning and problem-solving questions are provided on a daily basis.
- Flashback 4 completed every morning in Key Stage 2 and Year 2. Year 1 begin this in Autumn 2.
- AFL cups to be used throughout the lesson in both Key Stage 1 (red and green) and Key Stage 2.
- A range of varied fluency questions and reasoning and problem-solving questions are provided on a daily basis. Real-life problems to be relatable and used where necessary.
- Concrete equipment boxes out on tables every lesson.
- Vocabulary to be a key focus of the lesson; on display, used at the point of teaching and referred to through delivery including on the PowerPoint.
- Most responses from children will be in full sentences and children will be able to explain their answer fully using the key word 'because'.

- STEM sentences to be incorporated within a sequence of lessons to support learning. These need to be chanted and rehearsed chorally to enhance the understanding of the key concept.
- Adults to move round the room giving instant feedback where necessary and using the marking codes in the books.
- SEND children to have work appropriate for their level.
- Children are to ensure that their presentation is neat - One digit per square should be used.
- Maths interventions to take place as soon as possible after the point of learning through hot spotting to ensure that any misconceptions are addressed.
- We follow the principle new day, new page.
- Purple pen should be used to fix errors in calculations – Year 2 upwards.

Modern Foreign Languages - French (Key Stage 2)

Curriculum Statement for the Teaching and Learning of Modern Foreign Languages - French

Intent	<p>At Buckton Vale we aim to provide a high-quality Modern Foreign Language provision in an enriching and supportive environment. We aim to support all children to attain optimum linguistic and cultural development and awareness. We aim to teach the children skills of phonics, vocabulary and grammar through a well-focused French curriculum developing both language comprehension (listening and reading) and language production (speaking and writing). Our well thought out curriculum aims to improve the written and verbal French for every student, whilst feeding into their growing cultural awareness.</p> <p>We aim for all children to have a love for all languages, giving them the best opportunities for travel and enrichment in a more accessible world.</p>
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	The Teaching of Skills	Language	Cultural Awareness
Underpinned by	<p>A well-structured skills progression of lessons throughout the year groups that focus on phonics, vocabulary, grammar, language and cultural awareness.</p> <p>Our French Curriculum supports pupils to meet the National curriculum end of Key stage 2 attainment targets.</p> <p>Buckton Vale will follow the Kapow scheme of work.</p>	<p>We aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.</p>	<p>Our French curriculum aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.</p>

	Enrichment	Curriculum offer	Cultural Awareness
Implementation	<p>Our curriculum invites children to explore the French speaking world and discover topics that will allow the children to enjoy new experiences within the classroom.</p> <p>Buckton Vale will host an annual French day, allowing children to celebrate traditions, celebrations and beliefs from French speaking countries.</p>	<p>Children are offered a wide range of progressive lessons, that build on 3 main strands and 2 skill areas:</p> <ul style="list-style-type: none"> - Phonics A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link. - Vocabulary As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts. - Grammar Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme. <p>Skills:</p> <ul style="list-style-type: none"> - Language Comprehension 	<p>Our French curriculum aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.</p>

		- Language Production	
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French Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground game – numbers and age	In French classroom	French transport	A circle of life in French
Year 4	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food – miam, miam!	French and the Eurovision Song Contest
Year 5	French monster pets	Space exploration – in French	Shopping in France	French-speaking world	Verbs in a week	Meet my French family
Year 5/6	French monster pets	Space exploration – in French	Shopping in France	French-speaking world	Verbs in a week	Meet my French family
Year 6	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	Meet my French family

	Pupil Voice	Evidence and Knowledge	Cultural Awareness
Impact outcomes	Through discussion and feedback, children talk enthusiastically about their French lessons and other cross-curricular lessons (eg themed days). Children across Key Stage 2 articulate well about the benefits of learning about France.	<p>Pupils use acquired vocabulary and skills in other areas of the curriculum.</p> <p>Teachers plan opportunities to study across concepts and deepen their understanding of the French Language. Pupils have confidence and are inspired to further their knowledge.</p>	<p>Children can express different, beliefs, traditions and celebrations in French speaking countries.</p> <p>Children show a desire to want to travel and visit different cultures.</p> <p>Children show great interest in studying languages in the future.</p>

