

The Belham

Primary School



Curriculum Policy

January 2023

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I. Intent

Our curriculum offers a reflective, responsive and imaginative approach to developing knowledge. It builds skills in small steps, promotes discussion and critical thinking and takes advantage of a broad range of experiences and opportunities. Our curriculum encourages pupils to become informed, inquisitive and engaged global citizens.

Aims

- That all pupils, regardless of ability, are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school
- That all pupils, from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience
- That a shared sense of purpose amongst pupils, staff and parents is fostered from the very start
- That all children and adults are respected, regardless of race, ethnicity, socio-economic background or ability
- That learning should not be constrained to the classroom and that we make use of our wider community (such as our school garden) as a classroom

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Inclusion Manager will oversee the provision provided to children with special educational needs and disability (SEND).

4. Curriculum Structure & Implementation

We believe that the most effective learning takes place when there is considerable emphasis on active involvement; the emphasis is on understanding and explaining rather than rote learning, and the curriculum is designed in a way that new learning progresses and builds in small steps upon prior learning.

With that in mind, we have designed our curriculum around key themes that run vertically through the Key Stage (each term) such as: Changing Civilisations; Society, Laws & Beliefs and Migration & Settlement. Connections between subjects are integral as they help children develop and expand their understanding of the world around them. Where possible we teach thematically with children being aware of which subject 'hat' they are wearing for each session.

Character:

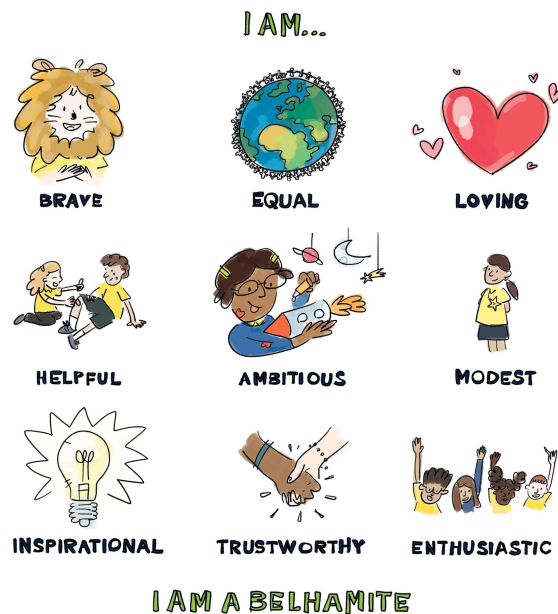
Intent

By the end of their time at The Belham, children will be well rounded and confident. They will have had explicit exposure to activities that develop their character, in specific sessions that support their development and understanding of:

-the relationship between effort now and pay off towards long term goals

-the importance of a moral standard in interpersonal relationships

-how to develop their social confidence



Implementation

Our school values (above) support the teaching of character by giving us a child-friendly shared language with which we can tackle more abstract concepts from Early Years to the top of the school. We will achieve the above by finding opportunities to unpick and explore explicitly, self-control, coping strategies, internal motivation and self-belief. Our co-curriculum supports this through our provision of: competitive sports fixtures, sporting clubs and practices, musical performances, dramatic performances, artistic exhibitions, leadership roles within the school, after school clubs and charity events.

English: Writing and GPS

Intent

By the end of Year 6, our pupils will be able to form, articulate and communicate their ideas in a way that is coherent for the reader. They will have a developed, wide knowledge of vocabulary and be able to write fluently and for purpose, bearing the reader in mind. Through exposure to a broad range of texts, our pupils will be able to write across genres including non-fiction reports, creative narratives and poetry. They will also be able to self-correct and improve their written

prose using key ideas from the core texts studied and the teaching of higher level, tier two and tier three vocabulary. It is our intention that by the time our pupils enter secondary education in Year 7, they can consciously manipulate sentence structure in their writing and understand why writing is constructed in a certain way. In order to prepare them for secondary writing lessons, their writing stamina will be developed so that their writing delves deeply into the subject matter and fully demonstrates their ability to write effectively.

