

Shirley Heath Junior School



Curriculum Policy  
September 2025

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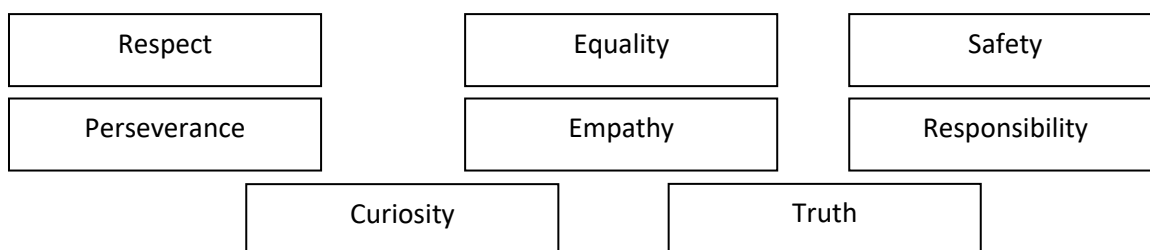
**Curriculum Policy**

**The school's vision**

We want our pupils to enjoy coming to school. We aim to excite and engage our children as learners. We want to foster pupil achievement and self-belief through the provision of a broad and challenging curriculum, developing individual skills, talents and interests so they know how to learn, and respond positively to the opportunities and demands of the rapidly changing world in which we live and work. We endeavour to promote the mental, emotional and physical health of all pupils, thereby enabling children to make healthy choices and lead a healthy lifestyle.

Our vision is that Shirley Heath becomes a hub of the community – a place where everyone feels welcome, secure and valued. We wish to provide services and activities that help to meet the needs and aspirations of children, their families and the wider community.

**Core Values**



**The School Aims**

- To provide opportunities to develop enjoyment of and a commitment to learning.
- To build on the strengths, interests and experiences of all members of the school community.
- To value all pupils as individuals and cater for their physical, emotional, spiritual and social needs.
- To provide a broad, enquiry-based curriculum using a wide range of strategies raising pupils' confidence to acquire, develop and apply knowledge, skills and understanding.
- To promote equal opportunities through developing pupils' knowledge, understanding and appreciation of different beliefs and cultures therefore enabling them to feel confident to challenge discrimination and stereotyping.
- To further develop collaboration between pupils, staff, parents, governors, the community and the LEA to continue to raise standards pertaining to all aspects of school life.

**Roles and Responsibilities**

**Role of SLT**

The Senior Leadership Team are responsible for ensuring that subject leaders and class teachers provide a broad and challenging curriculum as outlined in Shirley Heath's curriculum intent statement. SLT will give staff the opportunity to continue their professional development and offer support and guidance, where needed, to fulfil their role. The senior leadership team will review the curriculum, with subject leaders, to ensure it is constantly evolving, and is exciting and engaging for our children.

## Role of Subject Leaders

It is the responsibility of the subject leader to:

- Review, with the Senior Leadership Team, the quality of provision of their subject against the National Curriculum.
- Ensure that there is progression of skills, knowledge and vocabulary horizontally, from the beginning to the end of each year; vertically from Years 3 -6; and diagonally across subjects.
- Update subject statements in line with changes to subject intent, implementation and impact.
- Create knowledge organisers for each unit of work, outlining the specific knowledge, skills and vocabulary to be taught.
- Ensure that all Medium Term planning is up to date, linked to Knowledge Organisers and the National Curriculum, and fulfils the intent of the curriculum policy.
- Monitor the planning and delivery of lessons to make certain that children are provided with a broad, balanced and rich curriculum that enhances their knowledge, skills and understanding.
- Increase the confidence and subject knowledge of staff by offering support and guidance where necessary.
- Monitor assessment and marking completed by class teachers is in accordance with current policy.
- Provide opportunities for class teachers to develop children's cultural capital through a wide range of experiences and an increase in knowledge about events, people and places in the world.
- Ensure the availability of and upkeep of resources, reviewing needs regularly.
- Liaise with outside agencies including members of the local community, study centres, INSET providers, local businesses.

## Role of Class Teachers

All teachers are responsible for the short term planning and teaching of each subject, based on the agreed Medium Term Plans.

They will:

- Plan and teach lessons that are exciting and engaging for learners with opportunities for children to be inspired, inquisitive and independent.
- Refer to Knowledge Organisers when determining what knowledge children need to learn.
- Ensure that previous knowledge and skills are built upon throughout individual lessons and across units of work.
- Identify the progression of knowledge and skills across different subjects using subject progression maps
- Support children in embedding knowledge and vocabulary via regular retrieval practice.
- Use the correct vocabulary, as outlined in the knowledge organisers and medium term planning.
- Use ongoing assessment for learning to determine the needs of the children and adapt planning and support accordingly.
- Liaise with subject leaders, where necessary, for support with planning, teaching, assessment, resourcing and/or subject knowledge.
- Develop children's cultural capital by providing a range of opportunities including trips and visitors.
- Mark and formally assess children's work in line with current policy.

## **Curriculum Intent, Implementation and Impact**

### **Intent**

At Shirley Heath, the aim of our curriculum is to ensure all children acquire the essential knowledge that they need to be educated citizens and prepare for their next stage of learning through a broad and balanced curriculum. Our curriculum has been designed to take into account children's prior knowledge and learning and build upon this through carefully sequenced units of work, regularly revisiting skills and concepts. Our curriculum is constantly evolving to meet the needs of our children and to ensure all essential knowledge is embedded within their long term memories. We ensure that at every opportunity, children are exposed to new and challenging vocabulary and a wide variety of texts to help foster a deep love of reading. We aim to be ambitious for all learners, including disadvantaged pupils and those with special educational needs, by developing their cultural capital with rich and engaging experiences. At Shirley Heath, our curriculum is underpinned by our school values: Respect, Responsibility, Empathy, Safety, Perseverance, Equality, Curiosity and Trust, and the exploration of new skills and experiences help to develop these.

### **Implementation**

Using research from Cognitive Science and the way children learn best, we have recognised the importance of regularly re-visiting key knowledge and vocabulary, which can be found within each unit's Knowledge Organiser, to ensure it is committed to long term memory. This is achieved by regular retrieval practise at the start of all lessons, allowing children the chance to re-visit learning over time. To avoid cognitive overload, teachers carefully consider the amount of new facts and vocabulary that they expose children to within each lesson and use a range of strategies, including repetition, to deepen their understanding and further embed key concepts.

Children regularly have the opportunity to explore new ideas with their peers, and teachers use open and closed questioning to deepen thinking and check understanding. A range of adaptive strategies are used to ensure all children are able to access the curriculum and make progress. Potential misconceptions are considered when planning and opportunities for children to learn from their mistakes are encouraged and celebrated. Using regular formative assessment, pupils receive feedback with teachers adapting lessons and support accordingly. Children are encouraged to make connections with their prior learning and across the curriculum thus deepening and widening their understanding further. Opportunities for children to read a wide range of text types are encouraged in all subject areas.

Lessons are varied and stimulating. Both teachers and subject leaders carefully consider lesson design and enrichment opportunities to further develop children's experiences, alongside their increasing knowledge and skills. Teachers encourage children to persevere when they are challenged and to take responsibility for their own learning. Opportunities for them to explore ideas for themselves, be curious about their learning and ask questions about the world around them allow children to develop a love for learning. Teachers create safe environments where children can trust and support each other to take risks.