Music

Curriculum Statement for the Teaching and Learning of Music

Intent	<p>At Buckton Vale, we aim to provide children with the fundamental understanding of the mechanics of music. We equip children with the skills of listening, performing, composing and improvisation through our exciting and engaging curriculum.</p> <p>We intend for children to explore their creativity and harness their talents through our spiral curriculum, focusing on the interrelated dimensions of music. Children are also exposed to a variety of musical genres, through our carefully curated listening opportunities. All children are able to take part in other music making opportunities, including ensemble singing and brass band.</p> <p>Children will learn to read the notes of the staff, to play an instrument and to perform in productions. Children will also use technology to compose.</p>
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	Creativity	Lifelong Learning	Aspiration
Underpinned by	Music is an inherently creative subject and enables children to fully express themselves, through performance, composition and improvisation.	Children are equipped with skills that they can take forward into future pursuits, such as choral singing, orchestral ensembles and solo performances.	Our music curriculum is aspirational for all children, with positive role models shown in our listening sessions. Music also helps to increase cultural capital and increases wellbeing for children.

	Progressive Curriculum	Extra-curricular Clubs	Wider Opportunities
Implementation	<p>Our curriculum uses the Kapow Scheme, which is designed on a spiral model, developing children's knowledge and understanding of the interrelated dimensions of music.</p> <p>Within the EYFS setting, music takes the form of daily 'rhyme time' sessions, where songs and rhymes are learnt and repeated, and through use of instruments in the continuous provision areas, where children are guided to experiment with making sounds, listening to different pitches and playing different rhythms.</p>	<p>We are passionate about providing musical opportunities for our children. Children in KS2 have access to our brass band tuition. Children across KS1 and 2 are able to join our choir.</p> <p>Children are able to access 1:1 music tuition in a variety of instruments, and are able to showcase their talents at various points through the year.</p>	<p>With the Victorious Academy Trust, we are able to take part in the Victorious Voices event.</p> <p>Children in EYFS and KS1 perform a Nativity each year.</p>

We share a definition of the subject at the start of each music lesson, for example:

This is a music lesson. In music lessons we:

(Lower School) Listen to or create sounds sung by voices or played on musical instruments.

(Upper School) Create sounds by arranging the elements of melody, harmony, rhythm and timbre through time OR Listen to music that has been created by arranging the elements of melody, harmony, rhythm and timbre through time.

	Pupil Voice	Evidence of Knowledge and Skills	Breadth of Knowledge
Impact outcomes	<p>Children throughout the school will show enjoyment and understanding of their music lessons.</p> <p>They will be able to talk about their learning using the language of music, at a level relative to their age.</p> <p>Children will be able to show knowledge of different types of music.</p>	<p>Children will be able to show their knowledge through performance, and through their pupil voice.</p> <p>Lessons at the beginning and end of each unit of work will be videoed, to show the progression in skills through the unit.</p>	<p>Through our Singing Assemblies, and through our music lessons, children are given the opportunity to experience music from the breadth of the Classical canon, and also more modern music.</p> <p>Our music curriculum ensures that knowledge progresses through each Key Stage, and is built on year by year.</p>

Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Exploring Sound	Celebration music	Music and movement		Transport	
	EYFS also take part in singing sessions every day, exposing the children to different nursery rhymes throughout the year. (See EYFS planning document for details). There are also opportunities to explore instruments within continuous provision, with teachers providing opportunities to explore rhythm, pitch and dynamics.					
Year 1	Pulse and rhythm – All about me	Nativity – Christmas songs and performance	Tempo – Snail and mouse	Musical vocabulary – Under the Sea	Timbre and rhythmic patterns – Fairytales	Pitch and tempo – Superheroes
Year 2	West African call and response song – Animals	Nativity – Christmas songs and performance	Orchestral instruments – Traditional Stories	Musical me	On this Island – British songs and sounds	Myths and legends
Year 3	Ballads	Creating Compositions – Mountains	Pentatonic composition – Chinese New Year	Developing Singing – The vikings	Jazz	Whole class instrumental - Caribbean
Year 4	Body and tuned percussion – Rainforests	Rock and Roll	Changes in pitch, tempo and dynamics – Rivers	Haiku Hanami festival	Samba and carnival sounds – South America	Whole class instrumental – South America
Year 5	Composition notation	Blues	South and West Africa	Whole Class instrumental - South Africa	Looping and remixing	Musical theatre
Year 5/6	Themes and variations - Pop Art	Songs of World War 2	Blues	Composition to reflect festival of colour	Whole class instrumental - India	Year 6 End of Year Production / Leavers song
Year 6	Film Music	Whole class instrumental - North America	Dynamics, pitch and Tempo - Fingal's Cave	Baroque	End of Year Production / Leavers song	End of Year Production / Leavers song