Implementation

In the Early Years, our pupils learn to write sentences dictated by the teacher from memory and begin to form short narratives, starting with composing sentences orally. In Key Stage 1 and Key Stage 2, our pupils have the opportunity to write every day, either within English lessons or in wider curriculum lessons. They write across a range of genres including letter writing, narratives, diary entries and non-fiction reports. We teach writing through CLPE (Centre for Literacy in Primary Education) and The Literary Curriculum recommended texts whereby our pupils are exposed to higher level vocabulary and illustrations which spark creative ideas and rich opportunities for writing. In writing lessons, children engage in thinking aloud as they collect ideas, using collaborative writing, film and imagery as well as whole class discussion to consolidate their understanding. In the older year groups, our pupils are encouraged to re-draft and assess the effectiveness of their own and others' writing by considering intonation and guiding the reader. As well as being embedded within literacy teaching, spelling, grammar and punctuation features are taught throughout the year. The acquisition of ambitious vocabulary is a school wide focus, which is taught discretely (using Bedrock Vocabulary) and carefully planned throughout each year and Key Stage.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/english_writing_progression.pdf

English: Reading

Intent

By the end of Year 6, our pupils will have developed a love of reading and use this to gain perspective on their lives and those of others. They will hold the skills required to tackle challenging texts, many with difficult narrative structures such as an unreliable narrator. Our pupils will be able to read fluently and with confidence. They will be skilled at using decoding to pronounce unfamiliar words and demonstrate a speedy recognition of familiar printed words. This is in order to prepare them not only for English lessons at secondary school but also the wider world. Our pupils will have developed secure comprehension skills and knowledge from a diverse range of literature. From these, they will be able to draw ideas and make comparisons. It is our intention that children from Year 2 upwards will have read 7-9 key texts, depending on year group, in order to build a bank of high quality literature in addition to the books they study in class. This is to promote greater independence and exposure to vocabulary and narrative.

Implementation

To teach decoding and comprehension in the Early Years and Year 1 the children participate in daily, discrete phonics lessons. Here, the children learn to connect sounds with mnemonic pictures, words with their meanings and stories with the sounds they know using resources from Little Wandle. In older year groups, our pupils engage in whole class reading where, through discussion with the teacher, they learn to explain, retrieve, infer and interpret and understand writers' choices. This is achieved by using high quality texts in both English and foundation subject lessons, many of which are recommended by CLPE (Centre for Literacy in Primary Education) and The Literacy Curriculum. Other activities such as dedicated classroom book corners, library monitors, extra curricular clubs and reading passports raise the profile of reading. Through the reading passports, our pupils are encouraged to read older texts such as 'Prince Caspian', with rich and antiquated language, as well as newer texts such as 'The Boy at the Back of the Class' which highlights current events surrounding immigration and the plight of refugees.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/english_reading_progression.pdf

Maths:

Intent

By the end of their time at The Belham, pupils will be fluent in the fundamentals of mathematics, developing a conceptual understanding as well as the ability to recall and apply knowledge rapidly and accurately. They will be able to reason mathematically by finding relationships and making generalisations. They will be able to justify and prove their reasoning using mathematical language. Pupils will be able to solve a variety of routine and non-routine problems.

Implementation

At The Belham, pupils are taught using the Math Mastery approach. Each time a concept is introduced, pupils will engage in the concrete, pictorial and abstract (CPA) approach to solve problems. They will be exposed to worked models, part worked models and guided practice. This will occur across EYFS, Key Stage 1 and Key Stage 2. Concepts will be taught in varied representations and structures. Pupils will experience the opportunity to problem solve within each lesson so they can develop their mathematical thinking. Pupils will be exposed to and discuss problems using the consistent mathematical vocabulary and record their mathematic thinking using sentence, pictorial representations and oral discussion.

Regular fluency sessions will be taught separately to ensure pupils develop number sense and are able to choose the most efficient method for solving problems. The use of technology within school and home supports and tracks the retrieval practice of common number facts.

