

MICKLE TRAFFORD VILLAGE SCHOOL



“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

This booklet aims to present our curriculum in an accessible and interesting way for parents, carers and other adults involved with a child. We hope it gives you a flavour of what we teach and when, but no one year will ever be the same as the most important point we must take into consideration is: what do our children need? What do they already know and what do they need to know next?

More detail regarding the objectives taught in Foundation subjects is available in our **Progression Maps** which can be found on the website.

At the start of every term our teachers provide an overview of what lies ahead for the coming term.

In addition we also provide information sessions for parents to learn more about how we teach the children and what we cover – e.g. phonics, reading, writing, maths and safety.

Early Years Foundation Stage (EYFS)

The children in Reception begin their learning journey by following the EYFS Statutory framework. The seven areas of learning are carefully planned for, with the aim to achieve the Early Learning Goals set by the Department of Education. The manner in which it is taught and delivered is for schools to decide as it is very much determined by the interests and needs of the children.

Each child's learning is recorded in a range of ways including a whole class floor book, individual writing books and an online learning book via Tapestry. Tapestry is used to record 'wow' moments, focus observations and build a strong home-school relationship. The observations made tell a story of a particular event, day or week in a child's life. Parents are invited to send in contributions from home via Tapestry, since young children often show skills and attributes at home that they don't yet demonstrate in a school setting. Their learning is very much a partnership between home and school. At the end of the year this online learning journey and their books form part of a child's report and we hope they are documents to treasure, allowing parents a record of so many special moments in their child's development.

The children will cover the EYFS curriculum through planned and purposeful play, both indoors and outdoors. There is a balance of adult led and child led activities (known as child initiated learning). Ongoing observations of the children are used to inform future planning and often result in planning 'in the moment' to follow children's interests and move learning on.

An indoor and outdoor classroom means children can learn and explore in a place they feel comfortable with activities they prefer. A vast range of resources are available in both learning environments to stimulate children's imaginations and to encourage them to learn through play.

'Play is the highest form of research.'
Albert Einstein

The EYFS curriculum has seven areas of learning, 3 prime and 4 specific. Within each area are different strands (in brackets) leading to 17 Early Learning Goals. In order to enable the pupils to develop skills in each area, the EYFS staff establish themes for learning, centred around books and enquiry questions. In addition, children's interests are valued and may enhance future planning. For example, a child may bring in a story about Pirates that grabs the interest of all pupils; so a pirate theme will develop around the classroom with treasure hunts, pirate maths, pirate sentences and a pirate ship.

3 PRIME AREAS

- 1 Communication and Language** (listening attention and understanding, speaking)
- 2 Physical Development** (gross motor skills, fine motor skills)
- 3 Personal, Social and Emotional Development** (self-regulation, managing self, building relationships)

4 SPECIFIC AREAS

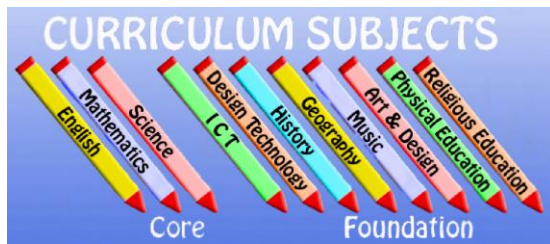
- 1 Literacy** (comprehension, word reading, writing)
- 2 Mathematics** (number, numerical patterns)
- 3 Understanding the World** (past and present, people culture and communities, the natural world)
- 4 Expressive Arts and Design** (creating with materials, imaginative and expressive)



Assessment

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development (On track), or if they are not yet reaching expected levels (Not on Track). This is the EYFS Profile. This will be shared with parents and Year One staff.

The National Curriculum



The National Curriculum for schools is set by the Department of Education and is statutory for every child attending a Local Authority primary school.