Physical Education

Curriculum Statement for the Teaching and Learning of Physical Education

Intent	<p>At Buckton Vale we aim to provide a high-quality sports provision in a safe and supportive environment. We aim to support all children to attain optimum physical and emotional development and good health. We aim to teach the children skills to collaborate and cooperate with others and how to work in an effective team, understanding fairness and equity of play to embed life long-learning values. Our well thought out curriculum aims to improve the fitness and wellbeing of all the children and teach the life-saving skills of swimming 25 meters and cope in an emergency situation.</p> <p>We aim for all children to be active for sustained periods, make healthy life choices and be able to join in a range of sporting competitive events both in and outside of school.</p>
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	The Teaching of Skills	Evaluating and improving	Fitness and Health
Underpinned by	<p>A well-structured skills progression of lesson throughout the key stages and extended PE offer.</p> <p>We ensure all children have access to a range of sports, gymnastics, dance and outdoor, adventurous activities throughout their time at Buckton Vale. Children are also given opportunities to take part in inter and intra school competitions.</p>	<p>Children are encouraged to reflect on their skills and compare and comment on their performance and that of others. They are taught how to evaluate new skills and work to improve them. Throughout the PE curriculum, each lesson is underpinned by a S,E,T (Social, Emotional, Thinking) objective, allowing children to develop the skill of receiving and giving feedback.</p>	<p>We aim to support the children to maintain a healthy life and support them to make healthy life choices. Children take part in weekly PE sessions and are encouraged to take part in regular extra-curricular competitive and non-competitive activity.</p>

	Curriculum offer	Enrichment	Competition
Implementation	<p>Children are offered a wide range of physical activities. These range from</p> <ul style="list-style-type: none"> • Net and wall games • Strike and field games • Invasion games • Gymnastics • Dance • Outdoor adventurous activity. • Athletics • Fitness • Yoga <p>Children take part in competitive competition against local schools and join specialist taught sessions.</p> <p>Children in Year 5 attend weekly swimming lessons.</p> <p>Children are offered a range of sports lead by staff during the lunch break as well as a range of sporting after school clubs.</p>	<p>We provide all children with opportunities in extra-curricular activities that are inclusive, enjoyable and increase their physical activity.</p> <p>Children take part in PE lessons throughout the academic year.</p> <p>Afterschool clubs are offered through staff, enriching the children in a variety of sports.</p>	<p>Children are invited to take part in Inter and Intra level competition. They learn how to be good competitors and learn behaviours to support each other in both winning and losing. Children take part in heats and finals and develop team spirit and comradery.</p>

We share a definition of the subject at the start of each lesson, for example:

*This is a PE lesson. PE is an abbreviation for **Physical Education**. In PE lessons we (Lower School): Learn how to move our bodies to stay fit and healthy.*

(Upper School): Learn physical skills and take part in both competitive and non-competitive sports to develop our own health and fitness.

Our PE and Sports lessons are based around a skills-based outcome linked to the National Curriculum:

- Attacking and defending
- Invasion games
- Running, jumping and throwing (Athletics)
- Sending and receiving skills
- Fundamental moving skills (focus for KS1)
- Creative movements (Gymnastics).

	Pupil Voice	Evidence of Knowledge and Skills	Breadth of Knowledge
Impact outcomes	Children talk about Physical Education lesson positively. They enjoy the range of activities offered and are keen to share views on how they want to further improve the subject. Children are able to talk about why physical activity is important and how to lead healthy life and make healthy choices. Children enjoy the range of activities on offer during lunch time and after school	<p>Children can explain the effect physical education has on their health and body and explain why it is important.</p> <p>Children develop skills in working as team, they develop positive relationships and a positive work ethic.</p> <p>Children learn to link skills and develop them as they move through the Key Stages. They learn the importance of rules and safety features of using equipment and playing games.</p> <p>Children develop a passion and stamina for sport, dance and gymnastics both competitive and non-competitive.</p>	Children use knowledge from regular physical education lessons and are able to make healthy life choices. They understand the importance of the choices made both for food and activity. Through the structure physical education offer children are able to make choices to live a long and healthy life.

