

CLEVES SCHOOL - The 3 Is Curriculum Statements

Our curriculum is intended to ensure that children leave Cleves with the knowledge, values and skills to equip them for secondary school and beyond. Our curriculum offer has the National Curriculum 2014 at its core, while personalising content for our children and our locality. Learning is progressive, with an emphasis on knowledge acquisition and development of a deep understanding of subjects. Retention of knowledge is reinforced through retrieval strategies so that children can apply their knowledge and understanding to future learning. We have ensured that our curriculum reinforces diversity as well as reinforcing our Cleves Values of respect, high aspirations, kindness, perseverance and inclusivity.

1a	RE	
INTENT	IMPLEMENTATION	IMPACT
<p>To teach children about different faiths and beliefs.</p> <p>To develop enquiring minds, critical thinking, key values and character.</p> <p>To better equip children for questions and topics that arise in a fast moving multicultural society.</p> <p>To help children make reasoned and informed responses to religious and moral issues and to challenge misconceptions.</p> <p>To help children develop a sense of identity and belonging</p> <p>To support the British values [individual liberty, mutual respect, tolerance of those with different faiths and beliefs] and the Cleves Values [respect, high aspirations, kindness, perseverance and inclusiveness].</p>	<p>Children are encouraged to participate actively with an emphasis on respect, kindness and inclusivity and to demonstrate open-mindedness and curiosity.</p> <p>RE is based on the Surrey SACRE (Surrey’s Standing Advisory Council on Religious Education) and Christianity is taught through a thoughtful and progressive curriculum developing an understanding of the Christian religion and church and how it compares to other world religions. Children also learn about non-Christian religions in all year groups, as well as about the non-religious view of Humanism. The curriculum has been created to develop increasingly complex ideas, building upon prior learning and drawing connections between different aspects.</p> <p>The RE curriculum is enriched by links to our local church who contribute to assemblies and provide a focus for Christian festivals and important school events. Links and visits to other local denominations and places of worship further deepen children's understanding of the role of religion in our local community.</p> <p>The RE curriculum is designed to be flexible enough to adapt to emerging discussions and encourages high aspirations for demonstrating respect, kindness and open-mindedness when expressing opinions. This can develop the wellbeing and confidence of learners and promote the inclusivity of all members of the Cleves family, whatever their religion or beliefs.</p>	<p>Children feel safe to share their religious practices and experiences, promoting understanding and inclusivity throughout the school.</p> <p>Children have a good understanding of World religions and beliefs so they are more open minded and behave with greater tolerance and respect to all.</p> <p>Children demonstrate kindness, open-mindedness and curiosity in all aspects of their studies at Cleves.</p> <p>Children are confident to share ideas and discuss their values and opinions respectfully.</p>

1b	PHSE	
INTENT	IMPLEMENTATION	IMPACT
<p>To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child.</p> <p>To enable children to become healthy, independent and responsible members of a society.</p> <p>To help children understand how they are developing personally and socially, and to be able to tackle many of the moral, social and cultural issues that are part of growing up.</p> <p>To provide the pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.</p> <p>To develop children’s sense of self-worth by playing a positive role in contributing to school life and the wider community.</p>	<p>The PSHE curriculum uses a thematic approach and open learning activities which suit the ethos of PSHE. All learning activities used allow opportunities for discussion and debate. Open learning activities provide opportunities for students for children to develop their skills, knowledge and attitude, developing confidence, empathy, raising self esteem and resilience. Lessons often involve discussion or debating, enabling children to practise using language or talking about feelings which are key skills needed for their future wellbeing.</p> <p>The curriculum reinforces British values and Cleves values and promotes ideas of diversity, inclusion, empathy and acceptance. It is progressive, considered and tailored age appropriately. It covers a wide range of topics including relationships, health and wellbeing and living in the wider world.</p>	<p>Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty as well as the Cleves values of Respect, High Aspirations, Kindness, Perseverance and Inclusivity.</p> <p>Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.</p> <p>Children will become healthy and responsible members of society.</p> <p>Children will be well prepared for the next stage of their education and life and on their journey preparing them for life and work in modern Britain.</p>

