



# Holy Trinity Church of England (Aided) Primary School

## Curriculum Rationale

*The Best for Every Child - a Unique Child of God*

### Contents

|                                    |    |
|------------------------------------|----|
| History .....                      | 2  |
| Geography .....                    | 5  |
| Science.....                       | 8  |
| Modern Foreign Languages.....      | 11 |
| Design and Technology .....        | 13 |
| Computing.....                     | 16 |
| Physical Education.....            | 19 |
| Music .....                        | 22 |
| Art and Design .....               | 24 |
| Philosophy for Children (P4C)..... | 27 |



# History

## **History at Cookridge Holy Trinity**

Cookridge Holy Trinity Primary School, as an inclusive school, offer all children a high quality history education which provides them with a coherent knowledge of the history of Britain and the wider world, whilst also inspiring their curiosity about the past. Children experience excellent teaching which enables them to ask perceptive questions, think critically, explore evidence, examine arguments, and develop perspective and judgement about people and events from the past. (National Curriculum in England, History programme of study, 2014)

## **Aims of History**

Cookridge Holy Trinity aims for the pupils to feel inspired, engaged and immersed in their learning. We strive to encourage children to feel passionate about history and have a thirst for knowledge of investigating the past. Knowledgeable and enthusiastic teachers encourage pupils to aspire to become historians and understand that in order for society to grow and evolve, we need to learn from the impact of events in the past. Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross curricular lessons and enquiry based learning led by the pupils.

## **History curriculum intent**

It is essential to have continuity and progression throughout the history curriculum so that it provides structure, purpose and meaning.

## **Reception /Year One**

Our Reception classes follow the EYFS statutory framework which aims to support children's development in seven areas of learning and development. To develop children's knowledge and vocabulary associated with the past, in an area that the children are already fascinated in, Reception children learn about dinosaurs. They develop a simple understanding of chronology and a sense of when past events happened. Their learning is extended to develop their geographical understanding of the world and where different dinosaurs originated. Year 1 build on Reception by looking at the timeline of other extinct animals that came after dinosaurs, using key vocabulary such as 'decades' and 'centuries.' They focus their learning on the significant person, Mary Anning, who was an English palaeontologist who became known around the world for important finds she made in Jurassic marine fossils. The children are immersed into the excavation of "old" and "present" objects in a mock archaeological dig. Year 1 build on the foundations of their historical skills from Early Years, "Children talk about past and present events in their own lives and in the lives of family members." The pupils create a timeline of their own lives and family trees which link to their science topic, "Animals and Humans." Additionally, the pupils ask questions about the past and use artefacts, pictures, stories and online sources to find out about the past in their "Seaside" topic. Later in the year the children develop an understanding of concepts such as civilisation, monarchy, parliament and democracy when they learn about Kings and Queens in their UK topic. This is extended the following year when Year 2 learn about Queen Victoria.

## **Year Two**

Building on the children's understanding of chronology taught in Reception and Year 1, Year 2 create timelines, using dates, to show the chronology of significant individuals lives such as Beatrix Potter and Queen Victoria, events of the Victorian era and the Great Fire of London. Their knowledge is applied in literacy lessons where the children write information texts about Queen Victoria in chronological order. Similarly, Year 2 link their topic of "A Christmas Carol" to their English as their English lessons are based around the story and pupils start to understand what it would be like to live in the Victorian era. The children visit Thwaite Mills where they recreate a Victorian Christmas and they have a day in a 'Victorian school', where they dress up and recreate a Victorian school room within their own classroom. They look at the lives of Victorian children and compare it to their own lives. They research Victorian toys

and design and make their own moving toy in DT lessons. Additionally, Year 2 study the 'Great Fire of London' an event beyond living memory. The pupils are encouraged to independently research the events online, building upon the computing skills taught the previous. The topic builds on knowledge of London previously taught in Year 1. Year 2 take part in cross curricular activities to really immerse themselves in the topic. For example, they use materials to create 3D models of Tudor houses – and then replicate the 'Great Fire' in our own playground. In addition, the children develop their drawing and technical skills, to create a charcoal drawing of London landmarks, a watercolour silhouette of London and a portrait of Samuel Pepys.

### **Year Three/Year Four**

Building on from the prior learning of chronology in KS1, Children in KS2 focus on particular historical ages – the first age that is studied is 'Stone age to Iron Age' in Year 3. This is a fully immersive topic which brings together a variety of subjects including science (rocks) and English (Stig of the Dump). The children develop their history skills, learning what life was like in prehistoric times, including clothes, food and shelter, as well as looking at the tools they used and their inventions. They have a "Stone Age Day" produced by an external company where the children are transported back into the Stone Age! Pupils design, create and evaluate various models, forts and build dens in this cross curricular topic. They compared houses built in different time periods to understand the concept of change over time. Building on Year 2, Year 3 also research the key events of significant individuals such as Christopher Columbus in their "Explorers" topic and order events on a timeline including events from previous topics taught in school and placed these time periods on it chronologically to further consolidate their knowledge.

The historical time line then takes the children to study 'Ancient Greece'. The topic is launched with an immersing topic themed day – engrossing the children into Ancient Greece life. During this topic the children go on an education trip to the Royal Armouries. Children analyse historical artefacts which they use to ask questions about the past, and inform their own designs of replica historical artefacts such as Greek pots. They also take part in a drama workshop linked to the Greek myth of Medusa (Perseus and the Gorgon's head). They also partake in a Spartan warrior training workshop where they get to look closely at the Armour and weaponry the Spartans used and learn how to march like a warrior and use the weapons.

Year 4 learn about the Titanic, a significant event in our recent past, that involves the use of primary and secondary sources to deepen their understanding through enquiry based learning. They present reasoned arguments of their own using evidence, having deliberated its reliability and use. Children are encouraged to make connections to their own experiences and to ask historically valid questions. They develop their artistic skills further by researching pointillism and produce a picture of the Titanic using this technique. Building on chronology taught in Year 3, children learn about the Ancient Romans. Learning about life in Ancient Rome, Roman inventions, Roman soldiers and gladiators. In addition, they are taught about the events of Pompeii and Mount Vesuvius which is further embedded when writing descriptively in English lessons. Their creativity skills are developed when analysing artefacts, producing a variety of DT and Art work including, chalk pastel volcanos, Roman purses, Roman shields and helmets. They learn about the geographical location of Ancient Rome, the land which they conquered and will compare this to modern day maps.

Continuing the historical timeline, the children are engaged within the era of the Ancient Egyptians. They continue to develop their history skills and knowledge through discrete skill based lessons. Developing from the 3D art skills taught in the Year three topic 'Ancient Greece' the children draw pyramids, focusing on layering and create clay cartouches. This topic allows children to explore their creativity, creating Pharaoh masks, baking Egyptian bread, observing and replicating patterns and learning to write using hieroglyphics. Children describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. They compare and contrast their life to an Egyptian child and analyse artefacts at the Leeds City Museum including a real life mummy!

## **Year Five/ Year Six**

Building on their historical knowledge in Lower KS2, Year 5 study key events in American History with a focus on the civil rights movement. They study significant people in America, such as Jim Crow, Martin Luther King and Rosa Parks which deepens their understanding of its influence on today's world. This links with the children's P4C and PSHE lessons, exploring topics of discrimination and the concept of fairness. Similarly, Year 5 focus on the impact of past events in the present when they study Earth and Space. This cross curricular topic includes key moments in scientific history, for example the moon landing and other key discoveries.

Continuing along our school's timeline, Year 5 look into the era of the Anglo-Saxons and Vikings. They comprehensively observe the timeline and how these eras fit together. They ask deep historical questions, inquiring why the Romans left and why these changes happened. They inquire into the different tribes and their battles, looking into their locations and why they happened there and become tour guides of Britain's Anglo-Saxon sites. The topic also links with RE and how Christianity was brought into the UK. The children research Anglo-Saxon diet and make different foods eaten during these times, eg – soup. The children are then absorbed into the era of the Vikings and their Gods, through an interactive drama workshop led by Alive and Kicking. They research, design and build Viking long ships and evaluate these, create broaches using their sewing skills and create their own 'coat of arms'.

Building on their knowledge from Year 5, Year 6 study a history-based topic focusing on changes through the decades 1930s – present, studying key events in recent history, considering changes in social, technological and political contexts, focusing particularly on WWII. The children become evacuees as part of a dress-up day, learning how to ration food and imagining what it was like to be a child during these times. The topic is further enhanced by a chilling visit from Arek, a survivor from Auschwitz. The children design, plan and create WWII fighter planes, bake various foods from different decades, research fashion changes and movements and listen to how music has changed over the 20th century and into the 21st. They develop their geographical understanding through researching where things were made and where particular movements originated from and also looking into Germany's takeover of different European countries and the response to this from the rest of the world. Continuing to develop drawing and technical skills, through keeping a sketchbook, the children research and work in the style of a variety of famous artists (such as Andy Warhol, Archimboldo) and experiment with different art movements including: pointillism, pop art, fauvism.