### **Impact**

At Shirley Heath, we measure the impact of our curriculum design through a rigorous monitoring process. Senior leaders work alongside subject leaders to monitor individual subjects: lesson visits and book scrutinies are used to assess the extent to which pupils are learning and remembering, whilst discussions with both staff and pupils provide further information about the successes of the planned curriculum. Strengths and areas for development are highlighted and shared with staff with bespoke coaching, support and continued professional development used to further improve standards of teaching and learning.

Proof of progress tasks and quizzes are used at the end of a unit of work to determine to what extent skills have developed and key knowledge and vocabulary has embedded in long term memory. Outcomes are

analysed by both teachers and subject leaders and lead to adaptations and improvements of knowledge organisers, medium term planning and curriculum maps. Further retrieval practise of key facts and vocabulary is implemented in areas identified as needing additional coverage. Children receive regular intervention based on both the half termly summative assessments and also the daily formative assessment that takes place in all lessons. Regular assessments are carried out for Reading, Writing and Maths, which enable staff to make judgements about children's attainment and progress. Consistency across the school is maintained using both internal and external moderation.

### **Knowledge Organisers**

Knowledge organisers contain the specific knowledge and vocabulary that will be taught within each unit of work. They have been carefully planned by subject leaders to ensure that each knowledge organiser builds upon the key facts taught in previous units of work, as identified on the progression maps for each subject.

The knowledge organisers are used by children as an aide-memoire throughout a topic; by teachers to ensure that all the required knowledge and vocabulary is taught throughout the lesson sequence; and by parents to support their children's learning at home.

Throughout topics and after a topic has been taught, teachers use the knowledge organisers in the form of retrieval questions and quizzes. This is to ensure that the knowledge and vocabulary becomes embedded in the children's long-term memory.

At the beginning of new units of work, facts from previous, linked knowledge organisers will be referenced and re-capped in order that children see how the two units are linked, and how the knowledge and vocabulary that they already know, will support their understanding within the new topic.

Where relevant, knowledge organisers might contain references to linked people from both the present and the past. The idea is to help further develop the children's cultural capital by encouraging discussion around the individuals and their achievements. Children may choose to deepen their knowledge further by researching the skills, talents, qualifications and career paths of chosen individuals referenced in the knowledge organisers.

### **Cultural Capital**

At Shirley Heath, we view cultural capital as a golden thread that weaves through everything we do, providing children with the essential knowledge they need to be educated citizens who thrive in a culturally and ethnically diverse, modern Britain. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. We recognise that the exploration of new skills and experiences helps to develop curiosity, resilience, independence and aspirations. We want our pupils to be inspired by the achievements of others and inquisitive about the fascinating, diverse and challenging world in which we live.

To enhance our pupils' cultural capital, we have considered the following areas:



**Our School  
Community**



**The Curriculum**



**Curriculum  
Enrichment**



**Beyond the  
Curriculum**



**Looking to the  
Future**

## INDIVIDUAL SUBJECT STATEMENTS

*In addition to our over-arching curriculum intent, implementation and impact statement which covers the whole curriculum, we recognise that all subjects have different aims and methods of implementing and measuring their curriculum. Each subject therefore has its own statement of intent, implementation and impact which sits alongside the curriculum statement.*

### Maths

#### INTENT

At Shirley Heath, our intent is that all children:

- become fluent in the fundamentals of mathematics, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- can move fluently between representations of mathematical ideas, make rich connections between them and apply their mathematical knowledge to other subjects.
- gain an understanding the world; an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

#### IMPLEMENTATION

- **Long Term Planning:** Our Maths curriculum has been planned by the subject leader following the National Curriculum Programmes of Study. The White Rose scheme of work is used as the basis for the curriculum. Each term is divided into blocks focusing on Number, Measurement, Geometry, Ratio and Proportion, Statistics or Algebra.
- **Progression:** All units of Maths have been carefully mapped to ensure there is progression of knowledge and skills and prior learning is regularly revisited and used to support new ideas and make connections. A progression map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for Maths follows White Rose small steps; however, adaptations have been made to suit the needs of our pupils. Teachers are able to access the planning via the White Rose website.
- **Short term planning:** Teachers use medium term planning to design their individual lessons. White Rose resources, which include, Powerpoints and worksheets can be used alongside other resources to support children's learning. At Shirley Heath, we follow a Mastery approach to teaching Maths with which children gain a deep understanding of new concepts using the concrete, pictorial, abstract approach. They have the opportunity to explore ideas using a range of practical resources and visual images before tackling unfamiliar, abstract questions. Children are encouraged to answer mathematical questions in full sentences with a focus on using correct mathematical vocabulary and a range of sentence stems to develop their mathematical reasoning. Within lessons, there are opportunities for children to share their ideas with others, explore different approaches and solve a range of challenging problems.
- **Adaptive techniques:** A range of adaptive techniques are used in Maths lessons to ensure all children can access the curriculum. These may include adapted questions, use of practical equipment or visual prompts displayed on working walls.

- **Feedback:** Feedback in Maths lessons is usually given verbally within the lesson as children are working. Additional written feedback may be given after the lesson in books. Misconceptions are used as teaching points throughout lessons. Individuals who have struggled may have additional intervention outside of the Maths lesson.
- **Cross curricular links:** Links are made across the curriculum where possible. Opportunities to practise maths skills are encouraged, particularly in Science, Geography and Design & Technology lessons.
- **Other opportunities:** Additional daily fluency practise and weekly homework allows children to become secure when recalling mathematical facts and procedures. The use of Times Table Rock Stars encourages children to learn and practise their multiplication and division facts. Children in Years 4 and 5 follow the Mastering Number program to develop their Multiplication and Division skills.

## IMPACT

The impact of our Maths curriculum at Shirley Heath is that children are able to recall and apply knowledge quickly and accurately, can reason using precise mathematical language and apply their knowledge to solve problems. They can make connections between ideas and demonstrate an enjoyment and curiosity about Mathematics.

The impact of our Maths curriculum is measured through:

- Formative and Summative Assessment - Teachers assess learning throughout and after each lesson and adapt their planning accordingly to ensure all children are secure with each objective. At the end of each block of work, children complete an end of unit test. Children who have struggled with any concepts will receive additional intervention to further embed their understanding. Where many children have the same misconception, objectives may be re-visited during additional lessons, fluency sessions and/or through linked blocks (see progression map).
- Monitoring - The maths subject leader regularly monitors standards of teaching and learning via book trawls, planning scrutinies, staff and pupil questionnaires and lesson observations. Outcomes of monitoring may result in further CPD for all staff during INSET and staff meetings or individual support via team teaching or shared planning time with subject leader.
- Moderation - All staff have the opportunity to moderate children's work both internally and externally with other teachers, ensuring accurate assessments of children's learning are being made.
- SATS - End of key stage SATS results are used to measure the attainment and progress made by a specific cohort. Multiplication Tables Check is taken in Year 4 and outcomes are used to determine interventions needed in Year 5.

## Reading at Shirley Heath

### INTENT

At Shirley Heath, our intent is that all children:

- read easily, fluently and with good understanding and confidence.
- develop the habit of reading widely and often, across both fiction and non-fiction, for both pleasure and information.
- acquire a wide vocabulary, develop their knowledge of themselves and the world they live in, and gain knowledge of the wider curriculum.
- appreciate our rich and varied literary heritage.

- establish an appreciation and a love of reading.