English, Mathematics and Science are core subjects and, as such, more time is spent on their study. Children will be taught English and Mathematics most days and Science most often in one regular weekly session or, on occasion, in the form of a project week. High standards in English and Mathematics enable children to participate fully in school and set them up for wider choices in life. We teach the core subjects both through termly topics and as stand alone subjects. Termly planning promotes a creative and investigative curriculum ensuring curriculum content is taught so Intent for learning and the Implementation of sessions is delivered effectively. The impact of curriculum is displayed in children's books and in a final product such as a piece of writing, a special day or a visual arts performance.

The Government sets out the basis of what should be taught. Teachers use the National Curriculum document to inform their planning as it sets out what objectives should be taught to which age groups. This allows us to see what age related expectations are but also how learning is progressive.

We want our learning to be relevant and exciting for our children (and their families). This means we think carefully about such things as:-

- What is our Intent and what will the children gain in knowledge and skills through planned work?
- How will knowledge and skills be implemented through daily lessons, investigations, homework and special days?
- What have we got in our own locality which will make this learning come to life? E.g. Can we visit a place or speak to an expert?
- How can we link subjects together so that children apply skills across the curriculum?
- What do the children need to know but also what do they want to know so that their interest is ignited from the start? E.g. Before we start many units we get the children to think about what they already know and what they want to find out and use some of these questions to inform the planning of lessons and activities
- How global and cultural issues can be taught and investigated.
- What will be in the impact on the children's learning and how will this be demonstrated?

Cooperative Learning and Active Engagement

At Mickle Trafford we feel that children learn best when they are involved in cooperative learning. Starting in Reception, pupils are encouraged to work with partners to solve problems, share ideas and engage in team work. Cooperative learning strategies are further embedded as pupils move through the school so that in Key Stage 2 children are able to successfully support one another with learning through a range of structures, including 'Timed Pair Share', 'Rally Robin', 'Round Robin' and 'Rally Coach'. This leads to much active engagement in learning with all children having a clear role and responsibility in a task. It also helps to embed learning more deeply: if you have to really explain something to another person then you need to understand it properly first.

Positive attitudes to learning

We firmly believe that it is important to help the children gain knowledge as they grow and mature but also to develop positive attitudes to learning and resilience. We encourage the children to consider how their learning develops and what skills they have to draw upon in different situations.

What can they do if they are stuck?

What can they learn from mistakes?

How and why have they got better at things?

What do they want to improve on now?

The children use a traffic light system to self-evaluate their work which ensures pupil voice is considered for support and challenge in the next session.

Our Thematic Curriculum



At Mickle Trafford we believe that everyone in our community is a learner and that we learn well with and from one another. Through our units of study the children develop key knowledge and skills, building on their understanding with clear pathways of progression. Our aim is that pupils reach the highest standards they are capable of and we hope to nurture a lifelong interest in learning about our world. Each subject is valued; quality teaching and learning is expected in all areas.

We first began planning units together in Key Stages during our school's centenary year (2009) as this was such an exciting and important event in our school and provided so many rich and memorable learning experiences. Each class followed their own learning path ensuring they covered the skills required of that age but this meant that the children were interested in what each class was doing and were keen to share what they had discovered.

Since then we have gone on to plan, adapt and deliver a curriculum which supports the National Curriculum objectives, teaches about current global issues and weaves the principles of British values and Positive Role Models throughout. Each term, EYFS/Key Stage 1 and Key Stage 2 have an umbrella theme to make connections where appropriate with different subjects. Linking subjects enables children to utilise their strengths in areas they find difficult. We design our curriculum to ensure that, with hard work, each and every child can enjoy success and achieve. Umbrella themes are shared with parents termly in the class newsletter which maps out learning objectives for the term.

English

English has 3 main strands:

1. Speaking & Listening
2. Reading
3. Writing
- 4.

All are inextricably interlinked and first comes oracy (speaking and listening).

