

Our Curriculum

Introduction

At Biddick Hall Infant and Nursery School we meet statutory requirements by delivering the early years foundation stage curriculum, the national curriculum and the locally agreed syllabus for religious education.

We have taken great care to design our curriculum to achieve our vision and ensure our school values underpin it.

Vision

Our vision is to provide high quality learning experiences in an environment where children feel safe and where enjoyment and achievement are promoted and valued.

We strive to have respectful, resilient children with the recognition of a can do approach to learning. We believe this is achieved through the delivery of an innovative, interactive curriculum, which promotes inclusion and independence.

Aims

- To promote a love of learning in all pupils and nurture a growth mind set.
- To ensure there are strong relationships between all learners in school (pupils and staff).
- To ensure education in all subjects of the national curriculum/EYFS are met.
- To enable pupils to develop knowledge, understand concepts and acquire skills so that they leave Biddick Hall Infant and Nursery School fully prepared for the next stage of their education.
- To support pupil's spiritual, moral, social and cultural development.
- To support pupil's physical development and enable them to be active.
- To promote a positive attitude towards learning.
- To ensure equality in education with high expectations for every pupil and appropriate levels of challenge and support.
- To provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning.
- To help children to respond positively to challenge and persevere in order to solve problems.
- To enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful.
- To ensure children have respect for themselves and others.
- To raise aspirations and develop ambition within all children.

Organisation

- The acquisition of a wide and rich vocabulary sits at the heart of our curriculum design. We believe this supports pupils in their ability to think, to express and to reason.
- Promoting the enjoyment of reading and love of books is a key feature across our school, the use of exciting and stimulating texts is integrated into our curriculum design/planning.
- We recognise the importance of creating links within learning, believing that where links are effective children are able to apply their knowledge and skills across subjects/ areas of learning.
- Foundation subject plans are set out in blocked weeks and subject leads work together to ensure there is a common thread flowing through to ensure children are embedding knowledge, skills and understanding.
- Our approach to curriculum planning allows children to study all areas of the curriculum in depth quickly building on prior learning in blocked sessions.
- The focus of a blocked curriculum unit can be used as a context for writing with children being asked to write about what they have experienced.
- Our curriculum is enriched by experiences outside of the classroom in the wider environment, local community and through visitors into school.
- Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught through phonics lessons, one to one reading sessions and daily story times.
- Foundation subjects are either taught on a weekly basis or blocked depending on the subject.
- Every year the whole school takes part in curriculum focus days/weeks. The inspiration for these days is based on the current priorities for the school and curriculum content.
- Our curriculum design is based on a keep up not catch up philosophy with most children taught in their classes with support and intervention given at the point of teaching.
- Post teach phonics/phonics intervention is delivered in small groups or one to one outside of the classroom.
- In the EYFS all areas of learning are addressed through child initiated enhanced and adult led activities. Learning is planned around a focus linked to one of the areas of learning which children explore across the week/weeks.

National Curriculum

The curriculum provided for our pupils will cover the following national curriculum subjects:

- English
- Maths
- Science
- Art & Design
- Computing
- Design Technology
- Geography
- History
- Music
- Physical Education (PE)
- Religious Education (RE)
- PSHE (Personal, Social and Health Ed)

Our curriculum approach does not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupil's holistic development. Planning in each subject supports and enhances learning in other subject areas.

English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. (The national Curriculum 2014)

Our curriculum is designed to provide opportunities for children to verbalise their thoughts, feelings and ideas, and to communicate these effectively in all areas both in school and at home. From nursery children are immersed in a language rich environment and staff support children's communication skills with high quality interactions throughout the school day.

The programme of visits provides first hand and shared experiences to embed the use of new vocabulary for all. Subject leaders identify key vocabulary to enable children to communicate their understanding within each subject. In our Talk for Writing approach children are given opportunities to discuss texts and prepare ideas before they write, and children take part in practises linked to drama. Across the curriculum children take part in discussions, debates and are taught to actively listen to others. Throughout the year there are opportunities for children to present and perform in front of audiences; Early Years Nativity, Year 2 Leavers' performance.

Language intervention programmes are used in the Early Years where gaps in language are identified; Launchpad for Literacy, Blast, Talk Boost, Time to Talk and Nuffield Early Language Intervention.