## **IMPLEMENTATION**

- **Long Term Planning:** Our Reading curriculum has been planned by the subject leader following the National Curriculum Programmes of Study. Each half term, children focus on a different text type: fiction, non-fiction or poetry. Texts are carefully chosen in order to either: link to an area of the curriculum previously studied to build upon the children’s knowledge and understanding, or to broaden the children’s experience of a range of different text types.
- **Progression:** All units of Reading have been carefully mapped to ensure there is progression of vocabulary and skills, and prior learning is regularly revisited and used to support new skills and make connections. A progression map is stored in the subject leader’s folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for Reading has been created by the subject leader. Each week’s planning follows a similar format: introduction of the week’s text or extract with an indepth discussion of vocabulary; fluency practice using the EEF’s Reading Theatre strategy; development of comprehension skills.
- **Short term planning:** Teachers use medium term planning to design their individual lessons.

	Years 3 and 4	Years 5 and 6
Lesson 1	Introduction of new text/extract Discussion of themes and key vocabulary	Introduction of new text/extract Discussion of themes and key vocabulary, exploration of tier 2 vocabulary
Lesson 2	Exploration of tier 2 vocabulary	Reading fluency: often steps 5-9 of Reading Theatre (steps 1-4 used where appropriate)
Lesson 3	Reading fluency: steps 1-4 of Reading Theatre	Comprehension skills Teacher models ‘expert in reading’ of selected comprehension strategy
Lesson 4	Comprehension skills Teacher models ‘expert in reading’ of selected comprehension strategy, children then apply strategy	Independent practise Children to apply ‘expert in reading’ model to a similar text or different extract
Book Club	All year groups participate in a weekly ‘Book Club’ whereby children are invited to present their favourite book, identifying key plot points and themes, as well as giving their opinions and making comparisons.	

- **Adaptive techniques:** A range of adaptive techniques are used in Reading lessons to ensure all children can access the curriculum. These may include adapted questions, adult support or vocabulary prompts displayed on working walls.
- **Feedback:** Feedback in Reading lessons is usually given verbally within the lesson as children are working. Additional written feedback may be given after the lesson in books. Misconceptions are used as teaching points throughout lessons. Individuals who have struggled may have additional intervention outside of the Reading lesson.
- **Cross curricular links:** Links are made across the curriculum where possible. Certain texts chosen are also studied within writing units where children gain a deeper understanding of a text. Reading is encouraged across the curriculum through a range of fiction and non-fiction texts and through use of the internet.
- **Enrichment opportunities:** Optional reading competitions are held throughout the year, including, but not limited to: book bingo, MyOn/Accelarated Reader, summer reading challenge via Solihull

Library. Children are invited to present and discuss their favourite books during our weekly Book Clubs. Annual events, such as World Book Day, are celebrated.

- **Phonics Interventions:** Any Year 3 children who failed the KS1 phonics check are placed into intervention groups using the RWI scheme. AM (SENCO) monitors and adapts groups as needed. Children in other year groups may continue with intervention as needed.
- **Early Readers support:** Following summative assessments, class teachers identify children within their class who would benefit from additional support with their reading fluency. Support is put in place as required.

## IMPACT

The impact of our Reading curriculum at Shirley Heath is that children are able to read fluently and widely, for pleasure and information. They have a wide vocabulary and a greater knowledge of the world and the wider curriculum.

The impact of the reading curriculum is measured through:

- **Formative and Summative Assessment:** Information from daily reading sessions and more formal assessments support teachers to adapt the Reading curriculum, inform planning and intervention groups. End of key stage SATS results are used to measure the attainment and progress made by a specific cohort.
- **Moderation:** All staff have the opportunity to moderate children's work both internally and externally with other teachers, ensuring accurate assessments of children's learning are being made.
- **Monitoring:** Reading subject leader regularly monitor the impact of the curriculum through lesson observations, book scrutinies and pupil voice questionnaires. Adaptations are made to planning and CPD given to staff as needed.

## Writing at Shirley Heath

### INTENT

At Shirley Heath, our intent is that all children:

- Develop their competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).
- Are able to plan, revise and evaluate their writing
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- form, articulate and communicate their ideas, and can organise them coherently for a reader.
- Gain an increasingly wide knowledge of vocabulary and grammar
- Develop fluent, legible and, eventually, speedy handwriting.
- Know the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

### IMPLEMENTATION

- **Long Term Planning:** Our Writing curriculum has been planned by the subject leader following the National Curriculum Programmes of Study. Each half term, children study a different unit which may be narrative, non-fiction or multi-genre. Long term planning for grammar and punctuation follows the Classroom Secrets planning; and Spelling uses Rising Stars.

- **Progression:** All units of Writing have been carefully mapped to ensure there is progression of skills and prior learning is regularly revisited and used to support new ideas and make connections. Progression maps for Writing and SPAG are stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for Writing has been created by the subject leader and follows a combination of The Write Stuff sentence stacking planning and Teaching Toolkits units. Learning objectives for the unit are included, alongside specific end points for teachers to focus on. Success criteria for each day's writing lesson is outlined (4 days per week). One lesson per week is a grammar and spelling lesson; medium term plans outline both the spelling rules and grammar objective to be taught. Units of work culminate with an 'orange book' piece of independent writing where children can demonstrate the skills they have learnt across the unit. Medium term plans also outline which specific speaking and listening skills are practised within each unit; these are taken directly from the Speaking and Listening progression map.
- **Short term planning:** Teachers use medium term planning to design their individual lessons. Writing lessons are broken into three parts, one for each aspect of the success criteria. Teachers model how to structure different sentences and encourage children to explore their own ideas using the skills taught. Lessons are interactive, with children using thesauri to generate their own word banks. Discussions between pairs and teachers support the editing element of lessons. Children use a green pen to demonstrate their editing each lesson. Every fortnight, teachers plan a WOW write for children to practise and demonstrate some of the key objectives from the unit. Success criteria for this is based on previous learning. Planning for GAPS lessons follow the medium term planning. Lesson are split with a spelling focus initially to introduce new spelling patterns. The grammar objective is then taught and practised by pupils. Resources used in writing and GAPS lessons may include videos, texts and visual images.
- **Adaptive techniques:** A range of adaptive techniques are used in Writing lessons to ensure all children can access the curriculum. These may include adult support or sentence structure prompts displayed on working walls.
- **Feedback:** Feedback in Writing lessons is usually given verbally within the lesson as children are working. Additional written feedback may be given after the lesson in books and teachers use the school editing chart to show children the specific mistakes that have been made. Misconceptions are used as teaching points throughout lessons. Individuals who have struggled may have additional intervention outside of the Writing lesson.
- **Cross curricular links:** Opportunities for cross curricular writing are encouraged in all subjects. The subject leader has a map of these half termly pieces within the subject leader folder.
- **Enrichment and other writing opportunities:** Optional writing homework competitions are set in the weekly newsletter. Spelling homework is sent home weekly, following the rule taught in weekly lessons. This includes a 'look, say, cover, write, check' sheet and an opportunity for children to create their own sentences using their weekly words. Handwriting is explicitly taught in Year 3 through the use of Letter join, and in the other year groups as necessary. The children practice their handwriting weekly when practicing their spellings in class.

### **Impact**

The impact of our Writing curriculum at Shirley Heath is that children are competent in transcription and composition. They are able to plan, revise and evaluate their writing and have an increasingly wide vocabulary. Third writing is fluent and legible and they understand the spelling structure of words.