2	Art	
INTENT	IMPLEMENTATION	IMPACT
<p>To enable children to express themselves creatively, benefiting self confidence and well being.</p> <p>To progressively develop children's creative skills with a variety of techniques.</p> <p>To enable children to observe and record from experiences and from imagination.</p> <p>To teach children about key artists and their works and about important periods in art history.</p>	<p>The Art curriculum ensures that pupils are taught the skills, knowledge and understanding to create an informed piece of artwork. A variety of creative activities are involved, including drawing, painting, printing, collage, textiles, sculpture and digital work and using a range of media and materials. Skills and knowledge are planned progressively such that the children develop through their time at Cleves. Creative activities are carefully chosen to provide a wide variety of experiences</p> <p>A range of artists and their work are studied over the 4 years with an in depth study of a key work from each artist, strengthening children's cultural capital. Knowledge acquisition is reinforced through retrieval techniques.</p> <p>Artists and children's creative outcomes are chosen purposefully to connect with other areas of study such as History, Geography or Science to reinforce links with children's knowledge base and the wider world.</p> <p>Artists are also chosen to reinforce the values of diversity and inclusivity.</p>	<p>Children are confident to express themselves creatively and show pride in their work.</p> <p>Children have a good understanding of how to use a range of materials appropriately using a variety of techniques.</p> <p>Children are able to present their work and ideas in a variety of creative ways. They are able to develop their work over time, reflect on the final outcome, celebrate successes and identify areas for development.</p> <p>The children can recognise key pieces of work from important artists, including those listed within the National Curriculum, and understand how the artist's work connects with other aspects of their learning.</p>

3	PE and sport	
INTENT	IMPLEMENTATION	IMPACT
<p>Physical education is an integral and important part of our curriculum that is inclusive and engages all pupils.</p> <p>To ensure the children develop the knowledge, skills and competence to excel in a broad range of sports and physical activities.</p> <p>To deliver high-quality teaching and learning opportunities that enable all children to achieve their personal best; developing fundamental movement and coordination skills as well as social and emotional development.</p> <p>To give the opportunity for all children in Cleves to participate in competitive sport and to develop our school values, ensuring they do their best and display good sportsmanship.</p> <p>To ensure that all children are physically active for sustained periods of time and be empowered to make informed decisions in leading healthy and active lives.</p> <p>Swimming is an important life skill, particularly due to our proximity to a major river. We aim for all children to leave Cleves being able to swim at least 25 metres.</p>	<p>The PE curriculum provides challenging and enjoyable learning through a range of sporting activities and ensures that the requirements of the National Curriculum are fully met.</p> <p>In years 3/4, the focus is on core movement skills, utilising the resources provided by REAL PE. As the pupils progress through the school they then begin to apply these skills to identified sports such as football, rugby, netball, tennis, cricket, badminton, basketball and indoor athletics. Gymnastics and dance is taught to all year groups for at least one term per year. Children attend swimming lessons in year 5 if they cannot swim at least 25m and/or meet the new National Curriculum requirements.</p> <p>Pupils participate in 2 ½ hours of high quality PE/Games lessons each week. In addition, children are encouraged to participate in the varied range of extra-curricular activities.</p> <p>Children are invited to attend competitive sporting events within the local area through a local leadership offer provided by Cleves. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills.</p> <p>Each year, Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.</p>	<p>All children develop fundamental movement and coordination skills and then apply them to a variety of sports and activities.</p> <p>All children develop the skills and are given opportunities to demonstrate improvement and to achieve their personal best.</p> <p>All pupils are given the opportunity to represent the school in a festival or competition.</p> <p>Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.</p> <p>Our pupils are physically active and this has positive implications on their wellbeing and learning and outcomes in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise.</p> <p>Children enjoy PE and we hope they develop a love of sport and physical activity that they pursue outside of school and in future life. All pupils understand the values and importance of fair play and being a good sports person.</p>