PE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to PE: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Fundamentals: Unit 1	Ball Skills: Unit 1	Games: Unit 1
Year 1	Fundamentals	Gymnastics	Gymnastics	Dance	Yoga	Fitness
	Ball Skills	Sending and Receiving	Invasion Games	Net and Wall	Athletics	Striking/Fielding
Year 2	Fundamentals	Gymnastics	Gymnastics	Dance	Yoga	Fitness
	Ball Skills	Sending and Receiving	Invasion Games	Net and Wall	Athletics	Striking/Fielding
Year 3	Fundamentals 3/4	Gymnastics	Gymnastics	Dance	Yoga	Fitness
	Ball Skills 3/4	Dodgeball	Tag Rugby	Tennis	Athletics	Rounders
Year 4	Fundamentals 3/4	Gymnastics	Gymnastics	Dance	Yoga	Fitness
	Ball Skills 3/4	Dodgeball	Tag Rugby	Tennis	Athletics	Rounders
Year 5	Netball	Gymnastics	Dodgeball	Dance	Yoga	Fitness
	Swimming	Swimming	Swimming	Swimming	Athletics	Rounders
Year 5/6	Netball	Gymnastics	Gymnastics	Dance	Yoga	Fitness
	Dodgeball	Basketball	Tag Rugby	Tennis	Athletics	Rounders
Year 6	Netball	Gymnastics	Gymnastics	Dance	Yoga	Fitness
	Dodgeball	Basketball	Tag Rugby	Tennis	Athletics	Rounders

PSHE including RSE

Curriculum Statement for the Teaching and Learning of PSHE.

Intent	<p>At Buckton Vale, we teach Personal, Social and Health education as a whole-school approach to underpin the development of every child. Our aim is to fully equip children to be happy, healthy individuals as well as effective learners. We use PSHE as a way to develop children's understanding of themselves and others and how to be respectful, empowered individuals.</p> <p>We use Kapow and My HappyMind as our chosen schemes of learning, taught as discrete weekly lessons across the school alongside interrogated PSHE throughout the curriculum.</p>
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	The Teaching of Skills	Lifelong Learning	British Values
Underpinned by	<p>We bring together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.</p> <p>6 essential themes are followed: Safety and the Changing Body, Economic Wellbeing, Health and Wellbeing, Families and Relationships, Citizenship and Transition.</p>	<p>Regular opportunities for discussion are provided during which children feel safe and supported to discuss their views, values and experiences.</p> <p>Children are reminded that PSHE is always a safe space and they have the right to pass if they wish.</p> <p>Our aim is to equip our pupils to be ready for the wider world and contribute positively to their communities and beyond.</p>	<p>The progressive scheme of work brings together the British Values for all year groups.</p>

	Blocked Curriculum	Enrichment	Text links
Implementation	<p>We use Kapow to ensure that children have opportunities to develop the range of skills required to make safe and healthy choices and develop skills to manage risk.</p> <p>PSHE is taught as weekly discrete lessons.</p> <p>We also follow the MyHappyMind programme of study. This supports and reinforces the teaching of PSHE through short, weekly sessions, giving pupils the opportunity to consider their personal strengths and areas for development.</p>	<p>Throughout the year we celebrate a number of recognised events that further embed the skills and knowledge of the PSHE curriculum, including Safer Internet Day, Children's Mental Health Week and Anti-Bullying Week.</p> <p>Each class takes part in 3 trips per year. These are carefully planned to support children's knowledge and understanding of the wider world.</p> <p>Year 6 children are able to attend the Tameside run Safety Squad event which provides them with opportunities to engage in activities developed to support them when dealing with issues they begin to face as they progress through education and later life.</p>	<p>We have invested in a selection of high-quality texts which cover a wide range of topics linked to learning in PSHE, such as how to manage friendships and conflict, children's mental health, managing emotions and dealing with loss.</p>
Imp	Cross Curriculum Links	Theme Days	Careers Week

	At Buckton Vale our aim is to ensure links are made between PSHE and other areas of the curriculum. We embed the skills and knowledge taught in PSHE through other subjects including English, Guided Reading, History, Art and PE.	Throughout the year we celebrate a number of recognised events that further embed the skills and knowledge of the PSHE curriculum, including Safer Internet Day, Children's Mental Health Week and Anti-Bullying Week.	In the Summer term, we invite parents and family members into school to meet with our Year 6 children and talk about their jobs. This is an opportunity for members of the community to share with our pupils the wide range of careers available to them, preparing them for the world of work once their time at school has finished.
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*This is a PSHE lesson. PSHE is an abbreviation for **Personal, Social and Health Education**. In PSHE lessons we learn*

(Lower School) ...how to be healthy and confident.