***Our curriculum is measured through:***

- Both formal and informal assessments are used to inform future planning and to create intervention groups where necessary.
- At the end of each unit of work (half-termly), children complete a formal writing assessment. Where many children have the same misconception, objectives can be re-visited during literacy lessons and/or throughout other blocks (see progression map)
- Writing threads through the whole curriculum and children's writing can also be assessed across the curriculum. Cross-curricular writing can be found in R.E., Science, D.T., History, and Geography books.
- Weekly spelling tests assess spelling knowledge. Any common misconceptions are identified in the spelling starters of the weekly gaps lessons.
- End of key stage SATS results are used to measure the attainment and progress made by a specific cohort.
- All staff have the opportunity to moderate children's work both internally and externally to ensure judgements are accurate.

### Science at Shirley Heath

#### INTENT

At Shirley Heath, our intent is that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- 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
- develop a sense of excitement and curiosity about natural phenomena.
- understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
- understand and use technical terminology accurately and precisely.
- apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

#### IMPLEMENTATION

- **Long Term Planning:** Our Science curriculum has been planned by the subject leader following the National Curriculum Programmes of Study. Children study five units of science each year, each lasting half a term and focusing on either Biology, Chemistry or Physics.
- **Progression:** All units of Science have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access to this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for Science has been written by the subject leader and ensures that each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, and suggested activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class. Suggested activities ensure that children are taught the essential aspects of the knowledge, methods, processes and uses of science. Medium term plans also outline which specific speaking and listening skills are practised within each unit; these are taken directly from the Speaking and Listening progression map.

- **Short term planning:** Teachers use medium term planning to design their individual lessons. Most Science lessons will use a ping pong approach with children with knowledge increasing as the lesson progress. Opportunities for 'Working scientifically', forms a significant portion of Science provision at Shirley Heath. The pupils have regular opportunities to carry out investigations using practical resources and enjoy being taught the stages of the 'scientific method'. They are encouraged and enabled to become resilient young scientists who can make careful observations and can gather, record, present and interpret data in a variety of ways.
- **Knowledge Organisers:** Knowledge Organisers are glued in Science books at the start of each topic. Children refer to these throughout the topic. Retrieval of key knowledge and vocabulary from current and previous knowledge organisers are practised at the start of each lesson to help embed them into the long term memory.
- **Adaptive techniques:** A range of adaptive techniques are used in Science lessons to ensure all children can access the curriculum. These may include additional or alternative resources such as a simplified texts, adapted tasks or visual images alongside word banks to develop vocabulary.
- **Feedback:** Feedback in Science lessons is usually given verbally within the lesson as children are working. Additional written feedback may be given after the lesson in books.
- **Cross curricular links:** Links are made across the curriculum where possible. Opportunities to read from a wide range of sources are encouraged. Extended pieces of writing are regularly included in Science books. Maths skills are practised and developed such as measuring during practical activities and interpreting and presenting charts and graphs. Year 3 learn about nutrition in Science, as well as during D.T. In Year 4, pupils study the water cycle in Geography and Science. The skills of making an electrical circuit in Year 4 are applied during the D.T. unit in Year 5.
- **Enrichment opportunities:** Visitors and trips are organised to enrich the Science curriculum such as Year 5's visit to the Space Centre to complement their Earth in Space topic.

## IMPACT

The impact of our Science curriculum at Shirley Heath is that children develop their scientific knowledge and understanding. They can answer scientific questions through enquiries and use technical vocabulary to explain. They are excited and curious about the world of Science.

The impact of the Science curriculum is measured through:

- Formative assessment – teachers are aware of the progress being made each lesson and any gaps in knowledge or understanding are plugged through additional teaching or retrieval practise. Future planning is adapted to take account of ongoing assessment.
- Summative assessment – end of unit POP quizzes demonstrate the degree that children have embedded the key knowledge and vocabulary. Gaps in understanding are plugged through additional teaching or further retrieval practise. Planning is adapted as needed following assessment analysis.
- Monitoring - The Science subject leader regularly monitors standards of teaching and learning via book trawls, planning scrutinies, learning walks and analysis of POP tasks. Staff and pupil voice is also used to determine any adaptations needed within the curriculum.

## Computing at Shirley Heath

### Intent

At Shirley Heath, our intent is that all children:

- can understand and apply the fundamental principles and concepts of computer science
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.
- use information technology to create programs, systems and a range of content.
- become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology

### **Implementation:**

- **Long Term Planning:** Our Computing curriculum has been planned by the subject leader using the National Curriculum purpose of study, aims and subject content alongside the iLearn2 scheme. Each year group studies six units of Computing each lasting for half a term. Each unit term has a particular focus: Digital Literacy, Computer Science or Information Technology.
- **Progression:** All units of Computing have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access to this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for Computing has been written by the subject leader and outlines the key learning and vocabulary to be taught each lesson. Suggested activities and resources are also included. Teachers are free to adapt ideas dependant on the needs of the class. Medium term plans also outline which specific speaking and listening skills are practised within each unit; these are taken directly from the Speaking and Listening progression map.
- **Short term planning:** Teachers use medium term planning to shape their individual lessons. New material is presented in small steps, concepts and procedures are separated into small video instruction clips, models are provided in the form of video instructions, which children watch as a whole class, scaffolding is provided for difficult tasks with support from the teacher and video instructions and independent practice is put in place to allow children to master their understanding and provide opportunities for learning concepts and skills at a greater depth. Misconceptions are used as teaching points. The PRIMM approach to teaching is encouraged in programming units and includes the following stages: Predict, Run, Investigate, Modify and Make. Resources include using desktop PCs, ipads, Microbits and Spheros.
- **Knowledge Organisers:** Knowledge Organisers are referred to at the start of a new unit for the children to understand the basic skills required before challenging and extending themselves. These Knowledge Organisers are also shown on display in the Computing suite. Knowledge Organisers are also used to support retrieval practise throughout units.
- **Adaptive techniques:** A range of adaptive techniques are used in Computing lessons to ensure all children can access the curriculum. These may include adapted tasks, support from an additional adult leader or access to guided videos.
- **Feedback:** Feedback in Computing lessons is given verbally within the lesson as children are practising their skills. Feedback is also given peer to peer to support children's progress.
- **Cross curricular links:** Computing skills are practised across the curriculum, which usually take the form of presentation or creation. In year 4, children create a digital animation of the water cycle. In year 6, children use their knowledge of 3D digital design to create a leavers' keyring that was designed in their D&T lessons.
- **Enrichment opportunities:** Children have the opportunity to join a staff-run coding club which helps them to become more confident when writing their own algorithms on 'Scratch' – a unit which is progressively built upon in each year group. After completing their Scratch units, coding themed competitions are enjoyed by years 5 and 6. The curriculum is also enhanced by experts in the computing field visiting the school to discuss their job roles and motivate the children through competitions and resources.

## Impact

The impact of our Computing curriculum at Shirley Heath is that children are responsible, competent, confident and creative users of technology. They can analyse and solve problems and are digitally literate.

The impact of our curriculum is measured by:

- At the end of each unit, children complete a POP task which assesses children's understanding. For most units, this involves children completing a practical task to demonstrate their learning. From this, teachers can assess to see common errors to address and feedback to subject leader to inform and adapt planning.
- Where possible, children's work will be saved on the Shared Drive - enabling teachers and subject leader to monitor standards of work and adapt planning as necessary.
- The subject leader will gain pupil voice through questionnaires, all of which have so far reflected children's enthusiasm for their Computing lessons and recognized their progression of skills.

## Geography at Shirley Heath

### Intent

At Shirley Heath, our intent is for all children:

- develop contextual knowledge of the location of globally significant places
- understand the processes that give rise to key physical and human geographical features of the world,
- are competent to collect, analyse and communicate with a range of data; interpret a range of sources of geographical information; and communicate geographical information in a variety of ways.
- Are curious and fascinated about the world and its people.
- Develop knowledge about diverse places, people, resources and natural and human environments.