4	Computing	
INTENT	IMPLEMENTATION	IMPACT
<p>To develop resilient and confident users of a wide range of IT platforms and software.</p> <p>To teach all aspects of Digital Citizenship to develop responsible, empathetic, kind and informed users of technology and to ensure children understand how to keep themselves and others safe online.</p> <p>To teach coding in a variety of contexts to develop resourceful, reflective and creative coders.</p> <p>To teach knowledge and understanding of information technology systems to create informed and empowered users of technology.</p>	<p>The Computing curriculum is split into 3 disciplines: computing (coding), information technology and digital citizenship). All aspects are taught progressively and digital citizenship is taught both explicitly as well as weaving through all Computing lessons, as well as being included in the PSHE curriculum. Special days/weeks devoted to Digital Safety also reinforce the messages of responsible and safe behaviour with technology.</p> <p>The teaching of coding builds skills progressively from block based coding programmes such as Scratch to text based languages. Contexts for coding are often linked to the wider curriculum (eg Literacy, Science, Geography, DT). Children also have experience with using coding to control physical systems such as Lego models microprocessor controlled lights. As it is a 'Google School', children at Cleves become proficient in skills using Google Apps but also study the similarities/differences between Microsoft software in order to provide a broad experience of software. They also develop an understanding of networks.</p> <p>The curriculum provides a range of experiences and contexts for learning using chromebooks, laptops, ipads and other tablets as well as VR Goggles, computer controlled Lego and microprocessor controllers. Use is made of the school's dedicated multimedia room which includes a radio station and mirroring technology for ipads. Outside of the computing curriculum, children's confidence with technology is reinforced by its use in a myriad of subjects including maths, science, literacy, history, geography, art and DT, music, French and PE.</p>	<p>Children are confident and discerning users of technology across the curriculum.</p> <p>Children have a clear, informed understanding of online risks, how to stay safe and how to report concerns and know how to be kind, empathetic and responsible digital citizens. This has a positive impact on their mental health and wellbeing.</p> <p>Children have a good understanding of how to use coding to create a variety of outcomes or control physical processes. They have experience with using a variety of software and applications and how to create, investigate and present data.</p> <p>Children have a solid basis for further study at KS3.</p>

5	Music	
INTENT	IMPLEMENTATION	IMPACT
<p>To develop a knowledge and appreciation of a wide range of music.</p> <p>To develop the musical skills to enable children to express themselves through music, increasing self confidence and well being.</p> <p>To teach children how to play a range of musical instruments and to encourage high aspirations in quality of outcomes.</p> <p>To use technology to aid in the appreciation and creation of music.</p> <p>To enable children to enjoy musical experiences both inside and outside school.</p>	<p>The music curriculum progressively develops children's understanding of music including (musicians, notation, expression???).</p> <p>Children are exposed to a wide variety of musical experiences including singing, playing instruments and composition. Each year, children have the opportunity to learn an instrument from music professionals for a term (violin, ukelele, guitar/trombone and djembe drum), developing their resilience and perseverance as well as their confidence and wellbeing. They also have experience with handbells, percussion instruments and have the opportunity to play boomwhackers, steel pans (anything else?). Musical experiences are often linked to the wider curriculum, for example African djembe drums linked to Year 6 visit to The Lion King (anything else?).</p> <p>Children have the opportunity to make music as part of a group and Cleves has a range of choirs and musical groups in order to accommodate a wide range of musical preferences. Children also have many opportunities to perform such as in assemblies, concerts (both with school and in the community (eg Voice in a Million), competitions (hand bells) and in the local community (eg lantern parade, Care homes). Individual music lessons run by peripatetic teachers are also available for a variety of instruments including piano, guitar, violin and drums). After school extra curricular clubs provide still more opportunities (Jamming Together and Steel Pans)</p>	<p>Cleves children are confident performers who enjoy and appreciate music.</p> <p>Children can create music in a variety of ways using traditional and non traditional instruments and using technology. They have an understanding of musical notation.</p> <p>Our children are proud to be involved in musical experiences in the local and wider community.</p> <p>Children develop skills of resilience, perseverance and determination through learning a musical instrument and a feeling of community and inclusivity by making music in groups.</p> <p>In 2020 Cleves was awarded the Music Mark School badge in recognition of our provision.</p>