(Upper School) ...the knowledge, skills and understanding we need to lead confident, healthy and independent lives.

Our PSHE programme also includes a strong safeguarding focus through developing resilience, positive self-esteem and confidence. Our aim is to help our children recognise when they feel uncomfortable in a situation and to know who to trust and to speak up to for help. We want all our children to respect themselves and their bodies and to know what healthy relationships feel like. While the DfE statutory guidance expects schools to deliver work on puberty as a statutory expectation, lessons on human reproduction are left to the discretion of the school. At Buckton Vale we believe that children need to understand this before they leave primary school so that they understand that puberty has to happen to enable them to have babies in adulthood and also so that this knowledge safeguards them in the future.

Parents are informed about their right to withdraw children from the non-statutory SRE lessons, which are delivered in Years 4, 5 and 6. Teachers are expected to check with the school office before they teach these lessons to their classes.

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	Through discussion and focus groups, children enthusiastically articulate the benefits of PSHE at Buckton Vale. Children share how their learning supports them when learning about themselves, their relationships and the world around them.	Children at Buckton Vale know and understand the importance of learning about themselves, others and the wider world. Children at Buckton Vale enjoy PSHE and develop into confident and secure individuals.	Children are taught the National Curriculum objectives for their year group. Children develop knowledge and skills from their starting points to achieve their full potential.

PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Transition
Year 1	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Families and Relationship /Citizenship	Transition
Year 2	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Families and Relationship /Citizenship	Transition
Year 3	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Citizenship	Transition
Year 4	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Citizenship	Transition
Year 5	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Citizenship	Transition
Year 5/6	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Citizenship	Transition
Year 6	Meet Your Brain Safety and the Changing Body	Celebrate Safety and the Changing Body	Appreciate Economic Wellbeing	Relate Health and Wellbeing	Engage Citizenship	Transition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Building Relationships	Self-Regulation (My Feelings)	Managing Self (Taking on challenges)	Self-Regulation (Listening & instructions)	Managing Self (my wellbeing)	Building Relationships (My family and friends)
Year 1	Safety and the changing body L1: Adults in school L 2: Adults outside school L 3: Getting lost L 4: Making an emergency phone call L 7: Safety at home L 8: People who help to keep us safe		Economic Wellbeing All lessons	Health and wellbeing L5: Hand washing and personal hygiene L2: Healthy body, healthy brain: being active L7: Allergies Lesson 6: Sun safety L8: People who keep us healthy	Families and Relationship L7: Gender stereotypes Citizenship L1: Rules L2: The needs of others	Transition
Year 2	Safety and the changing body L 1: Introduction to the internet L 2: Communicating online L 3: Secrets and surprises L 4: Appropriate contact: my private parts L 5: Appropriate contact: My private parts are private L 6: Road safety L 7: Road safety 2 L 8: Staying safe with medicine		Economic Wellbeing All lessons	Health and Wellbeing L 6: Healthy diet L 7: Looking after our teeth	Families and Relationship L 6: Change and loss L 7: Gender stereotypes - careers and jobs Citizenship L 1: Rules beyond school L 2: Our school environment L 3: Our local environment L 4: Job roles in our local community	Transition
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 3	Safety and Changing Body L 1: First aid: emergencies and calling for help L 2: First aid: bites and stings L 5: Fake emails L 8: Keeping safe out and about	Economic Wellbeing All lessons	Health and Wellbeing L 7: Diet and dental health L 8: Resilience L 9: communicate my feelings	Citizenship L 3: Recycling L 4: Cyberbullying/Be kind online L 8: Stereotypes	Transition
Year 4	Safety and the changing body L 3: First aid: asthma L 4: Privacy and secrecy L 5: Consuming information online L 8: Tobacco	Economic Wellbeing All lessons	Families and relationships L 2: Healthy friendships	Citizenship L 2: Caring for the environment L 6: Stereotypes: disability L 5: Diverse communities	Transition
Year 5	Safety and the changing body L 1: Online friendships L 2: Staying safe online L 3: Puberty Safety and the changing body L 4: Menstruation L 5: Emotional changes during puberty	Economic Wellbeing All lessons	Health and wellbeing L 6: Healthy meals L 7: Sun safety	Citizenship L 3: Protecting the planet L 4: Contributing to the community Families and relationships L 3: Marriage	Transition
Year 6	Safety and the changing body All Lessons	Economic Wellbeing All Lessons	Health and wellbeing L 6: Immunisation L 8: Physical health concerns	Citizenship L 2: Food choices and the environment L 5: Valuing diversity	Transition