## **Whole School History 2019-2020**

Cookridge Holy Trinity provides children with a variety of memorable, experiential opportunities to consolidate knowledge, learn new skills and gain joy and wonder in history. This includes having inclusive educational whole school days such as "Travelling through Time Day" where all pupils moved around school classrooms, transported to different time periods and participating in creative activities. Recently, these have included taking part in the Greek Olympics, identifying Ancient Egyptian artefacts and their functions in an archaeological dig, building Stonehenge out of biscuits, identifying diets of the ancient world by analysing coprolites and being transported to walk on the moon using the virtual reality headsets. Additionally, children understand the impact of past war veterans on today and celebrate their lives through Remembrance arts and crafts, literary work and collective worship. We connect with members of the community, for example pupils created fabric poppies and paper poppy wreaths which were displayed at Leeds Kirkgate Market and pupils planted their own poppies in the sensory garden for all to see. Moreover, Cookridge Holy Trinity utilizes external companies to access high quality resources and experiential learning. This includes Alive and Kicking drama workshops that linked time periods studied, where the children are heavily involved in creating the storyline and develop their subject knowledge through drama. Additionally, history school trips such as visits to the Leeds City Museum, Royal Armouries Museum and Thwaite Mills are also vital in nourishing our rich, creative curriculum.

## **Geography at Cookridge Holy Trinity**

At Cookridge Holy Trinity Primary School, as an inclusive school, we aim to give all children a high quality geography education which inspires a curiosity and fascination about the world around them. "Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes." (*National Curriculum in England, Geography programme of study, 2014*) Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross curricular lessons and enquiry based learning led by the pupils.

## **Aims of Geography**

Cookridge Holy Trinity aims for the pupils to feel inspired, engaged and immersed in their learning. We strive to encourage children to feel passionate about geography and have a thirst for knowledge of investigating the local area and the world. Knowledgeable and enthusiastic teachers encourage pupils to aspire to become future explorers, marine biologists, weather forecasters, geologists, wildlife experts and eco activists. It is imperative that pupils understand that geography is not all about looking in an atlas; it is about learning about our world and the people in it. Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross curricular lessons and enquiry based learning led by the pupils.

## **Geography curriculum intent**

It is essential to have continuity and progression throughout the geography curriculum so that it provides structure, purpose and meaning.

## **Reception/Year One**

Our Reception classes follow the EYFS statutory framework which aims to support children's development in seven areas of learning and development. "Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes." To develop children's knowledge and vocabulary associated with children's local and wider environment, in an area that the children are already fascinated in, Reception children learn about dinosaurs. They develop a simple geographical understanding of the world and where different dinosaurs originated. Reception also learn about how to become more environmentally friendly in the, "On the Farm" topic. They also learn about a variety of animals and their life cycles which is then built upon in Year 1. Further enhanced by a trip to a real farm, immersing ourselves into farm life and love for the outdoors. Reception contrast the farm environment to a marine environment in their "Under the Sea" topic. Their learning is further embedded by developing their story telling via an Alive and Kicking drama workshop, "Diving to the bottom, of the bottom, of the sea." The topic builds upon children's knowledge of animals, exploring similarities and differences of land and water animals and their environments.

This is then extended further in Year 1 where they ask and answer geographical questions when investigating animal's habitats and use atlases to identify where animals live in the topic, "All Creatures Great and Small." Their knowledge is further developed when the children study the seaside. They identify the key features of a location in order to say whether it is a city, town, village or coastal and link to the engaging story, "Flotsam" in their English lessons. Furthermore, they read and follow compass directions (North, South, East and West) and make their own pirate compass. Year 1 become confident in using locational language (e.g. near and far) to describe the location of physical features and routes on a UK map in their "UK" topic, where they draw a simple map of London and paint in watercolours. The children ask and answer geographical questions and use atlases to find the 4 countries of the UK and discuss the nationalities of the inhabitants. Moreover, they also identify continents and oceans with a focus on America and Kansas in the, "Wizard of Oz" topic. Year 1 also conduct simple fieldwork when learning about seasonal changes and growing plants in science, where they observe which plants grow in the school grounds and discuss why this could be.

## **Year Two**

Continuing to build on children's exposure to reading atlases and using compass skills from Year 1, Year 2's topic, "Beatrix Potter," introduces children to the famous author's home- the Lake District. The topic, which focuses on Beatrix Potter's much loved tale, "Peter Rabbit," enables children to develop a wide ranging geography skills, teaching children coordinate skills using simple grid references and encouraging geographical vocabulary. It covers a variety of geography based objectives in detail, including seasonal weather of the UK and comparisons to local geography through a local study of Cookridge. Furthermore, their geography skills are further embedded in their topic, "India," where the pupils learn about the human and physical features of India while consolidating knowledge about weather and the world's continents.

### **Year Three/Year Four**

Year 3 study an "Adventures and Explorers" topic which extends map reading skills from Year 2. This geography and literacy based topic immerses children in the world of adventures and explorers. The children study the book, 'James and the Giant Peach' which develops geography skills by mapping out James' journey across the Atlantic. They use 4 figure grid references and a variety of types of maps such as climate and topological maps. They also identify the cities and populations in the seven continents creatively, using watercolour paint. Additionally, the children explore their own local environment and study the local area and historical changes that have happened within Cookridge, Leeds and the North of England. This leads into the study of Lowry, painting scenes of life in the industrial districts of North England using different mediums such as sketching pencils and water colours. Linking to their topic of Ancient Greece, they study the human and physical geography of a Greek region, comparing it to how it was and looking into the similarities and differences to the UK.

Continuing to build on pupils' previous learning, Year 4 learn about life in modern Italy. Similarly, they learn about the geographical location of Italy and its cities, comparing the city of Rome to Leeds. To further extend their learning they compare the climate and rainfall of Leeds and Rome, collecting and presenting the results in a bar graph. They then deepen their skills further by looking at the topological features of Italy and create a salt dough map. They develop their knowledge about Italian culture and tourism which closely links to their English work, writing information texts, a biography, a travel brochure and instructions for making their own pizza. Furthermore, they learn about the geographical location of Ancient Rome, the land which they conquered and compare this to modern day maps. The children consolidate geographical knowledge by identifying the physical features in Egypt as part of their "Egypt" topic, and use materials to create messy maps. Building on from Year 3, Year 4 use a variety resources such as maps, atlases and inflatable globes to gain a deeper understanding of map reading skills. They answer RIC style questioning on infographics linked to their topics of Italy and Egypt.

### **Year Five/ Year Six**

Building on the geographical knowledge in Year 4, Year 5 study, "America." This geography based topic, not only builds on map skills taught in LKS2, but also explores the differences between human and physical geography. Focusing on the state of Arizona, children explore the effect the physical environment has on the way of life. They then look at physical geography and the effects humans have on the environment – for example the Hoover Dam.

Building on from LKS2, Year 5 improve their coordinate skills when identifying and describing the geographical significance of longitude and latitude. To further this understanding they use atlases to find countries from across the globe from a range of co-ordinates as well as finding the co-ordinates of a given country.

Moreover, having learnt about day and night in their science lessons, Year 5 create a power point on the similarities and differences between the North Pole and the South Pole. They study the geographical differences between the different areas of the globe such as the tropics, equator and hemispheres by learning about the common features within them all and write a detailed piece of writing detailing where they would like to live and why. Linked to the children's topic of "Earth and Space," Year 5 describe how locations around the world are changing and explain some of the reasons for change. This includes learning about the sun and how it was created, how it has evolved and eventually what it will become, along with the consequences that will have on Earth. The children considered its temperature, gases, time frames, movement and made predictions about how the Earth will change and the impact on its inhabitants. The children learn about the Earth's rotation around the sun and how that creates the weather seasons, the children identify and examine the tropics and the countries along the equator using atlases and identify what the common geographical features were within each country. Year 5 visit Robin Wood where the children participate in outdoor activities such as canoeing. They develop their compass skills whilst competing against each other in puzzles as well as learning about geology and mountains during caving.

These skills are further developed in Year 6's topic of "Mountains," which focuses on human and physical characteristics of different countries and cities, including hills, mountains and rivers. It looks closely at the similarities and differences between countries, describing and understanding key aspects of physical geography, including mountains, volcanoes and earthquakes. Focusing on the world's highest mountains, the children research Mount Everest and the history behind summiting the world's tallest peak. They master a variety of art techniques, painting a watercolour scene, creating a mountain collage and line drawings – building and consolidating art work produce in previous years. The children research ski-resorts, creating brochures for them and using sketch up to create their own. Linking in with the children's development of a foreign language, they apply their skills to talking about the Alps and their ski resorts in French.

In the summer term, the children go on a residential to Peat Rigg, an outdoor learning experience – encouraging challenge, perseverance and independence. Their work is closely related to this experience and the children start to think about life beyond Cookridge Holy Trinity. A local geography study into Cookridge, builds on the local project in LKS2 and particularly looks into how Cookridge has changed over time. They participate in a field study of Cookridge using digimaps technology and use OS symbols to plan their route to their chosen high school.

### **Whole School Geography 2019-2020**

Cookridge Holy Trinity provides children with a variety of memorable, experiential opportunities to consolidate knowledge, learn new skills and gain joy and wonder in geography. This is further achieved by providing inclusive educational whole school opportunities such as the Teddy Bear Trail which develops map reading skills and encourages parental involvement. The trail is located in the school grounds where children and their parents/carers must find trinity bears using a coordinates map. Parents are involved in the "Teddy Bear Passport" challenge, which is a competition promoted to encourage learning about the geographical features and culture of places in the world. Children complete a teddy bear passport over the summer holidays, along with a photograph of their travelling teddy with answers to questions about the food and drink they have tried, language they have spoken, landmarks they have visited and a map of the place they have visited. Geographical resources such as atlases, inflatable globes and access to Digimaps software is also readily available to children across the school to further enhance their learning in geography. Additionally, school trips linked to fieldwork and enquiry based learning such as visits to Pete Rigg, Robin Wood and Harlow Park are also vital in nourishing our rich, creative curriculum.

### **Becoming an Eco School**

At Cookridge Holy Trinity Primary, we encourage all children to develop an awareness of environmental topics in the classroom that can impact our world. We provide children with an opportunity to take leadership of environmental issues in our school and local community. The Eco Schools programme allows schools to embark on a path towards improving both the environment in both school and the local community while at the same time having a positive impact on the lives of pupils, their families and school staff.