Reading

The Rose Review (2006) set out a reading model – The Simple View of Reading. The model was designed to show that skilled reading requires two processes:

- word recognition processes – using phonic rules to read words
- language comprehension processes – understanding of language

Phonics

Our approach to teaching phonics is through the linguistic phonic programme: Sounds-Write. Sounds-Write begins with the sounds in the language and moves from the sounds to the written word. In order to become a fluent reader and speller of English the learner must have a sound understanding of **conceptual knowledge** and **skills**.

The Sounds-Write programme develops the understanding of:

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.
3. The same sound can be spelled in more than one way.
4. Many spellings can represent more than one sound.

Skills

1. Blending – the ability to push sounds together to build words.
2. Segmenting – the ability to pull apart the individual sounds in words.
3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

Daily whole class phonics lessons, 30 minutes in length, are taught in Reception to Year 2. Group and 1-1 phonics interventions, and post teach lessons are also implemented.

General teaching points for Sounds-Write lessons –

- **The lessons are written in a script format** to enable the teacher to use accurate language from the start.
- **The sounds are presented in the context of a whole word, not in isolation.** No previous knowledge of sounds is needed before starting these lessons.
- **Always refer to the sound, not the letter name.**

- **Precise pronunciation** of consonants is vital. Pupils should say the individual sounds separately and without an attached vowel, for example /b/ not 'buh'.
- **Continuants** are emphasised to help pupils with blending and segmenting.
- **The teacher's gestures** are very important. They let the pupils know exactly what we want them to do. Pupils should also be encouraged to use the gestures themselves.
- **Writing/Spelling** is a part of each lesson. Teacher uses whiteboard which can be seen by all children. Each child has something on which to write.
- **The Lesson Plans** have two sections:

Main Lesson: is suitable for any number of pupils: whole class, small group or individuals. This lesson is usually presented first. It requires little or no advance preparation of materials.

Follow-Up Lessons: These are useful extensions and variations of the main lesson, designed, primarily, for use with pupils seated at tables. All are suitable for whole-class work. Each lesson begins with a list of required materials, some of which need advance preparation.

- **Teaching through errors** forms a very important part of the Sounds-Write teaching approach.
- **Word lists and stories:** word lists and stories are provided to support lessons.

The Sounds-Write Programme consists of 3 sections:

1. **The Initial Code** – Lessons 1-5
2. **The Extended Code** – Lessons 6-10
3. **Polysyllabic Words** – Lessons 11-15

The Initial Code

In the initial code, children will learn:

- to segment, blend and manipulate sounds in words with the structure: CVC, 2 consonants in final position, 2 consonants in the initial position, 3 adjacent consonants.
- sounds can be represented by spellings with one letter, some spellings are written with a double consonant and some spellings are written with two different letters.

The code knowledge is set out on p84 of the Sounds-Write programme.

The Extended Code

In the extended code, children will learn:

- to segment: to spell words containing the target sound.

- to blend: to read words containing the target sound
- to manipulate alternative sounds in and out of words.
- a sound can be represented by more than one spelling.
- the most common spellings which represent the target sound.
- a spelling can represent more than one sound.
- the most common sounds represented by the target spelling.

Polysyllabic Words

In Polysyllabic words, the children will learn:

- to segment: to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds.
- to blend: to read words by first blending sounds into syllables, and then syllables, in turn into words.
- some words are made up of more than one syllable.
- the spelling of common syllables, such as prefixes and suffixes.
- some polysyllabic words contain schwas.

Daily lessons should be a combination of 3 Sounds-Write lessons, no less than 2. All staff delivering phonics teaching must have completed and passed the Sounds-Write training and assessment.

Phonics Books

In order for children to practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words we have purchased books from the following publishers:

Phonicbooks – Dandelion Launchers (Initial Code) and Dandelion Readers (Initial and Extended Code)

Sounds-Write – Initial and Extended Code Books

Phonicbooks and Sounds-Write books are aligned to the Sounds-Write Programme.

Dandelion Launchers have 1-2 lines of text per page.

Dandelion Readers have 3-4 lines of text per page.

Sounds-Write Books mainly consist of 1-2 paragraphs per page.

Children in Reception and Year 1 must read a phonics book to a Sounds-Write trained adult before it can be taken home to practise. The aim for children in year 2 is that they will have acquired enough phonics knowledge to read a range of texts. Those children, in year 2, who have not acquired those skills, will continue to read phonics texts matched to their phonic attainment.