Speaking & Listening

Speaking and Listening underpins almost all learning in class. From reciting poetry as performance, to debate and discussion and explaining how they solved a problem, oral language underpins every subject. Oral language not only allows children to express their thoughts and ideas, it helps them to form clear thinking and ideas.

Reading

"The more that you read, the more things you will know.

The more you learn, the more places you'll go."

Dr. Seuss

Key to children accessing learning in many different subjects, reading is of great importance to us as it is to parents, carers and indeed children.

All of our classrooms are book rich environments and we enhance these with collections from the library service to match our topic areas, introduce new authors and to introduce new genres each term. We work hard to build upon the good foundations many families have started at home, developing a love of books and reading. We are very proud of our children in the way they support one another; a favourite end to the week is our buddy reading time as all of the children in the school are paired up with children from another class and they share a book together. Individual reading books are chosen from our selection of Read Write Inc. books and link directly to the children's current phonics knowledge and ability. Once a child is able to read fluently, we promote independence in choosing books from a selection of high quality texts in our class libraries. During group and whole class reading sessions, we introduce children to different authors and genres (types of text such as poetry, stories, reports, explanations, recounts and diaries) in as many ways as we can. This is so that they not only apply the different styles in their own writing but also develop their personal preferences for reading for enjoyment.



1st Steps

Reading books are not changed daily, this tends to happen once a week with younger children to compliment sharing published books with adults at home. In Reception (once ready), Year 1 and Year 2, books are changed weekly and they have been read throughout the week in school before we send them home to be read again. Learning to read is not a race, children need time to develop rapid decoding skills, assimilate meaning and to appreciate different types of writing, genres (e.g. fables, fantasy, novels, poetry, information books) and authors. Reading at a good pace with fluency is vital to ensure children comprehend the level of text they read. We ask parents to hear their child read aloud as often as possible and to comment in their diary.

*"I'm
wondering
what to read
next."
Matilda, Roald*

Phonics



Identifying small sounds to decode for reading and encode for spelling, phonics has applications across all three strands of English. Children speak, hear, read and write letter sounds (called phonemes). Until children can hear and repeat the small sounds they hear, they are not ready to decode and read symbols or to encode and write them. This is one reason why nursery rhymes and poems, as well as reading to and telling stories to children, are so important long before they start school.

In Reception phonics sessions happen daily. Children are taught reading, spelling and letter formation through Read Write Inc. The teacher will ensure that parents are informed of the sounds taught weekly via Tapestry and in reading diaries..

In Key Stage 1, children have a daily phonics session taught using the Read Write Inc. scheme, where they progress through 3 sets of sounds – learning the sound made by each letter or groups of letters (digraphs and trigraphs). This is applied through reading and writing activities. Learning covers real and nonsense words to support children towards the statutory Year 1 phonics screening test.

Core focus sessions follow the RWI scheme of work

Children read in a guided group within their phonics session daily – groups are organised by current attainment. In these sessions children work in a small group with the teacher or teaching assistant looking at a text together. The focus will be on a particular aspect of reading development e.g. for the younger ones this will be developing their decoding skills whilst the older ones learn about how to compare texts, explore vocabulary, develop comprehension skills both verbally and written, give opinions about what has happened and why an author has used particular words or phrases. Once a child has completed the Grey Stage of RWI Phonics books they will proceed to the RWI Year 2 comprehension scheme.

In Key stage 2, when ready, children engage in whole class reading sessions. These focus on vocabulary, inference, prediction, explanation, retrieval and summarising.

Writing

From speaking and explaining their thinking, children learn how to write their thinking and understanding in words, labels, sentences and texts. Through reading a wider range of literature, poetry and other work, they discover models for their own writing. They learn grammatical structures (more formal for written language) and play with an ever widening vocabulary, to enjoy the sheer creativity of good, lively written English. We teach children to write using a range of fiction and non-fiction texts and creative writing – fables, suspense stories, poems, plays, newspapers, recounts, reports, explanations and persuasive texts. Whilst children mostly learn the skills for writing in English lessons, they are given many opportunities to apply their skills in other subjects. Different genres and objectives for writing progression are taught through The Literacy Company, Pathways to Writing.