### **The Green Flag Award**

To achieve the Green Flag award, it is essential for our pupils and Geography Coordinator (Miss Hickey) to complete the Eco School seven steps framework. The Eco Schools seven steps is a series of measures to help schools maximise the success of their Eco Schools ambitions. To become a successful Eco School, the first step is to elect an effective Eco Committee. The active involvement of staff and pupils is vital in the programme. At Cookridge Holy Trinity, we elected representatives from Years 1 – 6 who completed an 'Eco Warrior' application form that was returned to our Geography Coordinator.

The Eco Warriors frequently meet to discuss current issues around the 10 elements of the Eco School and how they are addressed in school. The 10 elements that our school are addressing are:

- Energy
- Water
- Waste
- Litter
- Global Perspectives
- Healthy Living

- School Grounds
- Biodiversity
- Transport
- Marine

We encourage our pupils to take active leadership in changes that they want to make in our school. We completed an environmental review to assess and evaluate our schools sustainability. Our environmental review allows our pupils to generate an idea of what our school needs to become more sustainable and environmentally friendly. After completing our environmental review, our Eco Warriors created an action plan which is used to identify priority elements that need to be developed within our school. We used this action plan to generate 3 targets that can be tackled throughout the school year. To ensure that sustainability is truly integrated into our curriculum, it is imperative that environmental issues are taught throughout our History, Geography and Science lessons. Our Eco Warrior updates on our eco journey can be found on our eco display board in school and on the website!

The Eco Warriors have designed posters promoting recycling after they discussed the high use of plastic in society, pollution and the impact of landfill sites. They photocopied the posters and displayed them around school for all visitors, staff and children to see. Working alongside Holy Trinity’s gardening club, the Eco Warriors have been collecting the food waste from the playground at playtime to put into the compost with the hope that we will be able to grow our own produce and use in the school kitchen by our dinner staff. The Eco Warriors have conducted an energy inspection around school to identify wasteful energy. We discussed ways to improve this, such as switching off classroom lights, switching off computers and Promethean boards when not in use and making sure all doors are closed when the heating is on. The Eco Warriors raised money for an environmental charity at the school Christmas Fayre selling eco Christmas decorations. They posted the cheque and a letter telling Leeds Friends of the Earth all about it!

*“Our aim is to look after our planet and keep all living things safe. We want to make a difference in promoting eco-friendly behaviours and protecting our wildlife.”*



The Eco Warrior Team 2019-2020

## Science

### Science at Cookridge Holy Trinity

Cookridge Holy Trinity Primary School, as an inclusive school, offer all our children a high-quality science education where pupils are encouraged to ask questions, make predictions and analyse causes of natural phenomena. Our children experience excellent teaching where they are taught essential aspects of the knowledge, methods, processes and uses of science, which promotes in them, a curious, questioning attitude that leads to investigation in order to explain what is occurring in the world around them.

Following the Science Programmes of Study of the 2014 National Curriculum, our science curriculum aims to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics, while also developing ‘Working Scientifically’ skills through relevant practical tasks. While the ultimate aim is to have



the children leaving our school at the end of Year 6 confidently equipped with the scientific skills required to understand the uses and implications of science and become scientifically literate members of society.

### **Science curriculum intent**

It is essential to have continuity and progression throughout the science curriculum so that it provides structure, purpose and meaning.

#### **Reception**

Our Reception classes follow the EYFS statutory framework which aims to support children's development in seven areas of learning and development. Children begin their scientific journey in reception, by exploring the world around them by examining the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how they can be different elsewhere around the world. Through practical observation, they explore animals with a visit to Hesketh Farm, explore plants using our school's outside areas, and space is explored through the use of VR headsets. Throughout all of their investigations the children begin to use language to explain what they are seeing and the changes that they see.

#### **Year One**

By Year 1, children will be developing their use of science vocabulary, and the use of questioning to explore the world around them. Throughout the year, they find out about the changes across the four seasons, through careful observations, the use of appropriate measuring equipment and using our outside space. While learning about animals, including humans, regular writing opportunities are taken to provide links to English. The children describe and compare the structure of a variety of common animals and identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. In the spring term, when exploring the physical properties of everyday materials, links are made to the 'Wizard of Oz' topic, when comparing and grouping different objects. In the summer term, the outside areas of the school are further used to improve learning about plants by identifying and describing the basic structure of a variety of common flowering plants, including trees. This culminates in a trip to Harlow Carr gardens to observe the wide variety of common wild and garden plants in the extensive grounds.

#### **Year Two**

In Year 2 the use of practical exploration continues as the children learn about the uses of everyday materials, with links made during their historical study of the 'Great Fire of London'. Living things and their habitats are then explored through mini-beast hunts in our outdoor areas and they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. When learning about animals, including humans, the children describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. In the spring term, linked to PSHCE, the children learn about life cycles first hand while observing live chicks in the classroom. Linked to the topic of 'Chocolate', the children explore the growing of cocoa beans, and further use the outside areas to find out and observe how plants need water, light and a suitable temperature to grow and stay healthy. Links are made to Geography when the children compare and study different weather around the world and opportunities are taken to use appropriate measuring equipment.

#### **Year Three**

By Year 3 children's understanding of working scientifically is widening and they are given many practical opportunities to apply their knowledge of forces to investigate magnetic attraction and use their understanding about magnetism to explain everyday phenomena. This learning is consolidated with a trip to Magna Science Adventure Centre where they explore the wonders of magnetism through further hands-on experience. More

practical activities are then used in the classroom to learn about light and investigate the relationship between light, objects and shadows. A fully immersive topic which brings together a variety of subjects including history (Stone Age to Iron Age) and English (Stig of the Dump), provides the perfect context to learn about the next topic of rocks. When investigating rocks, the children are taught to compare and group together different kinds of rocks on the basis of their appearance and physical properties. Year 3 then build upon the great scientific work already completed in Year 1 and 2 on plants. Children identify and describe the functions of different parts of flowering plants and explore the requirements of plants for life and growth, as well as how they vary from plant to plant, making great use of the school's outdoor facilities to see this in action. Finally, while learning about animals, including humans, the children are taught to identify that animals need the right types and amount of nutrition and they get nutrition from what they eat. They also identify that humans and some other animals have skeletons and muscles for support, protection and movement. A trip to Crag House Farm, provides a real-life context for the children to apply their learning about how humans and other animals interact.

#### **Year Four**

In Year 4, while studying electricity, children construct simple electrical circuits, identifying and naming the basic parts, including cells, wires, bulbs, switches and buzzers. While developing their awareness of the safety aspects of electricity, links are also made to Computing when they create electrical safety videos to teach others about how to stay safe whilst using electricity. They then apply these skills to produce a fully functioning board game with an electrical circuit. Practical investigations are then used to understand states of matter where children will compare and group materials together, according to whether they are solids, liquids or gases. The children also use their knowledge of materials to make ice-cream. When learning about animals, including humans, the children describe the simple functions of the digestive system and identify the different types of teeth in humans and their simple functions. In the spring term, children learn about living things and their habitats, recognising that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Children also explore sound by finding patterns between the pitch of a sound and features of the object that produced it, as well as patterns between the volume of a sound and the strength of the vibrations that produced it. This learning is consolidated with a trip to Bradford Media Museum.

#### **Year Five**

Building on their scientific knowledge and working scientifically skills in lower KS2, Year 5 focus on developing a deeper understanding of a wide range of scientific ideas, through exploring, talking and asking questions about scientific phenomena; they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. Cooking is used to help investigate the properties of materials, and writing links are made through the production of instruction texts. Earth and Space is the theme for Spring term, which incorporates and links science, history and English. Writing tasks include: space poetry, biographies of astronauts and Moon landing reports. The night sky is also brought to life with a mobile planetarium visiting school. While learning about forces, links are made to the Bloodhound land speed record and both classes in Year 5 have a catapult competition which culminates in the winning team attending a Science Festival at Ralph Thorseby High School. When studying living things and their habitats, links are made to PSHCE lessons, to understand about changes to our own bodies and sex education (completed alongside parental engagement).

#### **Year Six**

In Year 6 the children build on their experiences from Year 5, and previous years, by deepening their understanding of the methods of working scientifically, and use to select the most appropriate ways to answer scientific questions. When exploring animals, including humans they are provided with opportunities to select and use the different types of scientific enquiry – including carrying out comparative and fair tests, observing changes over time and noticing patterns. Further in the autumn term, the children explore evolution, with links made to RE lessons, where they are

encouraged to make connections to their own experiences and to ask scientifically valid questions. When investigating living things and their habitats, the children carry out practical tasks, including the use of grouping and classifying things. While exploring the topics of light and sound, and electricity, the children have the opportunity to plan and lead their own investigations, using a range of equipment – using skills developed from different year groups – to answer questions and present their findings in appropriate ways. Year 6 children also have the opportunity to be involved in a range of different practical science clubs, such as: gardening, science books and robotics.

### **Whole School Science 2019-2020**

Cookridge Holy Trinity provides children with a variety of memorable, experiential opportunities to consolidate knowledge, learn new skills and develop a sense of excitement and curiosity in science. This includes regular use of our extensive outside areas, science competitions between local schools and our participation in the Great Science Share, which involves the whole school and parents. We connect with the wider community by inviting those working in science and technology industries to come into school and share their experiences of working in a scientific profession. Additionally, science school trips - such as visits to Hesketh Farm (Reception), Harlow Carr Gardens (Y1), Yorkshire Wildlife Park (Y2), MAGNA (Y3), Bradford Media Museum (Y4), the Science Festival at Ralph Thoresby (Y5) and Peat Rigg (Y6) - are also vital in nourishing our rich, creative curriculum. Due to the recent global pandemic, science has taken an unprecedented role in our daily lives, and our school curriculum will adapt to this current situation and build on the exposure that science has been given.