Religious Education

Curriculum Statement for the Teaching and Learning of Religious Education

Intent	It is the aim of the RE curriculum to allow children to learn through an enquiry-based approach to help them develop their ability to explore, ask and answer challenging questions about what people believe in and what differences this makes to how they live. Through the teaching of RE children at Buckton Vale are provided with opportunities to become global citizens, deepening their interest in the world and their place in it.
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	The Teaching of Skills	Lifelong Learning	British Values / Worldviews
Underpinned by	Through the lessons, children will learn about a range of religions and world views which will help them to recognise diversity which exists with and between communities as well as individuals. This will help them understand and appreciate different ways of life and ways of expressing meaning.	Children will develop their understanding of how belief and practices influence individuals and communities, helping them to reflect on identity and diversity which will help them to understand the various religions and beliefs.	By studying RE, children will develop and use skills needed in our wider world so they can articulate beliefs and values whilst explaining why they can be important in people's lives.

	Curriculum Design	World Views	Believing / living / Expressing
Implementation	By following RE Today, the Tameside agreed syllabus for RE, our curriculum is structured to enable children to learn about the core concepts, whilst allowing them to encounter diverse examples of religion and worldviews. The programme of study helps children to make sense of different religions whilst developing their own beliefs and world views, which in turn provides them with opportunities to make connections to lifelong learning and promote a good understanding of their place in society.	The term 'Worldview' encompasses a broad range of ideas, both religious and non-religious. The focus on organised worldviews and personal worldviews helps to acknowledge diversity within traditions as well as enabling pupils to recognise that members of religious traditions may also have personal views that differ. Organised worldviews include the teaching of traditional religions – Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.	Through the study of RE children will be exposed to the three elements of believing, living and expressing. This is done via discovering in FS, exploring in KS1 and connecting in KS2. Believing explores religious beliefs, teachings, sources, questions about meaning, purpose and truth. Expressing explores religious and spiritual forms of expression and questions about identity and diversity. Living explores religious practices and ways of life alongside questions about values and commitments.

	Cultural Capital	School Experiences	RE and British Values
Implementation	It is important that children are well informed citizens ready for the real world. RE covers a wide range of topics that link to religious and non-religious views that allow children to broaden their learning about different communities beyond their own	School partakes in Christian celebrations where Reception and KS1 perform the nativity. Children from different faiths are asked to share their faith if they wish within specific lessons. Parents have also been invited into school to share beliefs with classes. UKS2 have visited a mosque and we are in the process of arranging trips to other religious buildings in line with the curriculum to provide hands on experiences for all children.	RE helps children to understand the importance of mutual tolerance by challenging them to be increasingly respectful and celebrate diversity. It helps nurture a mutual respect between different faiths and beliefs. RE contributes to debating questions linked to life and examines the idea that we all share a responsibility to use our voices, linking to democracy. In RE we learn how individuals learn the difference between good and evil, right and wrong and how they can apply these ideas in their own communities. We look that fairness requires that the law applies equally to all. Linked to identity pupils consider belonging and identity and understanding what it means to live a life free from constraints.