Comprehension

From Nursery to Year Two, we use stories and non-fiction texts to develop children's understanding. We have dedicated story times in all year groups. KS1 children have a weekly focus for their story times which supports the children to develop a range of comprehension skills. The teachers choose from a bank of suggested literature to share with the children to help promote a love of reading from an early age and to help with early vocabulary development. In year 2, two comprehension lessons are timetabled weekly alongside daily story times. We operate a weekend library in every year group, for families to share books together; EYFS children choose from a bank of stories, KS1 children access the school library to choose a fiction or non-fiction book. Children also develop comprehension skills through discussions in the Wider Curriculum subjects. Subject leads purchase texts to support the learning in their subjects.

Writing

Talk for Writing is the approach we use to create storytellers and writers.

"The term Talk for Writing not only describes all the talk that surrounds the teaching of writing but also the wider learning within a unit. It helps children to become better speakers, listeners, readers, writers and thinkers." (p3 Creating Storytellers and Writers by Pie Corbett and Julia Strong 2017)

The Talk for Writing process is underpinned by moving through imitation through innovation into independent application. "The imitation stage is centred around getting the children to learn a story orally which enables a child to internalise a narrative pattern so that it is added to their linguistic repertoire...The children are then taken on a journey from imitation to innovation to independent application." (p3 Creating Storytellers and Writers by Pie Corbett and Julia Strong 2017)

In the innovation stage, children use their knowledge of a story to write a new story by making changes. Teachers support children in this stage through shared writing. In the independent stage children are supported to write their own versions of the texts they internalise. Some examples of this are; *the children changed the setting of the Gingerbread Man story to the school setting, The Three Little Pigs was changed to The Three little sharks and was set under the sea, The Tiger who came to Tea was changed to The elephant who came to Breakfast.*

In Early Years, factual writing is closely linked to the key story being used. The majority of the stories are matched to the wider themes within the foundation stages e.g. Dear Zoo is used as a hook to write about animals, write labels and lists, The Sleepy Bumblebee is a text used when learning about minibeasts, children write information about minibeasts.

The Talk for Writing process is used to develop writing across the curriculum in Key Stage One. The majority of the non-fiction writing units are closely linked to the subjects taught in the wider curriculum. Children use the knowledge they have internalised in the subjects to support their writing in a range of non-fiction text types.

Some examples of this are; In **history** the children learn about the events of WW1 and WW2. Following the history unit is an **information** writing unit in English. At the end of the unit the children are asked to write information under the heading of Why do people wear poppies? (Y1) and Why do people celebrate Remembrance Day? (Y2) In **Design and Technology** under the theme of the coast, children create wind socks (Y1) and greenhouses (Y2) to use in science. Following the Design and Technology unit is an **instructional** writing unit. The children end the unit writing a set of instructions to make a wind sock/greenhouse. This ensures the writing unit focussed on the teaching and learning of writing. Pie Corbett states that when deciding on the purpose of each unit of work "...it is a vehicle to teach essential transferable skills." (p15 Talk for Writing Across the Curriculum 2nd edition Pie Corbett and Julia Strong 2017) Children are taught the content in the wider curriculum lessons and this is used as a purpose to teach transferable writing skills in English. We also aim for this to embed the children's learning across the curriculum.

Spelling, Vocabulary, Grammar and Punctuation

Through the Sounds Write phonics programme children are taught to spell. They are introduced to spelling in the very first lesson in reception. Letter sound correspondences are not taught in isolation but in the context of a word. They build the word then write the word. Children in the initial code learn first that sounds can be represented by spellings with one letter, then with double consonants and finally with two different letters (consonant digraphs). In the extended code children write words with vowel digraphs, they sort words according to the different spellings of one sound. The children apply this knowledge through dictation, in writing lessons and through the wider curriculum. In phonics, children are taught how to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds. Children are taught to analyse polysyllabic words to identify any difficult spellings and use their knowledge of other words to support this.

Within English, vocabulary is increased from reading and writing. Story books have been purchased to challenge and develop children's increasing vocabulary. Through the Talk for Writing process - specific vocabulary is taught. Children are taught what the words mean and are encouraged to use the words both in spoken and written language. In the phonics decodable reading books, vocabulary is highlighted and the meaning is written alongside the word. This supports the teacher who is reading with a child 1-1.