## **Modern Foreign Languages**

### **Modern Foreign Languages at Cookridge Holy Trinity**

At Cookridge Holy Trinity Primary School, we endeavour to use exciting and effective teaching methods and materials to build enthusiasm and motivation in our children. We recognise that language learning helps to develop confidence and self-esteem, provides key skills with learning in other subjects and enhances life skills. Our aim is to make language lessons enjoyable and engaging where children are given the opportunity to learn vocabulary and grammatical structures through games, rhymes, stories and song. We believe that in today's international and multicultural society, it is essential that children develop skills and attitudes which enable them to communicate with, understand and respect other cultures.

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”  
(National Curriculum Purpose of Study for Modern Foreign Languages 2014)

### **Aims of Modern Foreign Languages**

Cookridge Holy Trinity values the importance of early language learning and aims for the pupils to feel inspired and engaged in their learning of the French language. Our aims are as follows:

- To enable the pupils to acquire knowledge and skills in French with particular emphasis on speaking and listening
- To capitalise on the ability of young children to rapidly acquire passive and active knowledge of French.

- To broaden the cultural awareness of the pupils and to foster positive attitudes to foreign language learning, to speakers of other languages and a tolerant, sympathetic approach to other cultures and civilisations.
- Where possible and relevant, to embed French into the main primary curriculum.
- To make language learning interesting and relevant by linking it to the outside world through links to schools abroad and language related events.
- To actively encourage the pupils to participate and enjoy the language activities, creating confident learners of another language.
- To use French wherever possible during the lessons.

Cookridge Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross-curricular lessons.

### **MFL Curriculum Intent**

It is essential to have continuity and progression throughout the MFL curriculum so that it provides structure, purpose and meaning. The French Language was initially chosen as all secondary schools that we feed into deliver French lessons at KS3/4. We teach French in KS2 using La Jolie Ronde Scheme of Work. This scheme enables all teachers, regardless of experience, the ability to deliver the MFL Programme of Study requirements in the National Curriculum and the Essentials lesson objectives. Children are taught speaking, listening skills and basic reading and writing in French in Years Three and Four with a particular focus on games, songs and rhymes. These skills are then built on in Years Five and Six, where there are greater expectations in reading and writing French and the children begin to use their language skills to translate passages. Each year group is encouraged to revisit and over learn vocabulary and grammatical structures year to year to ensure that knowledge is embedded. Children take ownership of this process by completing Language Passports, which go up with them through school. Cross-curricular links are also made through topic lessons to improve and widen the children's knowledge of vocabulary in a range of subject areas.

### **Reception/Year One**

Although teaching MFL is not compulsory at EYFS/KS1, Cookridge Holy Trinity Primary School greatly values the importance of early language learning and teachers introduce cross-curricular links between Topic lessons and French in EYFS/Key Stage One to encourage children to embrace learning a second language at an early stage. From September 2020, teachers will be introducing simple speaking and listening skills in line with the objectives from the Essentials Curriculum for Milestone One. We will be doing this through teaching basic greetings, numbers, and colours through song, stories and rhyme linking to other subject areas where possible.

### **Year Two**

Year 2 teach French mainly focussing on speaking and listening skills. Autumn Term lessons introduce the French language by learning simple greetings and French numbers. To link to their topic on The Christmas Carol, the children listen to the Nativity Story in French and label the Nativity scene. They make French Christmas cards and they learn about culture by comparing Christmas traditions in France and in England. In the Spring term, the children learn about colours and using their maths skills, collect data and produce tally charts in French. For their topic on chicks, they label a chick in French. When the children complete their topic on India, children learn the names of Indian animals and match sentences with the correct animal.

### **Year Three/Year Four**

Building on from the prior learning of simple spoken French in KS1, teachers in KS2 focus on embedding those speaking and listening skills, while starting to introduce some simple reading and writing with a greater level of independence. In Year 3, cross-curricular links include writing about the weather when learning about the explorations of Christopher Columbus. They also read the story of The Very Hungry Caterpillar in French, write a story board and then design and make fruit kebabs, labelling the fruits in French.

In Year 4, children link their literacy work on the Iron Man, to labelling parts of the Iron Man's body in French. For the topic on the Titanic, children read a poster about the ship and use their language skills to identify words in French, by thinking of which words are similar in English. When studying Italy, children design and make their own pizzas, then discuss their favourite pizza toppings in French. For the Roman topic, they read French information posters about Roman soldiers and discuss the vocabulary. As part of their Egyptian topic, children are going to discuss ancient buildings in French.

### **Year Five/ Year Six**

In Upper Key Stage Two, children begin to apply their knowledge of reading and writing to translate passages. During the Autumn term, children enjoyed completing Christmas Craft activities and had to read the instructions in French to make the crafts. Children learn vocabulary linked to the planets as part of their Space Topic and label the various planets in the Solar System. To link to the children's science, the children complete a pulse rate activity in French and carry out work on exercise and hobbies.

In the Year 6 topic on Mountains, children learn about the Alps and complete a comprehension activity and translate a passage on tourism at Mont Blanc. They then go on to writing about ski resorts. In response to Pupil Voice surveys carried out, the children expressed an interest in learning about music and film culture, young people and their hobbies, so lessons have been planned to be taught in the summer term where the children can listen to popular music, watch films and enjoy some French food tasting.

### **Whole School MFL 2019-2020**

The aim this academic year has been to give MFL a stronger presence alongside the rest of the curriculum and to embed cross-curricular links. In the Autumn term, both Key Stages learnt French carols to sing in the productions. Plans were in place to deliver French sessions as part of the RE Faith Day, linking French traditions and customs at Easter time with how Easter is celebrated in the UK. In addition to these activities, all staff across KS1 and KS2 have planned and delivered cross-curricular lessons in French for each topic area.

We have been very fortunate to receive funding for CPD of many members of staff, which ensures that there is at least one teacher in every year group who has received significant training in delivering French language lessons. As part of the application for this funding, Cookridge Holy Trinity Primary School have embarked on a project, The Best French for Every Child. This has included developing the following areas: Building and Developing International Links – working towards a global outlook; Improving Staff Competencies; Developing links between Computing and Languages; Introducing Languages from EYFS; Expanding understanding of global education systems and Fostering Closer links with the Local Community.

## **Design and Technology**

### **Design and Technology at Cookridge Holy Trinity**

At Cookridge Holy Trinity we believe that Design and Technology helps to prepare children for the developing world and become creative individuals. The subject encourages children to become innovative problem-solvers, both as individuals and as part of a team. At Holy Trinity, children experience high quality teaching to assist them in developing a greater awareness and understanding of how everyday products are designed and made. Through engaging cross curricular learning experiences, children master practical skills whilst becoming creative individuals. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

### **Aims of Design and Technology**

As a school, our goal is to cover the National Curriculum (2014) aims in an engaging and meaningful way for every child. We aim to develop children's designing and making skills and to foster enjoyment, satisfaction and purpose in

designing and making. Dedicated and enthusiastic teachers inspire and motivate children through exciting, cross curricular learning experiences whilst developing their practical skills. At Holy Trinity, we encourage children to use their creativity and imagination, to design and make meaningful products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

### **Cooking in the curriculum**

This academic year (2019-2020) the main DT focus is to raise the profile of 'Cooking and Nutrition' in our school.

Our aim is for every child at Cookridge Holy Trinity Primary school to have the opportunity to cook at least once every term and for children to share their culinary delights with their family at home. Once the children have cooked at school they bring home a copy of the recipe and we encourage parents to try cooking with your children at home.

It is hoped that through cooking regularly at school, children will learn an essential life skill and become competent cooks, knowing how to prepare and handle food safely. The children also learn the importance of eating a balanced healthy diet and the origins of their food.

Where possible, we try to link in our cooking lessons to other areas of the curriculum- for example Year 4 learn about Italy so the children have the opportunity to make pizza and Italian bread. English is incorporated into lessons- Children write their own recipes and evaluate them against an instructions checklist. Maths is incorporated through weighing and measuring and ratio and proportion. PSHCE is also an important aspect of our lessons. Children learn to work together as a team, take turns and eat sociably together. They learn about where food comes from and the importance of a balanced diet.

### **Design and Technology curriculum intent**

#### **Reception**

Our Reception classes follow the EYFS statutory framework which aims to support children's development in seven areas of learning and development. In the Early Years Foundation Stage, design and technology forms part of the learning children acquire under the 'expressive arts and design' branch of the Foundation Stage curriculum. Children in Reception build the foundation of their design skills through first-hand experiences. They are encouraged to explore, observe, solve problems, think critically, make decisions and talk about why they have made their decisions. Through the use of exciting and inspiring topics, teachers will plan the environment to aid the development of children's design and technology skills. Children learn to construct products with a purpose in mind, using a range of different materials in their provision. Through using a range of tools to make models, children will learn about planning and adapting initial ideas to make them better. Children have the opportunity to develop their cooking skills and techniques by making toast, biscuits and smoothies. To link with their class book of The Rainbow Fish, children in reception also design and create a communal sea collage and look at different materials and textures. They also sew and weave their own rainbow fish puppets.