	Pupil Voice	Evidence In Knowledge	Evidence In Skills
Impact outcomes	Children enjoy the discussion and debating element of the curriculum. Books are looked at termly with subject leader and the children allowing them to share their understanding, opinions and subject knowledge.	FAs a school we follow the Tameside agreed syllabus for RE which was relaunched in 2022. The scheme provides a wide range of units and as a school we split them into a 2-year cycle ensuring the full curriculum content is covered.	Children know and understand about a range of religions and worldviews. They can express ideas, significance and impact on religions and worldviews. Research helps pupils to develop their own morals, cultures, understanding of societies and beliefs. Through teaching, children build up positive attitudes towards people from different faiths or of no faith whilst developing an awareness of cultural beliefs different to their own.

RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Why is the word God so important to Christians?	Why do Christians perform nativity plays at Christmas?	Being special; where do we belong?	Why do some Christians put a cross on their Easter Garden?	Which places are special and why?	Which stories are special and why?
Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	Intro to Judaism	What do Christians believe God is like?	What does it mean to belong to a faith?	How should we care for the world?
Year 2	What is the good news Christians says Jesus brings?	What is the good news Christians says Jesus brings?	Who is a Muslim?	Why does Easter matter?	Who is a Muslim?	What makes some places sacred?
Year 3	What is it like for someone to follow God?	What is the Trinity and why is it important for Christians?	How do festivals and worship show what matters to Muslims?	How do festivals and worship show what matters to Jewish people?	What do Christians learn from creation story?	How and why do people try to make the world a better place?
Year 4	What kind of world did Jesus want?	For Christians, when Jesus left; what was the impact of Pentecost?	What do Hindus believe God is like?	Why do Christians call the day Jesus died 'Good Friday'?	What does it mean to be a Hindu in Britain today?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is loving and holy?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important for Jewish people?	Creation and science; conflicting or complementary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?
Year 5/6	What does it mean if Christians believe God is loving and holy?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important for Jewish people?	Creation and science; conflicting or complementary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?
Year 6	Christians and how to live what would Jesus do?	Why do Christians believe that Jesus was the Messiah?	Why do Hindus want to be good?	What difference does the resurrection make to Christians?	For Christians, what kind of King was Jesus?	Why do some people believe in God and some people not?

Science

Curriculum Statement for the Teaching and Learning of Science

Intent	<p>At Buckton Vale Primary School, our children see themselves as scientists. Our intent is to give every child a broad and balanced Science curriculum which enables them to confidently explore and discover what is around them, so that they have a deeper understanding of the world we live in. We want our children to love science, be enthusiastic and engaged in their work, find it fun and be fully involved in discovering, exploring, researching, investigating and talking about their work. We want children to recognise the importance of science in their everyday lives and a range of job-roles, and we ensure to foster the realisation that they can aspire to have a STEM related career. Science at Buckton Vale is exciting, with practical hands on experiences that encourage curiosity and questioning. Children ask questions and work together to discover the answers and explore ideas. Our aim is that these stimulating and challenging experiences help every child secure and extend their scientific substantive and disciplinary knowledge, widen their scientific vocabulary; as well as promoting curiosity and a thirst for learning. At Buckton Vale, we have a coherently planned and sequenced curriculum. We want to equip our children with not only the minimum statutory requirements of the science National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.</p>
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	Science Principle	Progression	Scientific Vocabulary
Underpinned by	<p>Staff and children were involved in the creation of our science principles. We believe that great science occurs when:</p> <ul style="list-style-type: none"> • Children are enthusiastic and engaged in their work: they find it fun and are involved in discovering, exploring, researching, investigating and talking about their work • Children are curious and learning is practical and hands-on • Children ask questions and work together to discover the answers and explore ideas • Children apply their scientific knowledge and use scientific vocabulary • Science teaching is linked to the children's experiences and the real world • Our learning is enhanced by outdoor learning, visitors and access to relevant resources 	<p>Teachers use both the Progression in Working Scientifically Skills and Progression in Knowledge documents to provide progression throughout the school. The Progression in Knowledge (biology, chemistry and physics) document shows the links between the units taught in different year groups, so that teachers can ensure they are covering the correct content for their year group as well as showing what has been taught previously and what is taught in future years. This document and the PLAN resources are reference points to recap prior learning and provide the required beginning and end points.</p>	<p>Explicit teaching of vocabulary and terminology is at the heart of our teaching and learning. New vocabulary is introduced and explained. Children learn to use scientific words verbally, in context, and also in written outcomes. Children are able to apply new vocabulary in a variety of ways so that the new language is retained, understood and stored in their long-term memory.</p> <p>For each unit, children's books have a cover sheet listing the relevant scientific vocabulary to be used. Definitions are discussed and a knowledge harvest/mind-map is completed at the start and end of the unit of work.</p>