### Implementation

- **Long Term Planning:** Our Geography curriculum has been planned by the subject leader using the National Curriculum purpose of study, aims and subject content. Each year group studies two units of Geography – one short unit in the Autumn term and a longer study in the Spring or Summer term
- **Progression:** all units of Geography have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.

**Medium Term planning:** Medium term planning is produced by the subject leader. Each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, and suggested activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class. Within each plan, there is an opportunity for children to develop their fieldwork skills by undertaking an enquiry linked to their topic. Medium term plans also outline which specific speaking and listening skills are practised within each unit; these are taken directly from the Speaking and Listening progression map.

- **Short term planning:** Teachers use medium term planning to design their individual lessons. Most Geography lessons will use a ping pong approach with children with knowledge increasing as the

lesson progress. Opportunities for children to be curious and find out answers for themselves is encouraged. Resources include using maps and atlases alongside digital mapping tools.

- **Knowledge Organisers:** Knowledge Organisers are glued in Geography books at the start of each topic. Children refer to these throughout the topic. Retrieval of key knowledge and vocabulary from current and previous knowledge organisers are practised at the start of each lesson to help embed them into the long term memory.
- **Adaptive techniques:** A range of adaptive techniques are used in Geography lessons to ensure all children can access the curriculum. These may include additional or alternative resources such as a simplified map or atlas, adapted tasks or visual images alongside word banks to develop the use of geographical vocabulary.
- **Feedback:** Feedback in Geography lessons is usually given verbally within the lesson as children are working. Misconceptions are identified and may be used as teaching points to the whole class or individuals. Additional written feedback may be given after the lesson in books.
- **Cross curricular links:** Links are made across the curriculum where possible. Fieldwork activities often use Maths skills such as reading and interpreting graphs. Opportunities for extended pieces of writing are regularly included in Geography books.
- **Enrichment opportunities:** Trips are organised to enrich the Geography curriculum and these include fieldwork activities such as Year 4's Rivers topic and Year 3's local study.

### **Impact**

The impact of our Geography curriculum at Shirley Heath is that children have developed their knowledge of the world. They understand physical and human features and are curious and fascinated. They are able to collect, analyse and interpret data.

Our Geography curriculum is measured through:

- POP quizzes – these summative assessments determine pupils' understanding of a topic. These results are used to assess whether children are working at the expected standard and the effectiveness of planning and resources leading to adjustments where required. Misconceptions are addressed in class discussions, individual feedback with teachers or teaching assistants and in retrieval slides in later units of geography or linked foundation subjects.
- Monitoring - The subject leader carries out monitoring through analysing POP quizzes, book scrutinies, pupil and teacher questionnaires and learning walks. Following monitoring, CPD may be given to for staff and adaptations made to planning, resources and assessments

### **History at Shirley Heath**

#### **INTENT**

At Shirley Heath, our intent is that pupils:

- know and understand how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- understand historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts
- understand the methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed
- are curious to know more about the past.
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- understand 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.

## IMPLEMENTATION

- **Long Term Planning:** Our History curriculum has been planned by the subject leader following the National Curriculum purpose of study, aims and subject content. Each year group studies two units of History – one short unit in the Autumn term and a longer study in the Spring or Summer term
- **Progression:** all units of History have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.  
**Medium Term planning:** Medium term planning for History is produced by the subject leader. Each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, and suggested activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class. Activities ensure that children develop their substantive and disciplinary knowledge and have the opportunity to compare and contrast, explore significant events and people, identify similarities and differences, and recognise causes and consequences. Medium term plans also outline which specific speaking and listening skills are practised within each unit; these are taken directly from the Speaking and Listening progression map.
- **Short term planning:** Teachers use medium term planning to design their individual lessons. Most History lessons will use a ping pong approach with children with knowledge increasing as the lesson progress. Opportunities for children to be curious and find out answers for themselves is encouraged. Resources will include exploring a range of primary and secondary sources.
- **Knowledge Organisers:** Knowledge Organisers are glued in History books at the start of each topic. Children refer to these throughout the topic. Retrieval of key knowledge and vocabulary from current and previous knowledge organisers are practised at the start of each lesson to help embed them into the long term memory.
- **Adaptive techniques:** A range of adaptive techniques are used in History lessons to ensure all children can access the curriculum. These may include additional or alternative resources such as a simplified texts, adapted tasks or visual images alongside word banks to develop the use of historical vocabulary.
- **Feedback:** Feedback in History lessons is usually given verbally within the lesson as children are working. Misconceptions are identified and may be used as teaching points to the whole class or individuals. Additional written feedback may be given after the lesson in books.
- **Cross curricular links:** Links are made across the curriculum where possible. Opportunities to read from a wide range of historical sources are encouraged. Extended pieces of writing are regularly included in History books.
- **Enrichment opportunities:** Visitors and trips are organised to enrich the History curriculum such as Professor McGinty to develop the children's understanding of a variety of topics

## IMPACT

The impact of our History curriculum at Shirley Heath is that children understand significant aspects of British history and that of the wider world. They are curious about the past and can ask and answer questions, drawing contrasts and making connections.

The impact of the History curriculum is measured through:

- Ongoing assessment – teachers are constantly assessing the learning in the classroom. Additional teaching, retrieval tasks and interventions are used when misconceptions occur. Future planning is adapted to take account of ongoing assessment.
- End of unit POP quizzes - analysis of quizzes shows if children have embedded the key knowledge and vocabulary from the Knowledge organisers. Future planning may be adapted following analysis along with additional retrieval practise.
- Monitoring – A rigorous monitoring process is used to determine the success of the history curriculum. Support is given to the subject leader by SLT to endure consistency. CPD may be offered to individuals or whole staff, and adaptations made to planning, resources and assessments following monitoring tasks.

### Languages at Shirley Heath (French)

#### INTENT

At Shirley Heath, our aim is that all pupils:

- understand and respond to spoken and written French
- speak with increasing confidence, fluency and spontaneity.
- Improve the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures
- develop their curiosity about French culture and deepen their understanding of the world.

#### IMPLEMENTATION

- **Long Term Planning:** Our Languages curriculum has been planned by the subject leader following the National Curriculum purpose of study, aims and subject content. Each year group studies six units of French, one for each half term. Planning follows the Rising Stars scheme: Euro Stars but has been adapted to meet the needs of our pupils.
- **Progression:** all units of French have been carefully mapped to ensure there is progression of vocabulary. A skills map is stored in the subject leader's folder and identifies how vocabulary is built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning. A phonics skills map also shows the progression of phonics in French from year 3 to 6.
- **Planning:** Each class teacher has a copy of the Rising Stars, Euro Stars scheme. The program is on the school's computer network, which allows teachers to access games, flashcards, animations, tests and a translation bank. The range of resources on the program engages a variety of learners. Each child has a folder with the activity sheets. The teacher may add extra pages to enhance the children's learning opportunities and to make the unit even more exciting and engaging. There are two sets of French dictionaries stored in the staff room.

Each lesson should include children reading French texts from the program, activity sheets, flashcards, stories, poems or song lyrics. The children will have the opportunity to speak aloud in small groups, as a whole class or individually. There are also opportunities where the children will write words, phrases or sentences using the activity sheets. At other times, the activity sheets will enable the children to play a game where they practise speaking, reading and writing in French.