#### **Year One/Year Two**

Building on the children's practical skills in reception, KS1 children follow the framework outlined in the National Curriculum. At the heart of our teaching and learning in design and technology is the design, make and evaluate process. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the process of designing, making and evaluating. In Year one, children build on their practical skills by designing, creating and evaluating a model of emerald city linked to their learning on the Wizard of Oz. In the summer term, Year 1 pupils also create a toy linked to their topic of Jack and the beanstalk using levels, wheels and winding mechanisms. They evaluate current toys and decide what aspects would be good to incorporate into their winding toys and then evaluate their toy against the criteria they created. In Year 2, children design and make their own Tudor style houses, refining their design as work progresses. They also get the opportunity to design and make slippers, and evaluate their ideas and products against design criteria as well as considering the views of others to improve their work. Additionally, as part of their topic of Charlie and the Chocolate Factory, children in Year two design their own 3D chocolate box packaging using computer software. To build on their cooking skills that they learnt in reception, children in KS1 are taught how to cook and apply the principles of nutrition and healthy

eating. A love for cooking is instilled into our children through a range of exciting cooking opportunities. Children in Year 1 make smoothies, scones and bean wraps whilst children in Year 2 make bread, carrot cake and a range of Indian snacks. Children will also focus on where food comes from throughout their cooking experiences.

### **Year Three/Year Four**

In lower KS2, children continue to develop their design and technology skills through a range of learning opportunities. When working with different materials, they master techniques such as cutting materials accurately using appropriate tools and selecting appropriate joining techniques. In Year 3, linked to their topic on Ancient Greece, children design and create their own labyrinths as they learn about the Greek myth of Theseus and the Minotaur. As their work progresses, they refine and adapt their ideas to improve the final product. In Year 4, children create series and parallel circuits linked to their science learning on electricity, and choose suitable techniques to construct an electrical board game. Children have the opportunity to enhance their practical stitching skills when working with textiles and create Roman purses as part of their History learning on the Romans. Cooking skills are further developed as children Year 3 create a peach tart after reading James and the Giant peach as part of their literacy work. Children will learn how to prepare ingredients hygienically using appropriate utensils, measure ingredients accurately and assemble or control the temperature of the oven or hob to cook ingredients. Year 4 pupils design and make a pizza linked to their topic of Italy with the freedom to choose whatever healthy pizza toppings they would like for their design. They also get the opportunity to evaluate their pizzas against the product design and by creating a questionnaire for their peers to fill in.

### **Year Five/Year Six**

In Upper KS2, the design, make and evaluate process is embedded in all the projects children work on, with a focus on designing with the user in mind, motivated by the service a product will offer. Building on the design skills from lower KS1, Year 5 pupils create Saxon brooches using their sewing skills which links with their learning on the Anglo-Saxons. Also, Year 5 children research, design and build Viking long ships and evaluate these against clear success criteria, whilst also considering the views of their peers. In Year 6, the children research, design, plan and create WWII fighter planes and bake ration biscuits to link with their history topic of World War II. The children make the WWII fighter planes through stages of prototypes, making continual refinements as work progresses. They develop a range of practical skills to create their final product such as cutting, nailing gluing, filing and sanding. As part of their topic on mountains, Year 6 pupils design their own cable cars and use prototypes, cross-sectional diagrams and computer aided designs to represent their plan. Additionally, pupils create cushions and use appropriate tools to cut and shape different materials. They join textiles with a combination of stitching techniques and decorate the cushion considering the visual and tactile effects of different materials. In Upper KS2, pupils continue to hone their cooking and baking techniques and learn about the importance of correct storage and handling of ingredients. The cooking they do links to their work in maths, as they are required to measure accurately and calculate the rations of ingredients to scale up or down from a recipe.



## Computing

### Computing at Cookridge Holy Trinity

Computing is changing the lives of everyone. Through teaching Computing at Cookridge Holy Trinity we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

### Aims of Computing

At Cookridge Holy Trinity we have various aims to ensure our children are competent with modern technology:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to connect, organise and manipulate data effectively.

### Computing curriculum intent

It is essential to have continuity and progression throughout the Computing curriculum so that it provides structure, purpose and meaning.

### Early Years Foundation Stage

In Early years, children are exposed to technology throughout the provision provided. They have access to old and new technologies, exploring the development of technology in their play e.g. - a variety of old and new telephones/mobiles in the role play area. The children use VR Headsets, ipads and laptops. They are taught about keeping safe online and what to do if there are problems. They have access to a variety of 'technology' through their



play (eg – torches, electric cars, mobile phones, ipads) and are encouraged to independently select and use technology for particular purpose, matching their Early Learning Goal 'Technology'. They discuss and investigate the similarities and differences between technology at home and technology at school and complete a home/school project based around this.

### **Key Stage One**

Key Stage 1 builds on the foundation stage by ensuring that all children continue to develop their confidence when it comes to technology.

#### **Year One**

The basics of Computing are essential and Year 1 begin by making sure all children know how to log onto their laptop and where to save their work in the Autumn Term. They explain what Microsoft Word is used for and also teach the children how to use Paint. E-Safety is taught all the way through the year but there is a big focus on what risks are online and allowing them to understand that there are age restrictions for certain websites, games etc. Year 1 also use the Bee Bots to code and work through some of the activities on Kodable. The Bee Bots are used to teach simple programming commands. Their coding skills are also taught using Scratch Jr where they are introduced to basic algorithms and they experiment by creating their own. The final area Year 1 work on is the use of Textease to create simple tables and graphs with a focus on their Science topic of plants.

#### **Year Two**

Year 2 ensure they build on the work of Year 1 by continuing to use similar software. They recap Textease by creating simple graphs alongside their Maths lessons. There is more of a focus on independency to this and teachers ensure children can do this on their own. They continue to build on Microsoft Office skills, in particular Word and make sure that the children can retrieve and save their work independently. Whilst coding, Year 2 continue to use the Bee Bots and add direction to the basics they were taught. They begin to create more complex algorithms on Scratch Jr to ensure they will be ready to recognise the blocks when using Scratch in Year 3. Again, with every year group, E-Safety is taught throughout the year but the focus in Year 2 is building on the knowledge from year 1 about what is acceptable for children of their age and teaching about apps such as Youtube Kids. They also use our school website to write an online blog.

### **Key Stage Two**

KS2 build on both the Foundation and KS1 stage of school and continue to ensure children are keeping E-Safe but also enjoying the use of technology.

#### **Year Three**

Year 3 act as the stepping stones during the transition from KS1. They ensure that all children are computer literate and begin by using Textease and Paint to link with their English and Maths work. The basics of Microsoft are also taught to those children who need advancing to the next stage of creating graphs. They also work on typing skills to ensure children are using both hands by using various programs and websites. They learn some more advance features of Word (building on from KS1) such as editing text, changing font size/colour/style and how to use various punctuation linked with the English curriculum. E-Safety is also built upon as they look at the importance of emails and secure passwords and are made aware of online risks such as commenting which links to PSHE. D-Side also visit in Autumn 2 to teach more regarding E-Safety. Coding is taught using Scratch and this allows the children to move from Scratch Jr confidently. They focus on the basics such as what a sprite is, how to move it and use sound. They also begin to use certain conditions to trigger events. As well as Scratch, Pro Bots are introduced- again building on the use of Bee Bots from previous years to teach all about direction/shape but using a more specific algorithm.

#### **Year Four**

In Year 4 the use of Microsoft Office is embedded fully. New programs such as Publisher and PowerPoint are introduced and Word/Excel skills are continued to be developed. The work the children do is all linked to specific

areas of the curriculum with a poster/brochure being created on Publisher; graphs being created with data about the Titanic on Excel and PowerPoints being designed (and presented) about Italy. Coding is taught through Scratch and extends the knowledge of Year 3. They create games using motion, sound and conditions but also use the IF and THEN condition to allow sensing. E-Safety is taught throughout the year with a focus on how online services work and looking at helpful websites to stay safe. They are also taught how to blog safely linking to their Egyptian topic.

### **Year Five**

Year 5 are tasked with choosing the correct program to type up/design/present various types of work. They use their work on New York to create a brochure (Publisher) and are shown how to design this to look authentic, again building on prior knowledge. They also use their Excel knowledge in Science to create line graphs for how far the planets are away from the sun, which also links with Maths. E-Safety is also taught continuously throughout the year with a focus on blogging/vlogging. Children are taught what is acceptable to post and how certain comments are not appropriate. D-Side visit to build on this teaching with keeping secure online. Whilst searching on websites, they are also taught how results are ranked to know why certain events come up before others. Coding is again using Scratch and all they have learnt in Years 3 and 4. They aim to independently create a Maths game using the commands and operators. They also use this to create mathematical patterns and shapes. Aside from all of this, they also look at networks and how they are established so children understand why the internet is as it is.

### **Year Six**

Year 6 ensure that what has been taught in each year group is consolidated but also built upon. Children who are confident are challenged and their learning is also sent home through Learning Logs for them to continue developing. Coding is again on Scratch and finishes off the Chris Quigley Essentials milestones by the children creating their very own version of 'Crossy Road'. Boolean operators are included along with variables to allow children to have an authentic game that is eventually published onto the Scratch website. Microsoft Office is also used with children choosing the correct programs to type up research on WWII and they are encouraged to do their own research using the internet and filtering their results accordingly- a skill they learnt in Year 5. Excel knowledge is also recapped and built on as they use simple formulae to speed up input and also cell adjustment is taught to create pixel art. E-Safety, as in every other year group, is taught and is aimed at the use of social media; D-side also come in and build on this. Year 6 also use the program Sketch-Up to design their own ski resorts. This program teaches real-world skills that use Computer Aided Design (CAD) just like an architect would. Stop/Start motion is also taught to enable children to produce their own clips. Emails, blogging are used for Enterprise Day. A new topic will be added next year where children will be taught about how the inside of a CPU works and also how the internet works. This will be done using Wreck It Ralph 2.