6	History	
INTENT	IMPLEMENTATION	IMPACT
<p>To give pupils a coherent and progressive knowledge and understanding of Britain's past and that of the wider world from early times to the 20C, focusing on key time periods.</p> <p>To reflect on how our history has informed our present and understand connections developed across the curriculum (e.g. Literacy, Art, RE, Science, DT, Computing).</p> <p>To engender high aspirations of knowledge acquisition and the ability to explain links between periods of history leading to an increase in confidence and a historical and cultural understanding of our country.</p>	<p>The curriculum develops a chronological narrative of Britain's history, using concepts and themes to link learning, with each unit building on the last and across the curriculum. Aspects of ancient history across the world are linked to that of Britain at that time. Explicit links to prior learning are drawn out so that the children develop a coherent understanding of how different periods of our history link together.</p> <p>The curriculum is designed so that children acquire a deep knowledge of key periods in history. Key knowledge is reinforced through repeated retrieval so that children can apply their knowledge to future learning, making connections and deepening understanding within and between eras.</p> <p>Key themes are developed throughout the curriculum (e.g. exploration, monarchy, civilisation to reinforce links and to develop a wider understanding of and connections across the curriculum (e.g. Literacy, Art, RE, Science).</p> <p>The children create a variety of outcomes to demonstrate their knowledge and understanding including the use of technology, verbal or written explanations, and annotated drawings and models. Children are encouraged to develop high aspirations in the quality of outcomes and be responsible for their own knowledge retention and application.</p>	<p>Children demonstrate their knowledge and understanding of British history through a wide range of high quality outcomes.</p> <p>They have an ever deepening understanding and retention of the key knowledge which they can then apply to their critical thinking and to strengthen their cultural capital.</p> <p>Children have an understanding of how the present develops from the past and how the past influences our lives today.</p> <p>Children have an understanding of historical skills which will provide a sound basis for further study at KS3.</p>

7	Geography	
INTENT	IMPLEMENTATION	IMPACT
<p>To give children an understanding of what Geography is and to be curious about their world and its people.</p> <p>To teach pupils an understanding of the global environmental issues that face us, including climate change, pollution and elimination of habitats.</p> <p>To ensure children leave Cleves with a knowledge of diverse places and peoples, engendering respect and inclusivity, natural and human environments and an understanding of the Earth's key physical and human processes and how the Earth's features are shaped, interconnected and change over time.</p> <p>To develop geographical understanding of the local area with map work, exploration of the school grounds and field trips.</p> <p>To teach geographical skills such as map reading,</p> <p>To enable children to link their geographical knowledge and understanding with the wider curriculum by making connections with literacy, science, art and history.</p>	<p>The geography curriculum is organised into topics which enable knowledge and skills to be acquired progressively; The British Isles; rainforests; rivers; landforms and oceans. Locational knowledge is developed in each topic and includes that of the United Kingdom, Europe and the wider world. Each topic comprises aspects of physical and human geography and links are made within each one to environmental issues such as deforestation, pollution, erosion, global warming and rising sea levels. The curriculum is designed so that children acquire a deep knowledge of key aspects of Geography. Key knowledge is reinforced through repeated retrieval so that children can apply their knowledge to future learning, making connections and deepening understanding within and between topics. Links are also made to the wider curriculum (e.g. Literacy, Art, Science, History, Music, French).</p> <p>Geographical skills are taught progressively and children become familiar with a variety of tools including atlases, maps, globes, digital/computer mapping, compasses, grid references and OS maps.</p> <p>Key themes are developed throughout the curriculum (e.g. climate, environment, society, adaptation/change (check)) to reinforce links and to develop a wider understanding of and connections across the curriculum.</p> <p>Study of the local area will include a detailed study of the River Thames, how the local area has changed over time and local effects of rising sea levels.</p> <p>The children create a variety of outcomes to demonstrate their knowledge and understanding including the use of technology, verbal or written explanations, and annotated drawings and models. Children are encouraged to develop high aspirations in the quality of outcomes and be responsible for their own knowledge retention and application.</p>	<p>Children have a good understanding of their world and its people, show empathy and respect for other ways of life and celebrate the diversity of our planet.</p> <p>Children have a good knowledge and understanding of global environmental issues, how these impact themselves and the local community, empowering them to strive for positive change.</p> <p>Children have a wide locational knowledge, developing their identity as global citizens and helping them make sense of the world around them.</p> <p>Children have an understanding of geographical skills which will provide a sound basis for further study at KS3.</p>