- **Knowledge Organisers:** Knowledge Organisers are stored in children's French folders at the start of each topic. Children refer to these throughout the topic. Each lesson should begin with a brief revision of knowledge from the current unit or previous units using the Power Point saved on the network. Then there will be a brief recap of the vocabulary previously covered in the unit. This may be done using a Power Point, flashcards, the Getting Started animation or flashcards from the program.

- **Adaptive techniques:** A range of adaptive techniques are used in French lessons to ensure all children can access the curriculum. These may include additional adult support or visual prompts to support vocabulary.
- **Feedback:** Feedback is provided verbally and children are allowed the chance to recap their work and develop their understanding through reviewing their previous work and learning. Activity sheets may be peer or self-marked.
- **Cross curricular links:** the children are taught how to tell the time in French in Year 4, as well as telling the time in Maths lessons. In Year 5, children study the planets in Science, as well as a unit on the planets in French.

## IMPACT

The impact of our Languages curriculum at Shirley Heath is that children can speak French with increasing confidence and fluency. They can write at varying length using the correct grammatical structure and are curious about French culture.

### The languages curriculum is measured by:

- At the end of a unit, the children will complete a Pop Task, taken from the Eurostars scheme, to assess their learning. This will be both peer-marked and teacher marked and stored in the children's French folders.
- The subject leader will monitor the children's work in their French folders. The subject leader will also complete lesson observations and interview both children and staff about the subject.
- If required, the teacher will complete another lesson to embed the current unit's vocabulary, before moving onto the next half term's work. Alternatively, the Knowledge Organiser can be displayed for the children to review the required vocabulary and use in future retrieval practise.

## Music at Shirley Heath

### INTENT

At Shirley Heath, our intent is that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- learn to sing and to use their voices
- create and compose music on their own and with others
- have the opportunity to learn a musical instrument,
- understand and explore how music is created, produced and communicated
- develop a love of music and increase their self-confidence, creativity and sense of achievement.

### IMPLEMENTATION

- **Long Term Planning:** Our Music curriculum has been planned by the subject leader following the National Curriculum Programmes of Study and the Charanga scheme of work. Each year group studies six units of music each lasting for half a term. Each half term has a particular theme, which focus on different cultures, time periods and styles of music. In Year 4, children spend a term \*\*learning a musical instrument.
- **Progression:** All units of Music have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies

how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access to this to determine prior and future learning.

- **Medium Term planning:** Medium term planning for Music is accessed via the Charanga website, which all staff have access to. Each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, skills, activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class.
- **Short term planning:** Teachers use medium term planning to shape their individual lessons. Lessons will often begin with a listening and appraising activity and then a warm up game linked to rhythm and pitch. Each lesson will allow children to listen and respond to music and each unit allows children to create their own improvisations or compositions, allowing children to develop a love of music and their own talent, and to develop a critical engagement with music. Each unit of work culminates in children performing and evaluating their own compositions. Resources include using glockenspiels.
- **Knowledge Organisers:** Knowledge Organisers are referred to at the start of a new unit and throughout for the children to understand the basic knowledge and skills required before challenging and extending themselves. Knowledge Organisers are also used to support retrieval practise throughout units.
- **Adaptive techniques:** A range of adaptive techniques are used in Music lessons to ensure all children can access the curriculum. These may include adapted tasks or support from an additional adult leader.
- **Feedback:** Feedback in Music lessons is given verbally within the lesson as children are practising their skills. Feedback is also given peer to peer to support children's progress.
- **Cross curricular links:** Links are made across the curriculum where possible. Music from other cultures or time periods may enhance children's learning in other subjects such as Literacy, Art and Science.
- **Enrichment opportunities:** All children have the opportunity for peripatetic lessons in a variety of instruments (woodwind, guitar, brass, violin and percussion). Trips and visitors add to high quality music experiences: these include class assemblies, Year 5's "Young Voices" and Year 4's "Brass Blast" at Warwick Arts Centre. Children also have the opportunity to join the school Rock Band and school choir in an after school club. Within assemblies, music follows a thematic approach, which reinforces key vocabulary, encourages children to focus and challenge their thinking with regards to the music they are listening to as well as exposing children to a vast array of musical genres, composers and arrangements.

## **IMPACT**

The impact of our Music curriculum at Shirley Heath is that children can perform, listen to, review and evaluate music on their own and with others. They are able to sing and learn a musical instrument. They have a love of music and an increased self-confidence and creativity.

The impact of the music curriculum is measured through:

- Ongoing formative assessment – each lesson teachers assess the progress being made through informal observations and discussions. Future lessons may be adapted where children are not making as much progress as initially planned for.
- End of unit music performances (POP tasks) – groups of children perform their compositions to demonstrate their competency in the required elements. Teachers determine if they have reached the expected standard required using a statements provided by the subject leader
- Monitoring – subject leader will monitor the quality of teaching and learning through learning walks and analysis of end of unit performances. CPD for staff and adaptations to planning are made as needed.

## Physical Education at Shirley Heath

### INTENT:

At Shirley Heath, our intent is that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- build character and help to embed values such as fairness and respect.

### IMPLEMENTATION:

· **Long Term Planning:** Our P.E curriculum has been planned by the subject leader using the National Curriculum purpose of study, aims and subject content. Each year group studies six units of P.E each lasting for half a term. Each term has a particular focus: athletics, invasion games, outdoor and adventure, dance, gymnastics, net/wall or swimming allowing children to succeed and excel in competitive sport. Planning follows The PE Hub Scheme, used to consolidate the children's fundamental motor skills through progressive and inclusive levels appropriate to the individual learner. Children partake in 2 hours of PE per week (1 hour of The PE Hub and 1 of Real PE). All children in year 4 attend a concentrated block of 4 swimming lessons per week for a term. Following this, children in Year 6 who are unable to swim 25m have additional lessons.

· **Progression:** All units of P.E. have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leader have access this to determine prior and future learning.

· **Medium Term planning:** Medium term planning for P.E is accessed via The PE Hub website, which all staff have access to. Each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, skills activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class.

· **Short term planning:** Teachers use medium term planning to shape their individual lessons. Lessons will often include a demonstration via video link, by the class teacher or a child that has exceptional skills and is happy to share. Misconceptions are used as teaching points. The PE Hub lessons involve the use of core, fundamental movement and ball skills, which allow the children to practise specific skills before embarking on a group game. The format of The PE Hub lesson varies depending on the focus but will involve the development of skills before a competitive game or group activity.

· **Knowledge Organisers:** Knowledge Organisers are referred to at the start of a new The PE Hub unit for the children to understand the basic skills required before challenging and extending themselves. These Knowledge Organisers are also shown on the P.E. display in the main corridor of the school to reaffirm knowledge. Knowledge Organisers are also used to support retrieval practise throughout units.

· **Adaptive techniques:** A range of adaptive techniques are used in P.E lessons to ensure all children can access the curriculum. These may include adapted tasks or support from an additional adult leader.

· **Feedback:** Feedback in P.E. lessons is given verbally within the lesson as children are practising their skills. Feedback is also given peer to peer to support children's progress – formative assessment. Teachers assess at the end of The PE Hub unit.

· **Cross curricular links:** Links are made across the curriculum where possible. Links to healthy lifestyles are made through Science and D&T topics, Maths measuring skills are often practised during Athletics units.

· **Enrichment opportunities:** All children have the opportunity to take part in after school sports clubs including Netball and Football. There are also inter-school competitions in a range of disciplines for individuals from all year groups. Both cricket and Tri-golf units culminate in an inter-school festival.

## IMPACT

The impact of our P.E. curriculum at Shirley Heath is that children are competent in a range of physical activities. Children are active and engage in competitive sports. They lead healthy lives and display sporting values (School Games Values).