### **Whole School Computing 2019-2020**

Cookridge Holy Trinity provides children with a variety of memorable, experiential opportunities to consolidate knowledge, learn new skills and gain joy and wonder in Computing. This year we have introduced a brand new form of technology to aid with not only Computing lessons, but the whole curriculum- Virtual Reality (VR) Headsets. These

headsets have enabled children to visit places that they might not be able to visit and also places that are impossible. iPads are used regularly in each year group and aid with learning. Some of our SEN children have found the use of technology has really helped with their confidence and they feel they can partake in lessons more often without feeling anxious about not finishing their work. Whilst on residential, iPads and our 360 camera is taken to allow children to retain their memories and use them for work. The 360 camera was very successful to help our children with Autism understand what it is like to visit places such as Peat Rigg before they have been as we can upload images to the VR headsets.

## Physical Education

### **Physical Education at Cookridge Holy Trinity**

At Cookridge Holy Trinity we recognise the vital contribution that Physical Education makes to a child's physical, social, emotional, and cognitive development, as well as the positive role it can play in a child's spiritual, moral and cultural development. Physical Education is one of the statutory foundation subjects of the National Curriculum, and makes a vital and unique contribution to every child's development, health and wellbeing. Teachers and children also recognise the essential role and positive influence that Physical Activity has on academic achievement, emotional stability and our ability to interact with others.

Through building up a body of key knowledge and skills, pupils are encouraged to recognise the benefits of a healthy and active lifestyle and develop a sense of pride and excitement in their personal achievements.

We follow the National Curriculum and chose to use the 'REAL PE' scheme of work for one lesson a week as it has a focus on inclusion, values and fundamental skills and provides a foundation for all other areas of the PE curriculum taught in the second lesson.

### **Aims of Physical Education**

We will ensure that 'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.' As pupils move into Key Stage 2 they will 'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.' (National Curriculum)

Through our PE lessons, we introduce children to a wide range of skills, movements and sports, so that they become well rounded athletes, who feel confident enough to participate in a wide range of physical activities both within and outside of school. We promote health, fitness and physical education throughout the school day, in many different ways across the year groups.

Our PE curriculum is designed to provide every child with the opportunity to reach their physical, social and emotional potential. It allows them to discover the capabilities of their bodies, develop an in depth understanding of how their body can change, and build a repertoire of skills to aid them throughout their lives.

As a school we invested in the Real PE scheme of work because it matched with our aims. It focuses on 6 key areas that we feel are essential in the development of children as they grow and learn: Physical, Health & Fitness, Creative, Cognitive, Social and Personal. These key areas of PE can then be applied throughout other areas of the curriculum.

We add breadth to our Physical Education curriculum in our second PE lesson of the week. Here we offer a wide variety of activities including athletics, dance, basketball, gymnastics, tennis, swimming and outdoor adventurous activities. The high quality, broad programme that we have devised is designed to cater for the needs, abilities and interests of all individual children – the best for every child.

In addition to this, we complement our PE curriculum with a wide range of Physical Activities throughout year. These include weekly bespoke Yoga workshops for our Reception and SEND children, Daily Mile, Golf, Judo, Skipping, Wake up Shake up and Bikeability, amongst others.

### **Physical Education Curriculum Intent**

## **Reception/ Key Stage One**

### Real PE

Children are introduced to the Real PE scheme from the start of Reception. They are taken through the Fundamental Movement Skills progression in small, achievable steps. Teachers use the Jasmine website to access videos of each Fundamental movement skill, looking closely at the related success criteria. Children will start in Reception at the Yellow level skills and will progress through to the Green level skills by the end of Year 2, with some progressing a little further into Red level skills. The skills taught include Static and Dynamic balances, Counter-balances, Coordination skills and Agility. Each individual skill will then be applied within a short game or activity.

### Dance

In Reception dance is taught through the Imoves 'Dinosaur Dance' module to tie in with the Dinosaur topic. Children enjoy creating and performing short dance sequences to music using travel, jumps, turns, gestures and levels using the dinosaur theme. In Year 1 the children's dance skills are developed whilst studying the Wizard of Oz topic. Using bespoke lesson plans from First Steps (Jodi Love), children explore the different types of travel, jumps, turns and gestures that represent each character in the story. They use the music from the film and combine their dance moves into a dance sequence which they then perform to their peers. Year 2 build on this by studying dance as part of their India topic. They learn about dances from different cultures and study Bollywood using the Imoves 'Bollywood' dance module. They learn to perform simple Bollywood dance moves and develop a dance sequence to music using their own choreography, which they then perform to their peers.

### Games

In KS1 games is taught through various sports including cricket, basketball and football. The emphasis of the lessons is to practice and develop skills independently at first, before progressing the skills with a partner (for example throwing and catching). The sequence of lessons will often culminate in a small team game. During warm up games and small team games children are introduced to simple tactics for attacking and defending.

## **Key Stage Two**

### Real PE

Children continue to apply and develop a broader range of skills, through the Real PE scheme which builds on the skills introduced in Reception and KS1. Utilising prior learning, children work through Fundamental Movement Skills progressing in small, achievable steps in their weekly Real PE lessons. To ensure continuity, teachers continue to use the Jasmine website to access videos of each Fundamental movement skill, looking closely at the related success criteria. KS2 Real PE lessons are split into 6 week blocks each of which focusses on two specific fundamental skills. As children progress through the key stage there is greater emphasis on them taking ownership of their learning. Lessons in Upper KS2 progress to the stage where children can independently apply skills in small group games and mini competitions which children are given the freedom to create themselves. Real PE lessons regularly provide children with the opportunity to evaluate and compare their performances with previous ones and demonstrate improvement to achieve their personal best which is assessed at the start and end of each block of learning.

### Swimming and water safety

Children in Year 3 undertake weekly swimming lessons in which children develop their ability to swim a range of strokes confidently and proficiently over a distance of at least 25 metres. Lessons are sequenced effectively in order to ensure children develop their water confidence and stroke proficiency. In order to ensure children have met the 25 metre target. Any children unable to swim 25 metres confidently and proficiently by the end of Year 3 are provided with the opportunity to attend additional swimming lessons until they are able to do so. As part of their lessons, Year 3 children are also taught how to perform safe self-rescue in different water-based situations and provided with the opportunity to practice and develop these skills on a regular basis.

## Games

In KS2 children have the opportunity develop and apply the fundamental skills taught in Real PE by playing a range of competitive sports and games. Skills taught in games lessons, build on those visited in KS1 and allow children to collaborate and compete with each other in a range of activities such as, basketball, tennis cricket, football, rugby (taught by Leeds Rhinos) and invasion games such as capture the flag. During lessons children are able to apply basic principles suitable for attacking and defending specific to the sport/ game being played and learn to adapt and respond to specific scenarios and changes in rules. Sports are taught to specific years at certain times in order for them to tie with competition, for example Sports Hall Athletics is taught to Year 6 in Autumn in order for children to apply their skills while competition in Leeds-wide competitions.

## OAA

Children in upper KS2 attend two residential trips – Year 5 visit Robin Wood and children in Year 6 visit Peat Rigg. On these residential trips, children are provided opportunities to participate in a range of outdoor and adventurous activity challenges such as tree climbing, zip lining, archery and a range of team building activities both individually and within a team. Activities such as orienteering and map reading skills are also delivered in cross-curricular topic lessons.

## Gymnastics and Dance

Through the teaching of gymnastics and dance children are provided with the opportunity to develop their flexibility, strength, technique, control and balance in a range of scenarios. Floor gymnastics and gymnastics using the apparatus is taught in Year 5 while Year 6 children have regular dance lessons delivered by specialist dance coaches from Leeds Rhinos. The IMoves Dance platform is used across the key stage. Guided dance allows children to perform dances using a range of moment patterns, children also work independently or collaboratively to produce and then perform their own routines, actions and sequences of movement to the rest of the class following which, children evaluate their routine before inviting others to give feedback.

## Athletics

Year 6 focus on indoor athletics in Autumn term in the build up to the Sports Hall Athletics competitions, skills include javelin, speed bounce, relay and sprint races. In the summer term, children take part in a number of athletics lessons allowing them to develop flexibility, strength, technique, control and balance. They practice a number of skills such as javelin, discuss, running and long jump. All children then compete against each other in sports day at the end of the term.



## **Music at Cookridge Holy Trinity**

Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

Music at Cookridge Holy Trinity Church of England Primary School is an academic subject, which involves many skills learnt over a period of time at each individual's pace. Listening and appraising, collaborative music making and enjoyment of music provide pupils with a creative outlet in school. All children are encouraged to listen carefully, concentrate fully and perform the elements of music effectively. Our Music curriculum is primarily delivered by peripatetic music teachers from 'ArtForms' music and arts service ([http://artformsleeds.co.uk/.](http://artformsleeds.co.uk/))

## **Aims of Music**

As a school, our goal is to cover the following National Curriculum aims in an engaging and meaningful way for every child. The National Curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Children learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. The school uses Art forms progression and assessment document across each age range to ensure progression of skills and consistency in the delivery of the music curriculum.