English at Home

"Children are made readers on the laps of their parents."

— Emilie Buchwald

A child's first experience of English is at home and, as parents and carers, you are your child's first teacher. When your child hears you discussing an issue, sees you writing a shopping list, watches you reading for pleasure or listens to you read a story, he or she can see that English is a skill for life and not simply a lesson in school.

Speaking & Listening

Before starting school children thrive when they live in a language rich home. As well as the day-to-day instructions parents have with their child (around such things as getting dressed and cleaning teeth) children love to listen and join in with discussions. Talking about the news, everyday things around them and life in school, all deeply enrich children's lives and learning. TV and films can also be educational and introduce new vocabulary when watched and discussed as a family so that parents and carers nurture their child's language and imagination. Encouraging younger children to speak in full sentences and to ask questions supports their pathway into school.

Reading

Progress in reading is very important to us, as it is to parents and carers. Avoiding anxiety will help children to make better progress as they will be comfortable making mistakes and working it out for themselves. Avoid comparing your child with classmates or siblings. Children should be interested in their own reading, not their relative position or the level of book they are taking home. More able readers then get the challenge they need and those finding the mechanics of reading more difficult can enjoy success, discovering that reading is rewarding and well worth the effort.

Books from school are only one part of the literature and texts that children should read. Children who visit a library and read for pleasure achieve more than those who limit reading to school. The sad fact is that 70% of children, once given a reading book by school, stop having stories read to them by parents or carers. Hearing a story read aloud engages the imagination and introduces children to more challenging texts. This develops their comprehension and use of vocabulary. Investing time early on, whether it's reading aloud and singing, reciting nursery rhymes as much as possible is so important and makes a real difference. It helps towards ensuring our children do not have a 'word gap' before starting school. For children who have difficulty with reading, being read to can be essential for them to achieve academically throughout their formal education.

Writing

Children benefit from writing for a multitude of purposes across a range of genres. Thank you letters, postcards, letters to relatives or friends, shopping lists and cards all provide good real-life situations for children to develop their written language.

Mathematics

"Mathematics is being able to count up to twenty without taking off your shoes." Mickey Mouse



Mathematics in school has 4 main aspects: Number, Measurement, Geometry (this was called Shape & Space) and Statistics (data handling). Reasoning and fluency (problem solving, investigating and application of knowledge and skills) is taught across all 4 strands. Learning in mathematics is a priority in securing children's long term outcomes in education and employment.

Mathematics starts with simple oral counting on the number line, 1 to 1 correspondence, taking one away etc. Children have lots of visual support such as number lines (including blank number lines), squares, and objects to count to help them see patterns. In EYFS and KS1 the children use Numicon and in KS 2 Cuisenaire rods are used to develop their practical thinking.

Mathematics starts with children working practically with concrete materials. This develops to recording their ideas with informal jottings, pictures or numbers. Moving forward, the children work more formally completing written work based on a strong foundation of knowledge and skills, built up from the two previous stages.

Children are encouraged to select when calculations can be completed mentally or when a formal calculation is required. They are also given responsibility to select equipment they need or prefer to use for a given task.

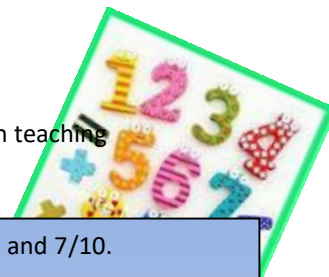
Mathematics at Home

We understand that Mathematics may have been a cause of some anxiety and stress for parents and carers when they were at school. It is our aim to ensure that with good teaching, practical resources and building understanding step-by-step in a structured way, children will approach their mathematics lessons with

interest, curiosity and the confidence to have a go when it gets tricky. Mathematics teaching has probably changed significantly since most parents or carers were at school, so if there are any worries or parents would like to find out more about methods taught, teachers will be happy to explain. Homework activities will often have an explanation of the method used so that parents can see the steps needed and help their child if this is needed. Often teachers will send links to online games or activities which can reinforce maths concepts at home. Some links are available through our website.