The impact of the P.E curriculum is measured through:

- **POP Tasks** – at the end of each unit of work, children complete a POP task. Teachers use statements, as set out by the PE subject leader, to determine if individuals have reached the expected standard within the different areas.
- **Monitoring** – the subject leader regularly monitors the quality of teaching and learning through learning walks and analysis POP tasks. Staff and pupil voice are also used to help determine the effectiveness of the curriculum. CPD is given to individuals/groups of staff and adaptations are made to planning as needed. CPD is given by the Subject Leader or Football Skills School (DJ).
- **Assessment for Learning** – teachers adapt their lessons as needed if children are not making sufficient progress or misconceptions occur.

## P.S.H.E. at Shirley Heath

(please see separate statutory policy for specific details of Relationships Education at Shirley Heath)

## INTENT

At Shirley Heath, our intent is that all pupils:

- are supported with their development as healthy human beings
- understand and respect who they are
- understand differences between, and respect, others within our school and wider community
- are empowered with a voice and to equip them for life and learning
- are prepared for the physical and emotional changes that adolescence brings (see Relationships Health and Sex Education policy)

## IMPLEMENTATION

- **Long Term Planning:** Our P.S.H.E curriculum has been planned by the subject leader using DfE guidance and a combination of the schemes Jigsaw, Inner Wings and No Outsiders. Each year group studies six units of P.S.H.E each lasting for half a term. Each unit has a particular theme: Being me in my world, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.
- **Progression:** All units of P.S.H.E have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. Progression maps are stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access to this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for P.S.H.E has been written by the subject leader; activities and resources are outlined, and can be accessed via the Jigsaw, Inner Wings or No Outsiders website, which all staff have access to. Teachers are free to adapt ideas dependant on the needs of the class. Each lesson builds upon the previous one.
- **Short term planning:** Teachers use medium term planning to shape their individual lessons. Most lessons follow a similar format whereby a reminder of the 'Jigsaw' charter is given and displayed in every classroom. Children have the right to pass if they feel unable to contribute if turn-taking. The lesson then moves to a 'calm me' session where the teacher leads a meditation creating a peaceful atmosphere for learning using meditation stories from the Pants of Peace book. Teachers remind children of the importance of this skill in our busy lives or through difficult times. 'Open my mind' is the next section where the main learning point is presented and discussed. 'Tell me or show me' reinforces this. 'Let me Learn' is where children have the opportunity to take what they have

learned and adapt it to their own thinking. 'Help me reflect' allows children to reflect and further their learning.

- **Knowledge Organisers:** Knowledge Organisers are glued into books and are referred to at the start of each lesson in order that children understand the vocabulary, knowledge and skills for each lesson. Knowledge Organisers are used to support retrieval practise throughout units.
- **Adaptive techniques:** A range of adaptive techniques are used in P.S.H.E lessons to ensure all children can access the curriculum. These may include adapted tasks or support from an additional adult leader.
- **Feedback:** Feedback in P.S.H.E lessons is given verbally within the lesson as children and misconceptions are used as teaching points.
- **Cross curricular links:** Links are made across the curriculum where possible. P.S.H.E. links are evident within a number of subjects, primarily in Science and R.E lessons. The ethos of our school is built upon developing the 'whole child' meaning that links to children's personal development, including growth mindset, are evident across all areas of our school.
- **Enrichment opportunities:** Visitors are organised to support the P.S.H.E. curriculum such as Loudmouth Theatre group enhancing learning about Puberty. A variety of 'personal development' after school clubs are available to the children, including Girl Power and Gardening Club.

## **IMPACT :**

The impact of our PSHE curriculum is that children are supported with their development as human beings, enabling them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The impact of our PSHE curriculum is measured through:

- Regular monitoring by the subject leader – learning walks, book scrutinies and pupil/staff voice are all used to assess the effectiveness of the curriculum. Planning is adapted as needed and CPD offered to individuals and groups of staff.
- Ongoing formative assessment –teachers assess the extent that key knowledge, skills and vocabulary is being understood and embedded. Future lessons may be adapted as needed.
- End of unit POP quizzes – children complete a quiz at the end of each unit of work to allow pupils to self-assess their confidence levels. Analysis of results ensures teachers can identify the additional needs for individuals or whole groups of children. Subject leaders adapt future planning as needed.

## **R.E at Shirley Heath**

### **Intent**

At Shirley Heath, our intent is that all pupils:

- discuss challenging questions about the meaning and purpose of life, beliefs, issues of right and wrong, and what it means to be human.
- develop their knowledge and understanding of religious and non-religious beliefs and traditions
- explore their own beliefs
- build their sense of identity and belonging, and flourish within their communities and as citizens in a diverse society
- develop respect for others, including people with different faiths and beliefs, and challenge prejudice
- consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.

## **IMPLEMENTATION**

- **Long Term Planning:** Our Religious Education curriculum at Shirley Heath follows the R.E. today scheme with guidance from NATRE and Solihull LEA's Religious Education syllabus 2025-2030. Children study Christianity, Islam, Hinduism and Judaism. They also look at non-religious beliefs. One unit in each year group has a thematic approach which involves discussions about all other religions
- **Progression:** all units of R.E. have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A progression map is stored in the R.E. subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders can access this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for R.E follows the R.E. Today scheme, with guidance from the Solihull agreed syllabus 2025-2026 as the basis for teaching R.E. across the school. It includes clear learning objectives, key vocabulary, key knowledge, and suggested activities and resources. PowerPoints are available to support lessons; however, staff are encouraged to adapt these to meet the needs of their learners—differentiating and adding creative elements to make lessons engaging and enjoyable.
- **Short term planning:** Teachers use medium term planning and notebooks to design their individual lessons. R.E. lessons will always start with retrieval. Teachers use a ping pong approach with children with knowledge increasing as the lesson progresses. Opportunities for children to be curious and find out answers for themselves is encouraged. Resources will include exploring a range of religious artefacts, listening to stories, reading extracts from different religious texts, watching videos of first-hand accounts and experiences. Lessons are often practical with children discussing key themes. They will also explore role play to act out scenarios or religious stories.
- **Knowledge Organisers:** Knowledge Organisers are glued in R.E. books at the start of each topic. Children refer to these throughout the topic. Retrieval of key knowledge and vocabulary from current and previous knowledge organisers are practised at the start of each lesson to help embed them into the long term memory.
- **Adaptive techniques:** A range of adaptive techniques are used in R.E lessons to ensure all children can access the curriculum. These may include additional or alternative resources such as a simplified texts, adapted tasks or visual images alongside word banks to develop vocabulary.
- **Feedback:** Feedback in R.E lessons is usually given verbally within the lesson as children are working. Additional written feedback will be given after the lesson in books.
- **Cross curricular links:** Links are made across the curriculum where possible. Opportunities to read from a wide range of sources are encouraged. Extended pieces of writing are regularly included in R.E books. I.C.T. is also used to research different religious and non-religious world views.
- **Enrichment opportunities:** Visitors and trips are organised to enrich the R.E. curriculum such as a visits to church, a visit to a Hindu temple, a visit to a synagogue to consolidate knowledge of two Judaism enquiries. Visitors also come into school to deepen the children's understanding of certain aspects of different religious enquiries. Children are given the opportunity during assembly and in classes to talk about religious celebrations and festivals and share how they have celebrated with their family and in the local community.

### **Impact**

The impact of our R.E. curriculum at Shirley Heath is that children have developed their knowledge and understanding of the principal religions. They can discuss challenging questions, and respect different faiths and beliefs.