8	Outdoor learning	
INTENT	IMPLEMENTATION	IMPACT
<p>To enable all children to experience being outdoors and use the outdoors for learning.</p> <p>To ensure disadvantaged pupils have the opportunity to enjoy outdoor activities and experiences.</p> <p>To nurture pupils' confidence and well-being by being outdoors and enjoying collaborating with their peers.</p> <p>To teach 'survival skills' - how to safely and responsibly use outdoor tools.</p>	<p>As part of our broad and balanced curriculum, children experience a range of varied activities, from creating artwork to building with tools, with their year group. Each experience lasts a full day and is centred around a well chosen theme, often linked to the wider curriculum.</p> <p>Activities take place both around the extensive school grounds and in the local area. Parent volunteers are an integral part of our provision, strengthening community ties.</p>	<p>Empowers children to take ownership of their learning, allowing their minds and bodies to thrive, and increases confidence both in and out of the classroom.</p> <p>Encourages children to develop the skills to solve problems, develop resilience, reflect and feedback effectively.</p> <p>Develops the skills of communication, cooperation and collaboration, providing a challenging yet safe environment for children to experiment and manage risk.</p> <p>Encourages children to engage with and take care of their environment.</p>

9	French	
INTENT	IMPLEMENTATION	IMPACT
<p>To encourage children to develop an enthusiastic and positive attitude to other languages and language learning.</p> <p>To teach children to understand and respond to spoken and written language and to converse in French on topics relevant to their age and interests.</p> <p>To promote and understanding, appreciation and respect for different cultures and to develop resilience when faced with the challenges of learning a new language.</p> <p>To develop links to the wider curriculum (e.g. Art, RE).</p>	<p>The curriculum is designed to be enjoyable and engaging, overcoming barriers to language learning with a variety of stimulating activities. Provision is primarily based on speaking and listening and makes use of partner and group collaboration to increase confidence and support all learners such that all are enabled to be successful.</p> <p>Children are taught by a specialist French teacher for at least 1/3rd of their time at Cleves and resources are fully adapted so that they can be used confidently by a non-specialist teacher. The curriculum makes full use of technology, using the 'Rigolo' programme of learning to structure learning and ensure children are exposed to native speakers. Technology also aides in ensuring key knowledge and vocabulary are retained and available for future learning. Reading and writing activities are developed progressively during the children's time at Cleves to give a solid basis for future learning at KS3.</p> <p>The curriculum is enriched by links to French schools which provide additional opportunities for pupils to interact with native speakers verbally and in writing and to have a greater understanding of French culture.</p>	<p>Children are able to use their knowledge of French with growing confidence, both to understand what they hear and read, and to express themselves in different ways.</p> <p>The children develop a positive attitude to language learning and an appreciation for other customs and cultures. This in turn engenders respect, understanding and inclusivity of the many cultures present within the Cleves community.</p> <p>Children acquire foreign language skills that they can apply in real life situations.</p> <p>The children acquire a sound basis for further language study at Key Stage 3 and beyond.</p>