Progression of Skills document:

<https://mathsnoproblem.com/en/programs/primary-maths-series/>

Calculation Guidance:

https://teams.microsoft.com/_#/files/Subject%20Leadership?threadId=19%3A031e9040f8cd4c12b3f8548f23d3b889%40t:hread.skype&ctx=channel&context=Maths%252FThe%2520Belham%2520Calculation%2520Policy

Science:

Intent

By the time the children leave The Belham, pupils will have had the opportunity to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will also have developed their understanding of the nature, processes and methods of science through different types of scientific enquiry that help them to answer scientific questions about the world around them. They will also be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Implementation

As a school, we are dedicated to increasing our children's Science Capital. We will do this through a variety of teaching and learning styles. Our principal aims are that the children will learn about, question and explore topics taught. We will encourage the children to question the world around them and to begin to work like scientists, understanding the nature, processes and methods of science. The children will be taught how to 'work scientifically'. This might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry will include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations) and researching using secondary sources. Pupils will seek answers to questions through collecting, analysing and presenting data. Teaching will be through a mixture of whole-class, group and individual work. The children will use a wide range of scientific equipment from our ever growing resources. Children from Key Stage 1 upwards will be taught five units of Science over the course of the year, averaging one topic block per half term.

Progression of Skills document:

History:

Intent

By the end of their time at The Belham, the children will gain an understanding of how civilisation has grown and changed throughout time. They will have a broad and deep knowledge of regional, national and international history and well developed historical thinking. They will have a sound understanding of how Britain was shaped and influenced by the wider world. They will ask and answer challenging historical questions that make links between events, developments, peoples and periods in the past. Throughout their time at the Belham, they will investigate, consider, reflect, and review events of the past. They will be exposed to a range of research tools, multi-modal texts and high quality resources which they will learn to effectively use and evaluate. They will know how to evaluate their sources and the importance of using a range of different sources when drawing conclusions about aspects of history. They will use historical terms accurately in their effective communication of ideas and judgements. At The Belham, the children's experience of history will have been extended beyond the classroom through rich outdoor learning experiences such as school trips and visitors to the school. By the time they reach Year 6, the children will have an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and will be able to confidently use this understanding to interpret events and developments.

Through topics, individuals and groups studied, the children will gain an insight into the diversity of people's experiences at given times in the past. Throughout their time at the Belham, the children will gain a more profound understanding of diversity in the past and will begin to challenge their own and other's misconceptions of the past. They will gain a sense of social responsibility, respect for diversity and a willingness to engage with sensitive and controversial issues. The children will feel prepared for the next stage of their history education and part of their adult life.

Implementation

At the Belham, the History curriculum focuses on developing children's knowledge of historical eras, key events and significant individuals. For each topic, we identify key facts we want the children to learn; these are decided according to what will later support children to develop further knowledge, skills and understanding. This comprises vocabulary, key facts, processes, explanations, essential dates, words, people and places. Alongside learning key facts, the children will develop their chronological understanding as well as comparing and contrasting life in different periods and making links between different periods studied. Within their history lessons, through evidence handling they will learn how to interpret, analyse and make reasoned judgements about different types of historical evidence. By the time children get to Year 5 and 6, they will be able to address and devise questions about the past and will confidently use the artefacts to construct knowledge and understanding.

History teaching in the Foundation Stage is based on the EYFS learning goals for knowledge and understanding of the world. Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge, learning through first hand experiences that allow them to develop an awareness of time and the past. The KS2 curriculum is centered around gaining an understanding of the period being studied as well as developing key historical skills. At The Belham, our sequence of teaching allows the children to build up a coherent picture of history, both British and World, as well as allowing them to establish clear narratives within and across the periods they study. At the start of each year, over a two-week period, each year group completes a local history unit. This study provides rich opportunities to engage children in their immediate local area and understand their own history and how history contributes to a greater overall understanding and bigger picture. It enables the children to discover the people that lived in their community in the past and allows them to explore how their lives may be similar and different to our own.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/history_progression_map_new.pdf

Geography:

Intent

It is our intent to inspire pupils with a curiosity and fascination about the world and its people. At the Belham, the children are encouraged to develop a greater understanding and knowledge of the world and their place in it. By the time the children leave The Belham, they will be informed and active citizens with an understanding of how their lives are connected to others and are both shaped by and impact on the environments that they inhabit.