	PLAN resources	Science Hub	CPD	Enquiry Based learning
Implementation	We use the PLAN primary science resources to plan and assess effectively the science National Curriculum for England. These state prior learning, the key learning, vocabulary and working scientifically skills that the children need to acquire. Teachers select activities that will best support the children to become secure in the knowledge and skills.	Buckton Vale are a member of the Stalybridge/Mossley Ogden Trust network and the Victorious Science hub. In these collaborations Science leads build links; work together on curriculum, assessment, resources, transitions, science competitions/events and share expertise to develop science for all.	Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. The Science lead supports as needed across the school providing in-house and external CPD. This has included online and in person training with SEERIH, Reach Out CPD (Imperial College), Explorify and The Ogden Trust.	Children apply knowledge and skills through the five types of scientific enquiry as set out in the National Curriculum. They ask questions and work together to discover the answers. Children explore, question, predict, plan, carry out investigations and observations as well as conclude their findings. They present their findings and learning using science specific language, observations and diagrams.

	Resources	Cross Curriculum Links	Enrichment	Sticky Knowledge
Implementation	Children have access to a wide range of good quality resources for practical hands-on learning experiences and to support their development of skills and knowledge. They are taught to use resources skilfully and safely.	Cross-curricular links are planned for, as Science has many diverse links with other subjects such as Maths, English, Computing, Design and Technology, History, Geography, P.S.H.E., Music, Art and P.E.	To enrich and enhance the pupil's learning experiences within the Science curriculum, there are varied enrichments, education visits and visitors. The school environment is utilised for outdoor learning including the RSPB Bird Watch. Science week is always a highlight of the year.	In order to support children in their ability to 'know more and remember more' there are regular opportunities to review previous learning. Children are encouraged to use scientific vocabulary to talk like a scientist in activities such as on the Explorify website and Concept Cartoons.

We share a definition at the start of each science lesson, for example:

This is a Science Lesson. In science lessons, we explore the world around us, and test and develop ideas about the world.

The children then engage in a retrieval practice activity before moving on to new learning in that lesson.

All science content allocated to each year group is taught with fidelity to ensure coverage. The focus is not only on scientific knowledge but also on strand 1: ***“Working Scientifically”***. Science work is recorded in purple ‘Science and Technology’ books. Each Science unit will begin with a focus on subject-specific vocabulary. This is taught directly.

	Pupil Voice	Evidence In Knowledge	Evidence In Skills
Impact outcomes	Our Science curriculum will lead pupils to be enthusiastic Science learners with a curiosity and fascination about the world. Children will have been exposed to a diverse representation of scientists and know that they too can aspire to have a science related career. They will have developed an understanding of the importance of science in shaping the world; in their lives and for the world's future.	Progress is shown at the end of each Science unit through AfL where children add to the knowledge harvest/mind-map. Children make links between their science learning and retain scientific knowledge with a real-life context. They are able to articulate their understanding of scientific concepts and reflect on their knowledge using scientific vocabulary.	Children apply knowledge using their Working Scientifically skills in a range of enquiries. They use their investigative skills when exploring scientific based problems which they strive to find the answer to. They are able to explain the process they have taken and reason scientifically when reporting and presenting findings and drawing conclusions. In essence, they work scientifically, like a scientist!

Science Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Humans	Earth and Space	living Things and their Habitats	Plants	Forces	Materials
	Seasonal Changes					
Year 1	Materials		Animals Including Humans		Plants	
	Seasons					
Year 2	Materials		Animals Including Humans	Plants	Plants (contd) Habitats and Living Things	
Year 3	Rocks and Soils	Forces and Magnets	Moving and Growing	Helping Plants Grow		Light and Shadow
Year 4	Habitats and living things	Animals including Human (teeth, digestion and food chains)		Solids and Liquids	Electricity	Sound
Year 5	Animals including humans	Light	Electricity	Living Things and their Habitats		Evolution and Inheritance
Year 5/6	Animals including humans	Light	Electricity	Living Things and their Habitats		Evolution and Inheritance
Year 6	Animals including humans	Light	Electricity	Living Things and their Habitats		Evolution and Inheritance