Grammar and punctuation are taught in context using a key text through the Talk for Writing Process. Planning is based on Pie Corbett's **Teaching guide for progression in writing year by year**, this highlights the grammar and punctuation to be taught from reception to year 2. Children are taught key vocabulary of grammar and punctuation to enable them to discuss and identify it in texts and to use it in their own writing.

PSHE/RSE Curriculum Statement

At Biddick Hall Infant and Nursery School, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced a compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Definition of RSE with reference to the Relationships and sex education and health education guidance 2019. “In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness.”

“We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

PSHE/RSE Content and how it is taught:

Our PSHE and RSE sessions are taught through following a local authority developed scheme “One Life”. One Life sessions are often link to British values themes and KidSafe sessions. As a school, we also delivery KidSafe to our children in Reception, Year 1 and Year 2. We have staff who are KidSafe trained. The children undertake the Kidsafe program from the EYFS and this continues with refresher sessions in KS1. These involve the children learning to respect each other, recognise appropriate and inappropriate behaviour and know how to deal with such behaviours.

We also use “Operation Encompass” sessions as part of our PSHE curriculum. We have had an experienced School safeguarding Learning Office in school to support staff with delivering the new RSE guidance and team teaching together to show how Operation Encompass sessions can support the learning of RSE statements.

The PSHE lead has created unit plans for KS1 for each half term. The Unit plans clearly state the relationship and health objectives that are to be delivered in each PSHE and RSE session. The PSHE lead has also created a long term overview that states the topic that is focused upon each for Year 1 and Year 2. In KS1, PSHE and RSE sessions are taught daily. All sessions are planned for in the unit plans. This supports teachers in delivering focused PSHE and RSE sessions daily and with a clear purpose relating to the learning objectives.

Although when PSHE and RSE are taught as a discreet subject, it also has a significant and high profile place in our school assemblies where discussion about a wide range of issues sets the climate for learning within the school. We also develop PSHE and British Values through various activities and whole-school events, for example the School Council have an important role in gathering pupil voice and expressing them to the Head Teacher and PSHE Lead. At our school, we value the opinion of the children and involve them in decision making through the School Council. Each class participates in Democracy week. Children nominate and then vote for the children they think would represent their class well.

Topics delivered in our PSHE/ RSE sessions

The overview of PSHE/RSE sessions and topics can be found on our school website. The topics are planned with the focus of delivering the Relationships and Health learning objectives. The learning objective themes can be seen below as set in the RSE guidance 2019.

Relationships: Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will teach children how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health: Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body (ages 9 to 11 – covered in KS2)

Our teaching is developed to show respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships, which is delivered for example, through teaching about different types of family, including those with same sex parents.

PSHE/RSE sessions accessible by all children with equal opportunities

We teach PSHE and RSE to all children regardless of ability. Teachers provide learning opportunities matched to the individual needs of the children, taking into account those with learning difficulties and also the more able. We take into account the targets set for children in their Individual Action Plans. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We aim to provide all pupils with equal access to all aspects of school life and work to ensure that every child is valued as an individual, regardless of sex, race, disability, religion or belief, or sexual orientation, gender reassignment, nationality, ethnic or national origins. This is in accordance with the school's Equal Opportunities policy (Equality Act 2010).

Safeguarding of disclosures

Occasionally pupils may make personal disclosures in class or to individual teachers particularly in PSHE where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced. The whole school is clear about their legal and professional roles and responsibilities as outlined in the Safeguarding Policy and any disclosures would be followed appropriately and timely in accordance to our Safeguarding Procedures.

Parents' Right to Withdraw:

The school is well aware that the primary role in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. There is no right to withdraw children from PSHE lessons because as an

Infant school we only teach the Relationship and Health aspects of the guidance. We do not teach the Sex education aspects and therefore children cannot be withdrawn from sessions. Any parent/carer who is concerned with the content of the PSHE/RSE sessions can speak to our Head teacher or PSHE lead for further information.