Through studying regions in Europe, Asia and North America the children will gain an understanding of diverse places, people, resources, human and physical environments. They will explore why people chose to settle where they did and compare how land use has changed over time. The children will gain an understanding of how human geographical factors such as migration and trade have shaped our cities and our everyday lives. By the time they leave The Belham, they will have developed contextual knowledge of all the areas they have studied as well as the location of globally significant places. They will be able to compare locations around the world considering geographical features, climates, population placements and cultural differences. The children will have a deep understanding of the Earth's key physical processes and, as they progress, their growing knowledge of the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.

Through fieldwork in the local area and beyond, our children will gain key geographical skills such as using a compass, map reading and studying aerial photographs, both past and present as well as using globes and digital mapping to name and identify countries, continents and oceans. Through

observing, measuring, recording and finally presenting the human and physical features in the local area, children will have a sound understanding of the area in which they live.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the school. These progression statements are mapped out and linked to different topics across the year groups. The curriculum has been designed to develop knowledge and skills that are progressive, as well as transferable with skills being revisited throughout key stages. Where applicable, teachers will follow a thematic approach making links between their geography and history topics within a term. When following this approach, teachers will ensure that the development, knowledge and thinking of each subject is emphasised and clear. Pupils will know clearly when they are thinking geographically, being geographers or wearing their geography hat!

At The Belham, we promote a language rich geography curriculum which is essential to the successful acquisition of knowledge and understanding in geography. The children will access a range of secondary resources to develop their knowledge and understanding. Children will learn about their local area and compare their life in this area with that in other regions of the world. They will learn how to draw and interpret maps and they will develop the skills of research, investigation, analysis and problem solving.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/geography_progression_map.pdf

RE:

Intent

The R.E curriculum at the Belham will provide children with the opportunity to: learn about and understand a range of religions and worldviews; express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage seriously with religions and worldviews. It provokes challenging questions about meaning and purpose in life, issues of right and wrong and what different religions say about what it means to be human. Through growing knowledge of other religions, children will develop respect for others, including people who hold different faiths and beliefs to their own and learn how to challenge prejudice. Teachers will create a safe environment, encouraging and modeling empathy and compassion.

Implementation

At the Belham, we use the syllabus laid out by Charles Dickens Primary School. The Early Years Foundation Stage experience R.E through three themes: Celebrating special times, stories and what they tell us, aspects of identity and relationships. Each half term looks at a different religion

and one theme central to that religion. For example, Autumn 1 may have the heading ‘Sacred Texts’ and the subheading, ‘What is the Koran?’ We aim to use a variety of teaching and learning strategies in RE. to encourage discussion and exploration of others’ ideas and beliefs. We endeavour to enrich the children’s understanding by inviting visiting speakers from different faiths to the school and taking them to local places of worship.

Progression of Skills document:

https://drive.google.com/file/d/1_OXfwzkJ9RVxLKSfgqapsFrtDJDZg_fY/view?usp=share_link

PSHE/RSE:

Intent

The Belham holds children at its heart and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, our curriculum properly equips teachers to deliver engaging and relevant PSHE within a whole-school approach. Our lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

Implementation

At The Belham, we follow the Jigsaw scheme of learning, from Reception to Year Six. Jigsaw offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Please see our RSE Policy below, for details of how we teach Relationships and Sex Education and Health Education.

https://docs.google.com/document/d/1MaINwUNBhg5tfVVagGQxOTrtuwF5Pjs0/edit?usp=share_link&ouid=113745504072473447535&rtpof=true&sd=true

Progression of Skills document:

<https://docs.google.com/document/d/1KXno22eqzYtNV2nBZ2j9R8v66nfsAvDg/edit?usp=sharing&ouid=113745504072473447535&rtpof=true&sd=true>

Computing:

Intent

Computing at The Belham intends to develop 'thinkers of the future' through a modern, ambitious and relevant education in computing. Within an ever changing and technological world, The Belham understands and values the importance of teaching computing from a young age. We acknowledge that future generations will rely heavily on their computational confidence and digital skills in order to support their progress within their chosen career paths. We want our children to understand how to use this ever-changing technology to express themselves, as a tool for learning and as a means to drive their generation forward into the future.