## **Music curriculum intent**

### **Reception/Year One**

Building the foundation of their musical skills, pupils listen carefully and respond physically to a wide range of music. They play musical instruments with increasing control and sing a variety of songs from memory, adding accompaniments and creating short compositions with increasing confidence, imagination and control. They enjoy exploring how sounds and silence can create different moods and effects. Sharpening the brain's early encoding of sound, enhancing listening, aural processing skills, aural memory and phonological awareness contributing to the development of literacy skills. The skilfully planned lessons, enhance attainment across all school subjects, offering opportunities for increased social inclusion, pro-social behaviour, a sense of belonging and team work. Furthermore, they encourage empathy, emotional sensitivity, tolerance and the development of social ethics; and enhances psychological well-being, reducing stress and anxiety. In addition to their hour's lesson, music is embedded in the curriculum through being accessible in the areas of provision, including a stage and outdoor music area in EYFS, children singing a repertoire of nursery and curriculum related songs and through class and school performances.

### **Year Two**

Children build upon the foundations taught in Reception and Year 1 and apply them to learn a musical instrument. The children receive a 45-minute weekly lesson, where they work towards 'red award' in Ukulele and Recorder. This involves learning skills such as how to handle the instruments, play and name a variety of notes of varying length, playing at the same time as each other and performing to an audience.

### **Year Three/Year Four**

During Lower Key Stage Two, pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. Each year group receives half a term's tuition in a particular type of musical instrument. In Year 3 they learn the bamboo tambourine where they create their own complex rhythm and then they move on to focus on the Samba and music from Brazil where they develop their ability to play four different musical instruments producing different rhythms to create Samba music. In Year 4, they focus on learning to play different beats, rhythms and tempos using the djembe drums and the xylophones, enriching the music curriculum and enabling the children to gain enjoyment and expertise in playing musical instruments.

### **Year Five/Year Six**

Throughout upper key stage two children have explicit instrumental teaching, which refine previously taught skills and give the children the opportunity to master the viola. During Year 5 they work toward 'red award' and then move on to complete the 'orange award' in Year 6. They improvise and compose music for a range of purposes, listen with attention and continue to develop their aural memory, they use and understand staff and other musical notations, listening to and appreciating a wide range of music from different composers and musicians. They learn how to read music, perfect their viola skills over a course of 2 years and perform to the school. In addition, some of the music curriculum is covered through cross-curricular topics for example, during the year 6 topic 'through the decades', children explore how music and music production has changed from the 1920s into the 21<sup>st</sup> century.



### **Worship and Celebrations**

In addition to the children's music lessons, they are also regularly exposed to music through worship and annual celebrations. Children are given the opportunity to sing and use their voices in ensemble pieces daily. Through performances and class assemblies, children appreciate and evaluate a range of music and make links to time periods and events in history and within the religious calendar. Examples of performances; Harvest, Nativity production, Carols, Easter performance, Mother's Day choir and many more.

### **Extracurricular music**

#### **Music for schools**

The Music for Schools Foundation currently provides brass and woodwind musical instrument tuition in over 500 primary schools nationwide. We offer learning opportunities to learn to play brass and woodwind instruments through their tuition scheme. Music for schools come and deliver an assembly to all children explaining what instruments are on offer and also deliver a presentation to parents who are interested in the additional tuition. As a

school we ensure that all aspirations which enhance motivation particularly in relation to disadvantaged groups of children.

### **Roundhay music**

Roundhay music provide expert music tuition through carefully selected tutors so that music can be full of enjoyment for our pupils. They specialise in providing bespoke private tuition to pupils of all ages and standards and currently provide drum, keyboard and guitar lessons at Cookridge Holy Trinity.

### **The School Cross-Generation Choir**

Singing lies at the heart of good music teaching and learning, and we have a thriving school choir made up of children from Years 3-6, parents/carers and grandparents. The choir is run by a specialist music teacher, which means that our children have access to a high level of expertise in singing teaching. The school choir is timetabled for one practice per week afterschool, and they perform in our school productions, Holy Trinity's Got Talent (as well as going carol singing in the local community and old people's homes at Christmas time.

## **Art and Design**

### **Art at Cookridge Holy Trinity**

Art and design is a diverse and engaging subject, valuable for positive effects on self-esteem, self-expression and emotional intelligence. *'A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.'* (National Curriculum in England, Art and design programmes of study, 2014) It encourages learners to take risks without a fear a failure; there is no single right answer. It also allows for expression in a different form for those who may struggle with other methods of communication. Finally, it really lets learners take ownership of their work, creating something unique and personal to them.

At Holy Trinity art and design can be seen in many different mediums. It is important to drive students away from a notion that to be good at art is to only be good at drawing a still life. Painting, sculpture, digital art and textiles are all combined and built upon to give children a creative outlet that feels right for them. Learners also take inspiration from different artists of varying styles, cultures and disciplines and use this as a stimulus to create their own vision.

### **Aims of Art and design**

As a school, our aim in art and design is to incorporate the National Curriculum within an inspiring and engaging curriculum. Children are taught proficiency in drawing, painting, sculpture and other techniques in order to produce work that explores their own creative responses and experiences. They are given the opportunity to take inspiration from great artists and look at their work with a critical eye, evaluating and analysing the final outcomes. Historical and cultural influences are also observed and linked across the curriculum to provide a fully immersive learning journey.

### **Art and design curriculum intent**

#### **Reception**

In reception, children are given creative freedom to explore in their continuous provision. They have access to a wide range of materials and tools (traditional and non-traditional) to use independently, both indoors and outdoors, but also within structured activities. Painting comes in the form of poster paint, powder paints and large brushes used to create self-portraits and other designs throughout the course of the year. Mixed media collages and box craft encourage children to explore with texture and joining techniques when making rockets and creating volcano art. Children learn the creative foundation blocks of using lines to enclose spaces and colour, using drawings to represent



specific things, and techniques and materials for specific purposes. Towards the end of the year children put this into practice by doing a still life of spring flowers.

### **Year One**

Moving into Year 1, these skills are built upon and refined. Throughout the year children are encouraged to colour within the lines, whether this is using pen, pencil, or watercolours when painting a plant still life. Digital media via Textease is used parallel to this, sharing techniques such as brush size, colour mixing and really honing motor skills. Children begin to study and recreate the works of famous artists, such as Goldsworthy and Hokusai, and take these ideas into their own practises. Sculpture with clay, textile weaving and plaiting are used to explore new techniques and implements as part of topic lead projects such as creating a wind-up toy. The children are also encouraged to start being evaluative of finished pieces, sharing their likes and dislikes and backing their opinions with reasons.

### **Year Two**

In Year 2, the creative process is built upon in more detail. Colour relationships are studied whilst creating a colour wheel and studying Kandinsky, and tints and shades introduced as a way to make pieces more detailed. Children become critical of not only professional pieces but those of their own and of their peers, learning how to give and receive constructive criticism. As well as drawing from life and introducing perspective shape and repetitive patterns are studied and recreated when learning about William Morris. Media continues to be mixed for a specific effect when creating London skyline silhouettes. By the summer term, the children are learning how culture and religion can influence art and design when they study colourful, intricate Rangoli patterns as part of their India topic.

### **Year Three**

Year 3 is the start to KS2 and a new range of artistic techniques. Children begin to use sketchbooks, which continue with them up through KS2, as a way to record and practice new techniques and hold small projects before a final piece. Beginning in September with a topic on LS Lowry, children are critical of a new artist, using visual language to comment on their likes and dislikes and justifying themselves. They learn the difference between drawing and sketching, using light, gentle lines to practice their initial ideas. Finally, linking to their text of James and the Giant Peach, children paint the peach impaled on the Empire State building in the style of Lowry. They consider their colour choices and again, select appropriately sized brushes for their rendering. Matisse is also studied and children create their own colourful piece using paper collage, this time producing a design inspired by Matisse's shapes and colours. In the spring term, children use oil pastels, charcoal and sticks to respond to their stone-age topic. They learn how to use sketching to produce light and shade and use crosshatching as a way to show tone and texture. Finally, children revisit clay by creating a Greek sculpture, looking specifically at historical design.

### **Year Four**

By Year 4, children are developing their techniques and experimenting for a desired outcome rather than creative curiosity. Children learn that aside from aesthetics, their creations can convey mood and emotion using texture and/or colour. A study into Andy Warhol allows children look at colour and repetition in a very contemporary way, using printing techniques to create their final piece. To build on collage from previous years, children are introduced to the notion of mosaic to form an entire image rather than as a rendering technique. There is now an awareness that art does not just come in the form of a picture in a frame. Famous Italian architects are studied and how art is taken into consideration when designing everyday objects. Throughout the year, as drawing skills progress, children learn how to create the look of a 3D image in a 2D format using perspective and new shading techniques. This can be seen as the children recreate the Mona Lisa. They continue to consolidate painting skills by using water colours to paint scenes of Italy and recreate other famous works. Textile proficiency also progresses in the form of Roman purses with children learning to use different stitches for practical or aesthetic purpose. Throughout the year, children evaluate their own work, working on building that visual language to be really specific in their critiques.

### **Year Five**

In the autumn term, Year 5 takes on their America topic. Children continue build on their collage and mosaic skills using ceramic tiles to create lizards, linking to their text of Holes. The lizard theme continues when children once again experiment with outdoor art, using colours and materials from the natural world, this time to create their lizards, thinking about size, shape and texture. Children then work on the America theme by creating a landscape drawing of the NYC skyline, where they are given a wide choice of materials. In the spring term, children are introduced to new artists such as Henri Rousseau and Peter Thorpe. Using the latter as inspiration, they once again take inspiration from the natural world to create space landscapes in chalk on a black background as opposed to the traditional white. The children study the work of the Swiss sculptor, Alberto Giacometti and his models of humans which lead to children's impressions of his work in the form of foil astronaut sculptures. At the end of the Earth and Space topic, they study Agitprop (political propaganda) and Soviet Art (a pastiche on Pop art about the Space Race- from the Russian perspective) which relates to their work on the Moon landing. By this point in their learning journey children should be able to 'spot the potential in unexpected results as their work progresses', especially when collecting information in their sketchbooks. In the summer term, children revisit textiles to create a Saxon brooch, this time choosing from their bank of stitching techniques and working on precision and detail.