For any extra support, please take time to read our calculation policy on our website.

Mathematics has a lot of subject specific vocabulary. Below are just a few terms we use when teaching number:



Place Value: The place value of a number denotes value: in 432 there is 400, 30 and 2/ 12.7 is 10, 2 and 7/10.

Number bonds: This is about quick mental recall. Number bonds to 10 are 0+10, 1+9, 2+8 etc. Children learn patterns to then bond to 20, 100 and 1000 (using decimals and onto infinity!)

Number sentences: $4+6=10$ and $3 \times 6=18$ are number sentences

4 Rules of Number: + - \times \div

(+) add, more than, plus, addition

(-) subtraction, take away, minus, less than

(\times) times, multiply, lots of

\div divide, group, share

Inverse: This is like opposite, so + and - are inverse($3+5=8$ and $8-5=3$) and \times and \div are inverse ($2 \times 3=6$ and $6 \div 3=2$)

Rounding: Helps mental calculation. $19+22$ can be rounded to $20+21=41$

Parents and carers can't beat real life activities such as baking, telling the time or paying for items in shops. Your child then understands that mathematics is the business of life, with applications far beyond the classroom.

They can support their child by helping them learn and recall basic facts like number bonds and times tables as well as practical skills such as telling the time, reading a calendar, using measuring instruments and reading scales.

Science



As a core subject, science is taught both through thematic topics and some discrete units. Children are assessed through recorded, oral and practical work. In this way children who, for example, may struggle with literacy skills are still recognised for their scientific ability. Children usually work in small groups for Science, often with mixed ability. They learn to observe, explain, interpret results, plan and carry out investigations so that as well as gaining knowledge they are developing their skills of scientific inquiry.

We encourage children to link what they see to what they know about the world around them. E.g. when learning about evaporation can they think about where they see this in everyday life – what happens to the puddles on the playground, how does the washing dry quickly? The youngest children may observe and communicate what they saw, heard, smelled or felt through discussion or drawing and writing. It can be unnecessary for an adult to explain scientifically everything the child has noticed; often to notice and to note it is enough. However, as children get older and their experience broadens they will bring

their own explanations to their observations. In this way we teach the children not only science, but also to think like scientists.

Wherever possible we provide opportunities for children to carry out scientific investigations in order to develop their skills. These include the ability to:

- Ask simple questions and recognise that they can be answered in different ways;
- Observe carefully, using simple equipment;
- Identify and classify
- Use their observations and ideas to suggest answers to their questions;
- Gather and record data to help answer questions.

These are the units covered by our year groups – these will be taught across the academic year with teachers moving them to the term which best fits with other curriculum areas. E.g. If the Y3 children are learning about the Stone Age then they will cover the Rocks and Soils unit at the same time. The units do not necessarily fit into half term blocks as they vary in size but this will give you a flavour of what is covered and how the topics build upon one another as the children progress through school.

Year 1	Plants – identifying and naming common plants	Animals including humans	Seasonal changes		Everyday Materials – can we group them according to their properties?
Year 2	Habitats	Plants – what do they need to grow?	Materials – what are things made from and why?	Humans Basic life cycle, exercise and understanding of a balanced diet.	What do animals need to survive?
Year 3	Rocks & Fossils	Forces and Magnets	Light	Human Skeletons	Plants
Year 4	Classification and living things	Teeth, eating, digestion and food chains	Electricity	Sound	States of matter
Year 5	Life Cycles	Changing Materials	Earth & Space		Forces
Year 6	Living Things	Healthy Bodies	Evolution & Inheritance	Light	Electricity

Computing

Our computing curriculum follows the Teach Computing scheme of work. Mr Andrews covers the three areas of computing: Information Technology, Computer Science and Digital Literacy.