The impact of the R.E. curriculum is measured through:

- **Ongoing formative assessment** – each lesson teachers assess the extent that key knowledge and vocabulary is being understood and embedded. Future lessons may be adapted where misconceptions occur and additional retrieval tasks are included.
- **End of unit POP quizzes** – children complete an assessment sheet at the end of each unit of work using key knowledge from the Knowledge organisers. Analysis of results ensures teachers can identify and plug any gaps or misconceptions. Subject leaders can adapt future planning as needed.
- **Monitoring** – subject leader will monitor the quality of teaching and learning through learning walks, book looks, analysis of assessment sheet results and pupil/staff voice. Outcomes will deter

## Art at Shirley Heath

At Shirley Heath, our intent is that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Children are engaged, inspired and challenged.

### IMPLEMENTATION

- **Long Term Planning:** Our Art curriculum has been planned by the subject leader using the National Curriculum purpose of study, aims and subject content. Each year group studies three units of Art – each lasts for half a term. Each term has a particular focus: drawing, painting or sculpting.
- **Progression:** All units of Art have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.
- **Medium Term planning:** Medium term planning for Art is produced by the subject leader. Each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, skills and suggested activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class. Activities ensure that children experiment, invent and create their own works of art, craft and design.
- **Short term planning:** Teachers use medium term planning to design their individual lessons. The first lesson within a unit will focus on a specific artist to ensure children know about great artists, craft makers and designers. Subsequent lessons will each build on previous ones, allowing pupils to develop their knowledge and skills. Each unit will result in a 'final piece' which demonstrates all of the learning across the unit. Resources will include exploring a range of different medium. All pupil have a sketchbook, which are used as a journal where work is refined and improved as well as annotated with reflections. Art lessons are practical and interactive with the use of an interactive whiteboard to watch videos or to demonstrate skills to the children. iPads are also available for independent research on artists and architects and visualizers are used for teacher modelling. Each lesson should include a practical demonstration by the class teacher or a student that has exceptional skills and is happy to share. Learning should also include how to prepare and care for the equipment being used.
- **Knowledge Organisers:** Knowledge Organisers are glued in Art sketchbooks at the start of each topic. Children refer to these throughout the topic. Retrieval of key knowledge and vocabulary from current and previous knowledge organisers are practised at the start of each lesson to help embed them into the long term memory.
- **Adaptive techniques:** A range of adaptive techniques are used in Art lessons to ensure all children can access the curriculum. These may include support from a peer or adult or adapted tasks that may include a template or simplified resources.
- **Feedback:** Feedback in Art lessons is usually given verbally within the lesson as children are working. Additional written feedback may be given after the lesson in books.

### IMPACT:

The impact of our Art curriculum at Shirley Heath is that children are proficient in a range of art, craft and design techniques. They are inspired by artists and designers and produce creative work.

The impact of the art curriculum is measured by:

- The completion of a POP task to demonstrate the knowledge and skills learnt in a unit. Teachers determine whether children have reached the expected standard using statements as set out by the subject leader. Additional skills practise may be added to future units as needed.
- Monitoring tasks - The subject leader monitors progress through book scrutinies and learning walks and uses this information to inform future planning and CPD for staff.
- Ongoing assessment – teachers adapt their lessons based on the needs of the children. Subject leaders may adapt future planning if needed.

### **Design Technology at Shirley Heath**

#### **INTENT**

At Shirley Heath, our intent is that all pupils:

- solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values
- develop their 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
- evaluate past and present design and technology and develop a critical understanding of its impact on daily life and the wider world.
- understand and apply the principles of nutrition and learn how to cook.
- learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

#### **IMPLEMENTATION**

- **Long Term Planning:** Our Design and Technology curriculum has been planned by the subject leader using the National Curriculum purpose of study, aims and subject content. Each year group studies three units of Design and Technology – each lasts for half a term. All units focus on a specific area: structures, mechanical systems, electrical systems, computer programming or food and nutrition.
- **Progression:** All units of Design and Technology have been carefully mapped to ensure there is progression of knowledge, skills and vocabulary. A skills map is stored in the subject leader's folder and identifies how skills and knowledge are built upon from Year 3 to 6. Teacher and subject leaders have access this to determine prior and future learning.  
**Medium Term planning:** Medium term planning for Design and Technology is produced by the subject leader. Each lesson builds upon the previous one. Learning objectives, key vocabulary and knowledge, skills and suggested activities and resources are outlined, however teachers are free to adapt ideas dependant on the needs of the class. Activities ensure that pupils design and make products that solve real and relevant problems within a variety of contexts. Medium term plans also outline which specific speaking and listening skills are practised within each unit; these are taken directly from the Speaking and Listening progression map.
- **Short term planning:** Teachers use medium term planning to design their individual lessons. The first couple of lesson within a unit will focus on a specific designer an/or products to ensure that pupil are able to evaluate past and present design and technology, and develop a critical understanding of its impact on daily life and the wider world. Subsequent lessons will each build on previous ones, allowing pupils to develop their knowledge and skills. Each unit will result in a 'final piece' which demonstrates all of the learning across the unit. Final pieces are photographed and glued into books alongside pupil's evaluation of their designing and making.

DT lessons are practical and interactive with the use of an interactive whiteboard to watch videos or to demonstrate skills to the children. iPads are also available for independent research. Resources will include using a range of equipment to strengthen, stiffen, reinforce, move, control and monitor their products. They will also consider the aesthetic qualities of their product and use a range of resources to achieve this. Resources used in food and nutrition topics enable children to chop, grate, mix and sieve their ingredients. Where possible, each lesson should include a practical demonstration by the class teacher or a student that has exceptional skills and is happy to share. Learning should also include how to prepare and care for the equipment being used as well as key safety points.

- **Knowledge Organisers:** Knowledge Organisers are glued in Art books at the start of each topic. Children refer to these throughout the topic. Retrieval of key knowledge and vocabulary from current and previous knowledge organisers are practised at the start of each lesson to help embed them into the long term memory.
- **Adaptive techniques:** A range of adaptive techniques are used in Design and Technology lessons to ensure all children can access the curriculum. These may include support from a peer or adult or adapted tasks that may include using pre-prepared resources or a visual guide.
- **Feedback:** Feedback in Design and Technology lessons is usually given verbally within the lesson as children are working. Additional written feedback may be given after the lesson in books.
- **Cross curricular links:** Links to Maths are made where possible in Design and Technology lessons where children have the opportunity to develop and practise their measuring skills. Cross curricular links are also made with Computing within the Programming units and to Science and P.E within Food and Nutrition.
- **Enrichment opportunities:** Connecting with secondary schools to optimise opportunities for D&T across the school. Children are given the opportunity to have D&T days to create their end of unit product.

## **IMPACT**

The impact of our Design and Technology curriculum at Shirley Heath is that children have developed knowledge, understanding and skills in order to design and make products for a wide range of users and purposes. They are able to evaluate their work and the work of others. They understand the principles of nutrition and know how to cook simple dishes.

To determine whether our intent for Design and Technology has been achieved by pupils, the impact of the D&T curriculum is measured by:

- **Summative assessments** – children complete a POP task at the end of each unit which measures the extent to which children have developed their D&T knowledge and skills. Teachers assess their final product, design and evaluation against a range of statements to determine if each individual has reached the expected standard.
- **Monitoring** – the subject leader regularly monitors books and POP tasks and adapts planning as needed. Pupil and staff voice is used to determine viewpoints and CPD is given as needed to individuals and whole groups.