10	Maths	
INTENT	IMPLEMENTATION	IMPACT
<p>To provide children with a high quality maths curriculum that is both challenging and enjoyable. It should ensure that they become fluent in the fundamentals of mathematics and to be confident in applying their fluency to a variety of reasoning and problem solving contexts.</p> <p>To ensure that each child leaves Cleves as a resilient, confident mathematician with a positive attitude to learning mathematics.</p> <p>To ensure that each child enjoys a range of mathematical opportunities and has a broad and meaningful mathematical education, preparing them for the next step in their learning.</p>	<p>The curriculum is based on the Maths Mastery teaching approach and addresses the needs of all pupils, providing support and stretch as appropriate.</p> <p>Learning is broken down into a series of small, connected steps, each building on prior learning, to ensure a concrete foundation to all aspects of mathematics. The small steps of learning are taught using a combination of concrete, pictorial and abstract approaches so that pupils develop a deep conceptual understanding of mathematics through experiencing a variety of manipulatives and representations. The curriculum ensures that both mental strategies and written algorithms are taught, focusing on the application of these in a variety of contexts, including reasoning and problem solving scenarios.</p> <p>Retention of knowledge and practice of strategies is further reinforced through a variety of retrieval activities.</p> <p>We plan for children to reason with mathematical language, developing explanations and justifications for their thinking.</p>	<p>Children are confident mathematicians who have a wide skill set which they can apply to a range of different contexts, explaining their reasoning and thought processes using mathematical language.</p> <p>Children have a depth of knowledge and as such, are able to represent mathematical concepts in different ways and can solve increasingly complex problems with resilience.</p> <p>Every child feels success in maths and reaches their full potential. We provide support as well as adequate stretch, which is reflected in our high attainment across the school, in particular our end of key stage results.</p>

11	Literacy	
INTENT	IMPLEMENTATION	IMPACT
<p>To enable children to have high aspirations in their literacy skills and to promote a positive attitude to reading, writing, speaking and listening.</p> <p>To create an enjoyable inspiring curriculum, making connections to subjects across the wider curriculum. Literacy units to be based on engaging and relevant topics via a range of genres, including poetry, fiction and nonfiction, celebrating diversity and inclusivity.</p> <p>To ensure children are able to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.</p> <p>To ensure pupils are able to read fluently and with good understanding.</p> <p>To ensure that children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p> <p>To engender a positive attitude to literature and to develop a wider understanding of the world, increasing cultural capital.</p>	<p>The Literacy curriculum is crafted to ensure progression of knowledge, skills and understanding in literacy, each unit building on prior learning. The curriculum is engaging and innovative using a variety of stimuli including texts, short films, plays and pupil experiences such as drama, author visits and special days. Children use a variety of resources including technology such as photography, filming, green screen and voiceover apps. Diverse outcomes include narratives, letters, scripts, magazine articles and diaries and links are made to the wider curriculum including Science, Geography, History and PSHE.</p> <p>All pupils are immersed in a variety of texts and children develop the ability to understand and create pieces for a wide variety of purposes and audiences, learning to adapt their writing style accordingly. Texts are carefully chosen to include both classic and modern texts and those that celebrate diversity and inclusion and promote the British and Cleves values.</p> <p>Children are encouraged to reflect on their own learning, becoming increasingly responsible for applying their skills to new challenges and to eventually independently assess and develop their own work.</p> <p>The curriculum's approach to reading nurtures a wide knowledge of vocabulary and fluency as well as comprehension and an engaging and well equipped library helps to promote appreciation of reading and literature. Spelling, punctuation and grammar is explicitly taught in all year groups.</p>	<p>Children are confident and fluent readers with an appreciation for writing and literature. They can express themselves in a variety of ways in writing, understanding that their style should adapt to the purpose of the text.</p> <p>Children can increasingly use their writing skills to show their knowledge and understanding in subjects across the curriculum. In turn, knowledge of the wider world through our broad and balanced curriculum leads to increased reading comprehension.</p> <p>Children have a positive attitude to writing and reading and have a solid basis for further study at KS3.</p>