Our curriculum ensures that we have clear coverage of key skills throughout each year and across the year groups too. We have carefully prepared a broad and balanced computing curriculum covering all aspects of Information Technology, Computer Science and Digital Literacy. It has been structured so that each year group across the school is being taught the same topic at the same time but building on their previous knowledge.

Computers are an integral part of everyday life. Teaching our children to be creative with technology supports the skills needed for lifelong learning and prepares them for a world that is changing at a rapid pace.

At the core of the computing curriculum is computer science, whereby pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use

through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use technology to express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



The Arts

The Arts support and develop imagination. Arts are inclusive, most children love being given the opportunity to be creative and some, who find the more academic subjects challenging, can achieve great success in the Arts. These children then enjoy their learning more, earn the admiration of their peers and find the courage to persevere where they find learning hard.

The Arts include: Art and Design, Design and Technology, Dance, Music, Creative Writing, Drama and Poetry. Creative writing, drama and poetry are taught through English and topics. Art and Design, Dance and Music are taught within topics and also discreetly.



We aim to ensure that all children will be given a number of different opportunities throughout their time in our school to extend their appreciation of and involvement in the arts. These are many and varied and include:-

- Performing in drama productions
- Singing for audiences
- Watching live musicians
- Watching theatre productions
- Working with professional artists
- Working with dance specialists and putting on a performance
- Learning an instrument – all of our Year 4 pupils learn guitar, brass and samba as part of the Wider Opportunities initiative
- Visit to a gallery and museum

In addition music lessons for guitar, piano and brass with peripatetic teachers are offered. Lessons with peripatetic teachers are chargeable, although these are subsidised for pupils who are supported by the Pupil Premium Fund.

Cultural Capital

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’”

It is the active participation in the arts that develops cultural capital. Through all the things that children love to do, we MUST ensure that young people don't just experience the arts and culture but that they actively take part and create their own as participants. Children are unique human beings- they are not a piece of data- they should sing, they should dance, they should twist, they should turn, they should rock and roll, they should imagine, and then script their stories and act them out, they should use their hands to twist, to bend, to shape, to mould, to feel, to cut, to tear, to form, to join, to draw, to paint, to make, and they should explore and experience all those wonderful haptic moments

which are essential to developing as a human being. Their confidence in doing this is part of their cultural capital.

Design and Technology



*“Design and technology is about making things that work well. Creating these things is hugely exciting; it is an inventive, fun activity.”
James Dyson*

Design and Technology has a foot in the Arts, Science, Computing and Mathematics. It has 4 key strands:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Most D&T is taught through ‘design and make’ units of work. These are often blocked into a project week, rather than a weekly lesson. This enables children to immerse themselves in their learning and better apply the basic skills from other subjects. For example ‘measuring’, taught and learned in mathematics, is an essential skill for making quality projects.

D&T activities are usually linked with topic work and children explore working with different materials as well as developing skills of planning and working as you can see below. As explained in other parts of this booklet these are the skills which need to be covered, but the actual topic will vary from year to year depending on the theme. E.g. one year Y3 children may make an Anglo Saxon broth whilst another year it may be a soup made from local ingredients as they are thinking about how far the food we eat has travelled.

Art & Design



Art & Design has 4 key strands:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of artists, craft makers and designers, describing the differences between the different practices and disciplines and make links to their own work.

Art & Design units of work are usually linked to topic themes. Children are given opportunities to appraise and consider the work of others, enabling them to appreciate and value art as well as apply concepts learned to their own work. 'Others' include living artists and designers, significant artists from history including those from European and non-European traditions. It also includes the work of fellow students within their own, and other, classes.