### **Year Six**

Year 6 begins with a deep dive into a cross section of portraiture from contrasting, famous British artists: Arcimboldo, Warhol and other greats. Whilst their work is replicated in sketchbooks, children are now given the independence to choose the most suitable style of drawing for their pieces. Contrasting with this exploration of more traditional art, children then move to a graffiti topic; looking at work that is found out in world, designed to reflect the artists and make a statement. Linked to WWII, this topic really shows the children not only how art can be influenced by social issues of time but also how it can be used to shape those issues and bring them into to the world's consciousness. Their own personal style is now developing and can be seen in throughout their craft. A culmination of painting, drawing and collage skills is used when children create a piece based mountains. Building on skills learnt throughout their time at school, they should be able to apply their knowledge of equipment, texture, colour pallets and mixing when painting to produce their own mountain artwork. Here again, children look at the work of architects and see how art is influential in everyday life but also influenced by the surrounding area and culture when they study Alpine lodge design. Learners also look at design when they create cushions, taking influence and inspiration from their RE work. They use their sewing skills, learnt in previous years to create something aesthetic and practical, giving them a sense of pride and accomplishment upon the completion of an everyday object. As a culmination of their time at school the children use digital methods to create photo collage based around their experiences with their peers on a residential trip.

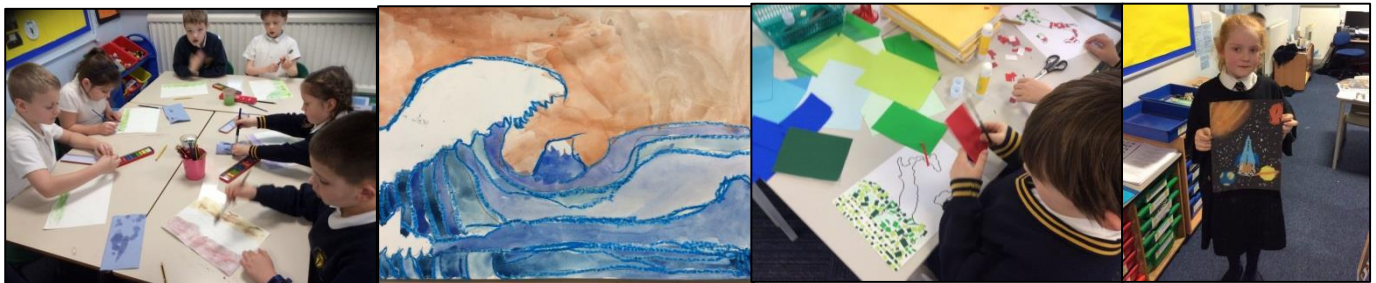
### **Extracurricular art**

Within the school year there are many opportunities for children to participate in art activities outside of their lessons:

- Arts Award Discover is run in Years 2 and 5 over the course of the year. Here children are encouraged to find out about art in all its different forms and create their own portfolio which is eventually shared with parents, carers and peers.
- Throughout the year children are also given the opportunity to display their photography within the main entrance to the school. Each term children are given the opportunity at lunchtimes to take photos on iPads of the school and grounds. They are encouraged to look for images they find interesting rather than just portraits of people. This could be nature, architecture, colour, symmetry, shadows or even playground markings.
- In partnership with Holy Trinity Church angel festival children are encouraged to create their own angels and help paint life size angels to display in church.
- Inter-house competitions, like designing house badges or display bunting, give children the opportunity to see their art work used around the school.
- The year 6 end of year play not only lets children use their talents to help make the scenery and design programmes but also lets them see another way in which art can be used in the wider world.

- There are many art competitions run through Leeds City Council and other professional groups throughout the world that are brought to the children's attention over the year. Entry forms, resources and help can be sourced by school for any children inspired to enter.

In the summer term we hold art week. A school wide theme is set and individual classes respond in their own way. At the end of the week the children's work is displayed, whether in a gallery style exhibition or used for a specific purpose ( e.g. angel wings photo point at the summer fair).



## Philosophy for Children (P4C)

### P4C at Cookridge Holy Trinity

The aim of Philosophy for Children is to enhance thinking and communication skills, give opportunities for children to engage with their spiritualities and work collaboratively to clarify their thinking. Philosophy for Children is not so much a subject, but more an overarching principle that is applied throughout the curriculum. The discrete skills taught in our P4C lessons are utilised regularly within other subjects around the curriculum, where children will be challenged to disagree, to rank, to reframe questions and work together to reach a consensus. The school's delivery of P4C is underpinned by James Nottingham's work around 'The Learning Pit', and the associated 'Learning Challenge' which provides resources to teachers. This work aims to create 'cognitive conflict', whereby two different thoughts will appear, and the thinker will have to make sense of them. P4C aims to create cognitive conflict throughout the curriculum, in a way which is accessible to the children, as well as engaging and fun.

### Aims of P4C

Cookridge Holy Trinity aims for the pupils to enhance their ability to think, communicate their thoughts effectively, improve their listening skills and become comfortable not only working collaboratively, but also having healthy disagreements with others as well. This is not limited to discrete sessions, but a part of our cross-curricular, topic-based learning approach.

One of the main aims of P4C is to enhance the ability for children to use 'exploratory talk'. This is 'characterised by longer exchanges and use of questions, reflection, explanation and speculation.' This is designed to enhance creativity and 'make full use of critical thinking'. Another aim is for children to be able to make sense of abstract concepts, such as 'justice', 'fairness', or 'luck' and discuss these fluently either with a talk partner or a whole group. There are a range of activities provided to stimulate discussion and the children given opportunity to communicate during lessons.

### P4C curriculum intent

Because of the overarching nature of the subject, the curriculum is less prescriptive than others, as teachers are expected to embed it within their planning of RE, Maths, English and Science, as well as Topic lessons, including, but not limited to, Geography and History. Children's progress should be observed in their ability to communicate, an improved clarity in their writing, their overall relationships with peers and ability to control their emotions. There are suggested guidelines for the year groups and some sample lessons, but equally teachers are encouraged to use contemporary events to keep the learning relevant for the children.

## **Reception**

The foundations for P4C are built in Reception, through topics such as 'All About Me', where children discuss their similarities and differences between themselves and their peers. Accessing deeper thinking through timetabled 'circle time' sessions with their key workers eg – would you rather questions and developing their retelling and communicating skills through sessions such as 'Show and Tell' and 'Special Friend'. Each topic in Reception is based around the children's interests - the children create big questions for each topic often based around the world around them and together they work and play to explore them deeper. EYFS has a huge focus on communication, developing listening and attention, speaking and understanding skills – articulating their likes, dislikes, thoughts and opinions. Philosophy for children is being applied perpetually at this stage.

## **Year One/ Year Two**

As with reception, P4C is something which is present throughout the curriculum in Key Stage 1. Children are taught turn taking, basic communication, memories, ordering events and story-telling. P4C lessons will challenge them to think deeper into questions, and begin to ask questions deeper questions to encourage the children to begin to find their spirituality.

Cognitive conflict is made with questions designed to make children think. Stand-alone lessons for children at this age can include 'A visit to Grandma's', where children are asked to create a third person recount of something, which focuses on their ability to memorise and recount in order. Other lessons include 'What is colour?' where children look at the different meaning of colours used in society and learn to talk about their favourites. Other lessons look at responsibility and how it can be shared, as well as concepts such as 'saying sorry'.

In year one, children look at the properties of materials and start to refine their thinking by finding different ways to make objects the odd one out.

## **Year Three/Year Four**

Lower Key Stage 2 builds upon the skills learnt by children in Reception, Year 1 and Year 2 by presenting the children with more complex problems to think about, which help to create a higher level of cognitive conflict. One such activity would be asking children to rank 9 cards in order, with one as the most important and one as the least important. Suggested lessons include 'Why explore?' looking at exploration as a concept, underpinning the Year 3 topic of 'Adventurers and Explorers', as well as 'What is treasure?' linking to topics of Ancient Egypt for year 4.

Children are also introduced to concept maps (this involves unpicking concepts into their component parts), concept targets and opinion lines at this stage, and they are used in a wide variety of lessons and contexts. Gaining a clear definition of words, we use as a cognitive exercise is also applied, such as 'what is the difference between a hat and a helmet?'

Again, at this stage, children will use P4C as a window into their spirituality, as they are asked to think about wider issues about the world and beyond. RE and P4C are intertwined in this respect, with key questions from RE having basis in P4C.

## **Year Five/ Year Six**

Again, Upper Key Stage 2 build upon the knowledge and skills acquired further down the school, by increasing the cognitive load and therefore cognitive conflict. Children are asked to go into the Learning Pit on many issues, and the chance to embrace spirituality is often present. P4C has strong links to all of the topics, from Year 6's World War 2 and the chance to look at the morality of people following orders, to Year 5's Earth and Space Topic, where children are invited to consider the universe as whole, and their place within it. Children are expected to use exploratory talk to solve a wide range of issues across different subjects, and consider the real-life application of Philosophy for Children, such as making changes within school and the community.

Year 5 also discuss the ethical dilemmas around the destruction of the rainforest, looking in close detail at how it affects people all over the world and discussing the concept of responsibility.

**Whole School P4C 2019-2020**

Whole school worship will often be a time where Philosophy for Children is incorporated or linked. Children are asked to reflect upon, or think about a statement as they enter or exit the hall.