Our aim is to provide a computing curriculum that supports our pupils in accessing and understanding the core principles of this subject through engaging activities, whilst ensuring they understand the advantages and disadvantages associated with online experiences.

We want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online. Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

Implementation

At The Belham, we follow the 'Teach Computing' scheme of work, which covers all aspects of the National Curriculum. This scheme has been created by subject experts and based on the latest pedagogical research. Students will have regular explicit computing lessons in addition to completing cross-curricular project work. Lessons will use a variety of software programmes and technology.

The curriculum aims to equip young people with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. The curriculum can be broken down into 3 strands: computer science, information technology and digital literacy, with the aims of the curriculum reflecting this distinction.

A key part of implementing our computing curriculum is to ensure the safety of our pupils. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to enjoy childhood online, to access safe online spaces and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage. Online safety and responsible use of technology are topics covered in computing and PSHE lessons, assemblies and during events such as Safer Internet Day.

Progression of Skills documents:

https://drive.google.com/file/d/18tltldtjxQkm222vWJ4YaaFpoz4_4Amu/view?usp=share_link

Art and Design:

Intent

By the end of their time at The Belham, pupils will have developed their critical thinking skills by studying a broad range of artists movements and mediums. Children learn key skills in their use of line, tone, pattern, colour, texture, shape, form and space when creating art. Children will have had experience in creating sculpture, composing and taking photographs and in a range of print making. They will be outward looking, willing to engage with their community and will have experience of working directly with local artists and galleries on smaller and large scale projects. They will have a strong sense that the creative industries are a viable option for future careers.

Implementation

At The Belham the teaching of art is not limited to a weekly explicit lesson. Children will be exposed to art during regular project weeks encompassing the humanities and STEAM subjects, and the strong cross-curricular links between art and other subjects in at least one term of the year. Over the course of their seven years at the school, in their explicit art lessons, they will develop through a progression of skills in painting, drawing and other media, including sculpture, photography and printmaking.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/art_progression_map.pdf

DT

Intent

At The Belham Primary School we use Design and Technology (DT) as part of our enriched curriculum, enabling children to become creative problem solvers and developing their knowledge and understanding of a range of tools.

By the end of their time at The Belham, pupils will have had the opportunity to develop their design and analysis skills to become innovative, inventive and enterprising citizens. Alongside their critical thinking skills, pupils will have been able to make choices, test designs, and evaluate their creations, demonstrating adaptability and creativity.

We would like pupils at The Belham to understand that design is integral to innovation and manufacturing, seeing this as a viable choice for their professional careers.

Implementation

At The Belham we follow the 'Plan, Design, Make and Evaluate' approach to the teaching of DT, as outlined in the National Curriculum Programmes of Study document. We promote children's

creativity and imagination and pupils design and make products within a variety of contexts, considering their own and others' needs, wants and values.

The technical skills we teach encompass the following areas: Construction, Mechanisms, Textiles and Food and Nutrition. Our units are carried out in three or four main annual DT projects and are presented in design booklets. These include a design brief and are followed by the 'Plan, Design, Make and Evaluate' approach.

We encourage pupils to become problem solvers and develop their learning independently, allowing them to have ownership over the curriculum, working collaboratively and leading their learning.

DT overview:

<https://drive.google.com/drive/folders/12v7v8VvmfLI9loWIRkXvmWLi-8O5hh7O>

Modern Foreign Languages: Spanish

Intent

At The Belham we believe that learning a foreign language is key/fundamental to being part of a changing multi-cultural society. We see Spanish as one of our paths to foster children's curiosity, deepen their understanding of other cultures and gain a broader perspective of the world. We provide high-quality language education and enable children with the skills to confidently express their ideas and thoughts in another language in an open-minded, safe environment. We would like to create opportunities for our Belhamites to consider languages as a tool to expand their horizons and grow into curious, confident and reflective learners, allowing them to become global citizens.