11	Science	
INTENT	IMPLEMENTATION	IMPACT
<p>To develop a strong understanding of science, encompassing scientific knowledge and working scientifically, such that children can think scientifically, understand the uses and implications of Science today, and for the future benefit of our planet.</p> <p>To engender a positive attitude to science and to develop confident and knowledgeable learners of science.</p>	<p>The science curriculum uses carefully planned units of work that progressively build children's skills, knowledge and understanding of a range of scientific disciplines and concepts. A variety of engaging contexts for learning are used including hatching chicks, reptile and farm animal visits, potato growing and relevant hands-on practical activities are used whenever possible. Children also learn about a diverse range of key scientific figures from the past and present, celebrating diversity and inclusivity. Links are made to the wider curriculum including History, Art, Literacy and Outdoor Learning.</p> <p>Children's learning experiences make use of a range of venues including a Science Lab, the school grounds, large indoor spaces as well as the classroom. Children also have the opportunity to attend professionally run workshops at the Science Museum and Kew Gardens and visiting speakers further enrich the curriculum.</p> <p>Science lessons often have a focus on collaborative learning, promoting the values of respect, inclusivity and responsibility. Children are given opportunities to develop the ability to express scientific ideas using the appropriate scientific vocabulary and to raise questions, using their knowledge to predict results. They are encouraged to be critical thinkers and learn how to test hypotheses and explain findings.</p> <p>Children create a variety of outcomes including annotated drawings and models, written explanations, video explanations and voiceover apps. High aspirations for quality of outcomes is encouraged.</p>	<p>Children have a positive view of themselves as scientists and show curiosity about the world around them, thinking carefully and critically.</p> <p>Children have a good knowledge and understanding of scientific concepts from physics, chemistry and biology which provide a solid basis for further study at KS3.</p>

12	DT	
INTENT	IMPLEMENTATION	IMPACT
<p>To provide means and opportunity for children to solve problems using their creativity, imagination and design.</p> <p>To make relevant products within a variety of contexts. To develop practical skills using a range of tools; to manage risk, increasing confidence and self esteem and to learn essential life skills.</p> <p>To reflect and evaluate past and present design technology on its effectiveness and usage.</p> <p>To encourage children to think and engage creatively to solve problems as individuals and as a member of a team, promoting resilience, confidence and collaborative skills.</p>	<p>The DT curriculum ensures that, through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making a useful product.</p> <p>Key skills and knowledge are mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children’s work in Design and Technology; they learn about real life structures and the purpose of specific examples, often linked to the wider curriculum (e.g. Space topic, History, Science, Computing) and to diverse cultures, developing cultural capital and global awareness.</p> <p>Activities are planned to give children experiences in a variety of disciplines including food technology (using a food technology room), building structures and circuits, textiles and pneumatics. They are also designed to promote creativity and develop children's well being and confidence. A diverse range of tools are used to make products and children develop the ability to manage risk in using them. Children progressively develop their ability to evaluate their own and others' designs and make suggestions for improvements.</p>	<p>Children can build and apply knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others.</p> <p>Children have the creative, technical and practical expertise needed to perform essential life skills confidently and to participate safely and successfully in an increasingly technological world.</p> <p>Children have an understanding of risk management, and are developing as resourceful, innovative, enterprising and capable citizens.</p> <p>Children are confident in using their practical skills creatively and have a solid basis for future study at KS3.</p>