Development and Reviewing of PSHE/RSE Policy

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the PSHE lead, pulled together all relevant information including relevant national and local guidance and reviewed the previous policy
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Pupil voice – we listen to what pupils want from their RSE and PSHE lessons and the way they learn most effectively. Teachers pass this information on to the PSHE lead to include in the Unit plans. Teachers use professional judgement to deliver the planned sessions through learning styles that suit their own class needs (group discussions, group projects, paired tasks, independent tasks, reflection tasks, presentations etc.)
- Ratification – the Curriculum policy was shared with and reviewed by governors.
- Parent/Carer consultation – The Curriculum policy and PSHE/RSE long term overview is available and shared on our school website. Parents are welcomed to read through the policy and contact school to discuss any concerns or queries regarding the delivery of our PSHE/RSE Curriculum. The Head Teacher, Assistant Head Teachers and PSHE Lead will be available to discuss any requests.

Reviewing: The PSHE/RSE statement will be reviewed and update annually as part of our curriculum policy. The PSHE Lead will liaise with the Head teacher and curriculum lead to ensure all updated guidance is included and shared with parents, staff and governors.

The long term overview will be updated annually to show what we are teaching in school with regards to PSHE/RSE sessions.

Due to be reviewed: September 2021

Design and Technology

Here at Biddick Hall Infant and Nursery School, we follow the national curriculum for Design Technology and we aim to ensure that all our pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Design Technology in our school is taught as a discreet lesson in Key Stage one, and in the Early Years, through the medium of play and exploration, making use of the learning environment both indoors and outdoors. Through the units of work, our children experience the key concepts of designing, making, evaluating and developing their technical knowledge.

Vocabulary is important for all our children's learning in Design Technology. We provide essential and challenging vocabulary to enable our children to ask questions, to evaluate products and to communicate their ideas. All our units of work include relevant vocabulary, which will always be on display on our curriculum wall, and is regularly referred to. Indeed, we have clear links to English, as our unit of work on rickshaws is used as a basis for instructional writing. In this way, our pupils expand the vocabulary choices that are available to them when they write.

Our units of work are built upon over time, to ensure children deepen their understanding. For example, children design, make and evaluate their own fruit salad as their introduction to preparing healthy food. This is then progressed in the summer term as they plan and cook a simple meal for the Head Teacher. This learning is explored in more detail in Science as the children explore the Eat Well plate and talk further about nutrition. We also celebrate Harvest Festival by cooking healthy, seasonal soup, inviting parents in to enjoy food together. Our children design and make their own Christmas card, and then the following year, the learning is further developed, as they include a moving part in their card, exploring levers and sliders.

We make good use of links with other subjects, and DT is strategically placed one week prior to Science in the summer term to strengthen these links. Products designed and built in DT (wind chimes and simple greenhouses), are then specifically used in Science, to monitor wind and to grow seeds in the Science units of work. This makes the learning purposeful and real and enhances understanding through STEM experiences.

We teach the children to choose and safely use from a range of equipment, for example hacksaws and glue guns. They are taught to assess simple risks and to work independently where possible, whilst being supervised. We design, make and evaluate exciting and purposeful products in our school, for example in our Chinese week, we explore, design and make our own Chinese dragon toy, practising the

skills of folding and joining paper and adding embellishments to make them appealing. Leaver's t-shirts are designed and made, using buttons, ribbons, jewels, fabric pens and fabric crayons. These t-shirts are created specifically to wear at the end of the Key Stage 1 Summer concert by pupils and staff alike.

We broaden children's horizons and embed the learning further by providing a high quality after school Engineering club in Year 2 – which takes part in The South Tyneside Primary Engineer Programme. Staff have attended a day's training and were given the skills and resources to take part in the Engineering Competition, with schools across the region. We were very proud to have come runner up in our first year. This has not been able to happen more recently due to COVID, but the intention is to resume participation as circumstances allow. Children designed, made and evaluated a shoe-box vehicle, exploring different wheels to ensure a straight and speedy trajectory.

We use the online learning platform Purple Mash which has 3D design tools to enhance the learning in class. This can then be transferred home as pupils all have home logins, allowing access for all.

Science

At Biddick Hall Infant and Nursery School, we follow the national curriculum for Science and we aim to ensure that all our pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Science
- develop understanding of the nature, processes and methods of Science through different types of Science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

Science in our school is taught as a discreet lesson in Key Stage one, and in the Early Years, through the medium of play and exploration, making use of the learning environment both indoors and outdoors.