Implementation

To promote an active learning of languages, we base our teaching on the Primary Languages scheme of work for modern foreign languages. We focus on the 4 core skills of listening, speaking, reading and writing whilst building a core spine of language content, phonics, and grammar progression. We develop "Language Detective" skills that focus on the language learning skills of memory, recall, listening and responding, sound-spelling links, emergent writing. At The Belham, we enhance our curriculum with seasonal specials to celebrate school calendar events and have a variety of language apps like FabuLingua and LanguageNut to ensure children are supported/challenged through their learning journey.

Progression of Skills document:

https://drive.google.com/file/d/1MLO-4k-Ujuwy_ruZ_7T20vSLNuGOGx5U/view?usp=share_link

Music:

Intent

The National Curriculum states that “Music should engage and inspire pupils to develop a love of music”. That music uses a universal language is to all of our advantage and so, as a diverse school, at The Belham, we can use it to express ourselves, our feelings and our understanding in many ways and to the benefit of the whole community. As pupils progress through the school, they must develop their critical engagement with music by listening to a wide variety of styles of music, composing and performing to small and larger groups. They will also learn to notate their compositions, firstly, using any visual notation and, ultimately using conventional musical notation.

Implementation

Singing lies at the heart of music making at The Belham Primary School. All children take part in a year group singing lesson once a week and join together to celebrate their learning with the whole school once a week. They also have a weekly music lesson in which they will learn and practise all the necessary skills to become a discerning listener, composer and performer with a variety of tuned and un-tuned percussion as well as their voices. In Year 2, all children will learn the descant recorder and in Year 5, all children will take an active role in a small ensemble on the recorder or a range of other percussion instruments. Children in year six compose music and lyrics for a song and can arrange it using digital programmes. They also perform as a dance band, accompanying other children in a folk music unit of work.

All children from Year 3 up have the opportunity to learn a musical instrument with a member of our peripatetic staff. These instruments are supplied by the school and loaned to the children, free of charge, for their life at the school. Lessons are given in small groups of between two and four children during the school day. Fees may be subsidised as part of our commitment to offer instrumental lessons to all children regardless of their family’s ability to pay. Opportunities to perform in concerts and assemblies may be taken up if children show great progress through enthusiasm, hard work and regular practice.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/music_progression_at_the_belham.pdf

PE:

Intent

By the end of their time at The Belham, pupils will be able to explain the rules and play a variety of different sports. They will have a bank of transferable skills related to areas such as ball control and balance and movement. They will be able to discuss tactics and communicate effectively both before games and on the pitch. Pupils will understand the importance of fair play and the need to demonstrate good sportsmanship both on and off the pitch.

Implementation

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of equipment. Children from Key Stage 1 upwards benefit from two hours per week of timetabled lessons in addition to one term of dance lessons each year and swimming lessons in years two and four.

Competition

A balance of individual, paired and group activities both collaborative and competitive will cater for the preferences, strengths and needs of every pupil. We will teach children how to deal with the emotions of success, failure and frustration. Our competitive sports provision aims to ensure all students understand the value of being a good sports person. We aim to allow as many children as possible, if they wish, to have a chance to represent the school in a competitive fixture.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/pe_progression_map.pdf

****See our EYFS policy for information on how our early years curriculum is delivered ****

5. Impact Monitoring

Class teachers will ensure that the children in their class have covered the relevant skills from each subject's progression of skills document.

Subject leaders complete subject 'curriculum health checks' at varying points over a one or two-year cycle which are presented to the governing body. These allow not only for reflection against their subject actions but also allow the governing body to act as a critical friend. Subject leaders will also monitor the coverage of skills across each year group.

Subject leaders and senior leaders monitor the way subjects are being taught throughout the school in a variety of ways. See our Appraisal, Monitoring Moderation Cycle document for further details.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

-School visits

-Pupil voice sessions

-Curriculum meetings

-Subject 'Curriculum Health Checks'