Maylandsea Primary School

Curriculum Non Negotiables

Science

* 1 science based topic per year
* 2 practical investigations per term (outside if appropriate)
* Science vocabulary related to current learning on display
* Study of a scientist related to your science topic
* Children’s work on display during your science topic
* Include the scientific skills in your WALT and refer to them explicitly in your teaching EG: WALT: Use observations to describe how to stay clean (KS1 use your toolkit)
* Assess Science by ticking “Working Scientifically” statements on TT termly.

Good practice

* Start your topic with some intrigue (mystery substance, an unbelievable fact, study of a scientist, a real world problem)
* Use real life problems in investigations whenever possible
* Vary the way children record (their science book should be a mixture of written work, pictures, tables and photographs)
* Don’t try to do it all in investigations. They can focus on one or two skills, the others can be modelled, whole class generated or supplied by the teacher.
* Use Reach Out CPD to develop your own subject knowledge before teaching a unit.

PE

* Child to be active in PE for at least 2 hours a week including daily mile on days the children are not doing PE.
* PE kit to be worn by all participating and ear piercings to be removed.
* For those that cannot remove the piercings, wearing inappropriate clothing or cannot take part for any reason will need a 'non participation role', ideas for these can be found on 'Get Set 4 PE'.
* A variety of PE to be taught throughout the year; a combination of dance, gymnastics, games and multi-skill activities.
* Sport specific vocabulary to be used in lessons; agility, balance, coordination, speed, control, strength
* Maximise the time of children being active in the lesson.

RE

* For every RE lesson/ unit pose questions about the lesson and a 'Big Question' (if appropriate) - linking the lesson to moral and social understanding and everyday modern life. For example: How could the 10 commandments be adapted for the classroom? Do you agree, disagree, adapt or remove any of the 10 commandments? Why?
* For at least 1 RE topic engage with the wider community. For example a visit to a place of worship, visits from people of other faiths, links to schools with children of other faiths, class Video calls with the UK/ global community.
* Provide children with the opportunity to discuss contemporary religious issues and events through assemblies and watching Espresso or Newsround regularly.
* Before Christmas we will have a whole school Christmas around the world themed morning/ afternoon - each class looking at a different country.

Good practice

* Avoid worksheets and make the lessons as practical as possible.

Design and Technology

* Use Projects on a Page for MTP
* DT should be taught once a term
* There must be a clear purpose for the product and intended user - Make it real life
* Have Three types of activities for each topic
	+ Investigate and Evaluate Activities (IEAs) where children learn from a range of existing products and find out about DT in the wider world
	+ Focused Tasks (FTs)where they are taught specific technical knowledge, designing skills and making skills
	+ Design, Make, and Evaluate Assignment (DMEA) where children create functional products with users and purposes in mind
* Evidence of each of these in books - Photo, Design, QR code

French

* Key message for French learning - Curiosity, confidence and fun.
* Complete Rising Stars assessment each half term - trim and place in books
* Evidence French with one photo, QR code or video each term
* Celebrate French learning with a special event each year.
* Books ‘move up’ with the children to the next class.

History

* Progression in History is evident through skills and vocabulary
* Pupils have an understanding of chronological history through time
* Reading for research and pleasure is encouraged
* History trips and visits are planned - 1 per year
* Children understand how history impacts our present and our future

Geography

* Discover the wonders of the world in which we live
* Progression in Geography is evident through skills and vocabulary
* Know how to love and care for our planet
* Gain awareness of local and global environmental issues
* Compare and contrast human and physical geographical features
* Field trips to develop our fieldwork skills - at least 1 trip per year to a local area of interest
* Investigate other cultures, climates and countries
* Research our local area and community

PSHE and RSE

* Teach in conjunction with JIGSAW resources - learning about relationships with ourselves; with others and with the wider world
* Impart knowledge, understanding and skills needed to manage their lives, now and in the future
* Link to physical activity, enrichment experiences and building mutual respect for everyone
* Plan discrete learning where children feel safe to share and learn about critical thinking and relationship skills.
* Keeping children safe online and offline including relationships on social media platforms - Safer Internet day

Computing

* Teach in conjunction with Purple Mash
* Programming taught in every year group
* Parent workshops to teach about online safety
* Children have access to computer suite, laptops and iPads
* New skills taught in each year group along with recap of previous skills.
* A range of cross curricular activities linked to all areas of the curriculum

Art

* Clear skills, and knowledge progression taught across the school and built upon each year.
* Opportunities to enjoy art and the benefits it has to our mental health.
* ICT incorporated into lessons
* Time to communicate own ideas, thoughts and critical debate
* Opportunities to experiment with different techniques
* Opportunities to experiment with different media.
* Time for self and peer evaluation
* Sketchbooks used to collect and present art, books ‘move up’ with the children to the next class.

Music

* Charanga scheme in place from reception to Year 6
* Music supports the wider curriculum
* Links to cultural capital
* Live performances to parents
* Performances in the local area - harvest, remembrance, Christmas, Easter