Our children learn the scientific concepts of Seasonal Changes, Everyday Materials and their uses, Plants, Animals Including Humans and Habitats. In the Early Years, children follow the EYFS and The World element of Understanding the World.

Vocabulary is at the core of all our children's learning in Science. We provide essential and challenging vocabulary to enable our children to ask questions, to explore, to explain and to deepen their understanding. During our units of work, relevant vocabulary will always be on display on our curriculum wall, and is referred to regularly. In this way, our pupils expand the vocabulary choices that are available to them when they write.

In every Science lesson, children are taught the skills of Working Scientifically: focusing on the key features of scientific enquiry, this ensures that pupils learn to use a variety of approaches to answer relevant scientific questions. Children experience observing over time; pattern seeking; identifying, classifying and grouping;

comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils are also supported to seek answers to questions through collecting, analysing and presenting data.

Our units of work are built upon over time to ensure children deepen their understanding. For example, Seasonal Changes is studied in Autumn and again in Summer, but this is further enhanced with work covered on deciduous and non-deciduous plants in Winter.

Animals including Humans is a 3-week unit. The children begin by naming the body parts of animals and humans, they then use this knowledge to be able to compare animals. The final week moves on and children look at identifying carnivores, omnivores and herbivores and their associated features.

In the Early Years Nursery look at pebbles, corks and other small objects and investigate floating and sinking, whereas in Reception the learning moves on with using that prior knowledge to build a simple boat that can float.

Science has clear links with Mathematics and we link this wherever possible, for example measuring the growth over time of our grass heads, and reading a scale on a thermometer in Seasonal Changes. We also link Science with Design Technology, making appealing wind socks which are then used to measure the wind in our Seasonal Changes unit.

In Year 2, the children use simple greenhouses built in Design Technology to support their work growing seeds in Science the following week. This helps children to see links in learning, and further deepens and enhances their understanding through STEM experiences.

We use simple equipment and carry out hands-on, practical activities wherever possible, for example to enhance the learning about life cycles in Year 2, we always have class stick insects that we observe over time from nymph to adult. During materials week we design and make a protective jacket for our Humpty Dumpty egg and drop him from a great height, using our previous knowledge of the properties of materials learned in year 1. We make good use of our outdoor garden and school environment to further enhance the children's understanding of the world around them. We identify different trees from the shapes of their leaves and can talk about the difference between trees and plants. We hunt for minibeasts using simple equipment to catch and observe them safely.

Children in Key Stage 1 are supported to answer scientific questions by planning simple, fun and fair tests, carrying them out safely and analysing the results. They are encouraged to talk about their predictions, their results and whether or not they have answered the scientific question.

We broaden the children's horizons and embed the learning further by providing high quality and targeted educational visits and visitors into school. We visit Salthome RSPB to support our learning on animals and habitats, and our younger children visit Blue Reef Aquarium to support learning during their Under the Sea theme. British Science Week is recognised and celebrated in school and Science is taught for 2 weeks over this period.

Online learning platforms such as Explorify and Espresso are used to support children in their learning. The children can then continue their learning journey at home on Espresso as they are equipped with home logins. We use our class and school library, which is stocked with high quality non-fiction books as secondary sources of information. These books can be chosen to take home as part of our

library service. Good quality, relevant storybooks are also used and read to the children as another way of embedding the learning in class, and allowing access for all in Science.

History

At Biddick Hall Infant and Nursery School, history is taught with key themes in mind linking to important local and national events and people of significance. We strive to inspire our children to ask questions about the past, think critically and explore historical sources and artefacts to find answers to questions. We aim to bring history to life for our children so that they can make real links with learning about the past. In KS1 there is a great emphasis on the understanding of chronology. Children are taught about the present, past and the distant past. Each classroom displays a timeline as part of continuous provision, which is referred to at the start of any blocked week of history teaching allowing children to reflect on prior learning to deepen their understanding of chronology. Key historical vocabulary that will be used is discussed, displayed and referred to throughout the block of work.

Significant events beyond living memory.

Remembrance is a key theme of learning in the autumn term. Children in Year 1 learn about the events of World War one and in year 2 children learn about the events of World War two.

The theme is enhanced by use of 'boxes of delight' loaned from the 'Tyne and Wear Archives' at the Discovery Museum. The boxes allow a hands on approach in order to bring history to life. Children in year 1 use resources from the box based on life in the trenches 'The front line' and in year 2 children learn about evacuation through the 'Evacuee's Suitcase'.

At Biddick Hall Infants, we always mark Remembrance Day in school. We have a whole school assembly and remembrance ceremony to allow for reflection. Some children are chosen to represent our school at the local war memorial and take part in the remembrance ceremony in our community. It is important that our children know the challenges that people in our past faced and the sacrifices that people made, in order for us to live in peaceful diverse society today.

Changes Within Living Memory

In the spring term, children in year 1 learn about changes in living memory through a theme on 'Toys'. To further enhance their learning children visit Preston park and take part in the 'toys' workshop. Children are given the opportunity to handle 'real' toys from the past and talk about the changes that have occurred within living memory. They are then able to answer questions such as; 'How are our toys different to toys in the past?'

In year 2 Children are able to study changes in living memory through transport and build on their knowledge about changes. They visit Beamish museum where they have the opportunity to experience travelling on transport from the past first-hand. They take part in a transport workshop where they learn about features of transport from the past and reflect on how it has changed. As part of this blocked

work children study transport pioneers 'The Wright brothers' and the first flight, they are able to compare planes from the past, to planes of today and answer questions such as; 'How did the Wright brothers help the development of transport?'

Significant Individuals

Reading and language is at the heart of what we do at Biddick Hall Infants, we strive to develop a love of literature in our children. As part of this work, in history, we celebrate the lives of two very special authors from the past by studying their lives and influences.

In year 1 children study 'Beatrix Potter' where they learn about her life and influences, her contribution to literature and conservation.

In year 2 children learn about 'Roald Dahl' and his amazing life starting out as a young boy in boarding school to an exciting career in the RAF. Children are encouraged to look for clues in Roald's life as to what may have influenced some of his most famous stories.

History in our Locality

At Biddick Hall infants, in the North East of England, we live in an area of great historical significance. We believe it is important for our children know important people and events from the past where we live. Children in year 1 learn about the real life hero from the past, Grace Darling. They find out about lighthouses from the past and their purpose considering how they are as important today as they were in the past but how they have evolved overtime. To enhance this theme children visit Souter Lighthouse, where they are fascinated to discover that this lighthouse was the first to be powered by electricity.

South Tyneside is steeped in history from the distant past being home to Arbeia Fort. In year 2 children begin to study 'The Romans'. They learn about Roman life, soldiers and important people such as Emperor Hadrian. They find out about and reflect on what the romans brought to our country in the past and the strong influence on our culture we continue to see so many years on... To enhance this theme we explore artefacts from Roman Britain, using the 'Boxes of Delight' again, loaned from the Tyne and Wear Archives. This theme is further enhanced by a visit to Arbeia fort where children can experience what it was like to live as a roman soldier.

Planning

Long term planning is an overview of the subjects taught across blocked weeks with information on the focus covered in each of the units.

Medium term planning identifies what is to be taught from the national curriculum/EYFS curriculum and the skills to be covered. Tier 2 and tier 3 vocabulary to be taught is identified to ensure children have the language to question, think and reason.

A progressive teaching sequence and clear expectations of evidence for assessment are also included.

Short term planning details what will be taught in individual lessons.

Roles and Responsibilities

Curriculum Lead

The curriculum lead maintains an overview of the curriculum provided by the school. She works alongside the head teacher on a range of strategic planning, monitoring and evaluative tasks.

Subject leads

The subject leaders provide leadership and direction for their subject(s). This includes ensuring that they keep up to date with developments in their subject at both national and local level.

They have responsibility of reviewing school performance within the subject and planning for improvement including supporting and advising colleagues.

Leads will also review their curriculum plans ensuring there is full coverage of the national curriculum and other statutory requirements. They will also ensure progression is clearly planned for and they take responsibility for resource management.

Monitoring and Evaluation

The Head teacher has the overall responsibility for the quality of teaching and learning and outcomes in terms of attainment and progress. Monitoring and evaluative tasks will be undertaken in partnership with the curriculum lead. These tasks will link into a programme of monitoring, strategic improvement plan priorities and actions as well as the performance management of teaching staff. The Head teacher and curriculum leader will report their findings through regular reports including the termly head teacher report