Through 'making' activities children are taught techniques in order to execute their imaginative work. Direct teaching of handling paint and other mediums, using the correct tool, cutting and manipulating materials all enable children to produce work of which they are proud and demonstrates their imagination and flair. Like all areas of learning, practise improves skills. We have assigned the following areas to our year groups and identified the skills to be covered. Each teacher then decides where best to cover each unit so that they support other areas of the curriculum.

Music

We follow the Charanga Music Curriculum.

Music has 4 key strands:

1. Singing
2. Listening
3. Composing
4. Performing/Instrumental Performance.



Through these 4 areas we aim to teach the children to:-

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- how to explore and develop musical techniques and skills
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds with increasing aural memory
- listen critically to expand musical horizons and gain a deeper understanding of how music is constructed and the impact it can have on the listener.
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and cultures and from great composers and musicians
- develop an understanding of the history of music.
- create and craft melodies and short pieces

We use the Music for Life, Amasing and Charanga as our schemes to support the planning and teaching of Music. This ensures children are engaged in creative and stimulating lessons that develop their skills. Children in Year 4 have a whole year of music tuition where different instruments are taught and parents are invited to attend a short end of term concert. Our Christmas, Spring and end of year productions allow all children to come together as singers and perform for family and friends. Throughout the year, choir is offered to different age ranges to develop a love of singing and to prepare our older children to perform at an Amasing concert.

Humanities

The Humanities include Geography, History and Religious Education. At Mickle Trafford we aim for our curriculum to excite children's interest in the world around them; in order to achieve this the Humanities are vital areas of study and in many instances are the subjects on which we hang our yearly themes or overviews. Educational visits and opportunities to learn outside the classroom promote children's academic achievement and interests, and enrich their learning by providing them with first hand experiences.

History has four main strands:

- to investigate and interpret the past;
- to understand chronology;
- to build an overview of world history;
- to communicate historically.



From Reception onwards children learn about periods of time, dates and historical vocabulary, and develop a knowledge and understanding of events, people and changes in the past. Through historical enquiry, using a range of resources (documents, objects, artefacts, pictures, photographs, written sources from history), children learn to interpret the past and organise and communicate their own points of view and historical work.

Schools are free to choose whatever they wish to study so long as they cover the historical skills and broad themes as set out in the national curriculum. This means that in Key Stage 1 children learn about:-

- changes within living memory.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in our locality.

Children in Key Stage 2 have to learn about:

changes in Britain from the Stone Age to the Iron Age – we look at why people settled in places and what they needed to survive. How do we know?

the Roman Empire and its impact on Britain – what influence did the Romans have on our local area and beyond?

a local history study – we use our own original sources to find out about when our school was built and what it was like to go to school during the Second World War and finally our new extension.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – we learn about the influence of the Ancient Greeks on our society today through theatre and sport – the Olympics

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

Ancient Greece

a non-European society that provides contrasts with British history – we study Benin (West Africa) c. AD 900-1300.

Geography supports children in becoming world-class citizens whose opinions are rooted in what they know and understand.

Children learn subject specific vocabulary, carry out field work and develop skills for geographical enquiry such as map reading and technical terms. They develop knowledge and understanding of patterns and processes, environmental change and sustainable development.



This means that our geographical studies cover 4 broad areas with children studying wider and more far flung areas as their understanding of the world develops. Our younger children begin by learning about our own locality - homes and school and places in Mickle Trafford and the circle widens as they take in our area, country, continent and world.

The areas cover are:-

- **Location**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

At Mickle Trafford we balance our programmes of study, some terms have a strong history focus and many geographical skills are taught through this e.g. map reading skills – where did the Vikings set sail from? Which seas and oceans did they cross? What areas did they settle in - what would they look for in the locality? Another term will then have a very strong geography focus.

Religious Education

We aim to fully include families from all faiths and none; undertaking both in RE lessons and Assemblies not to ask or expect children to worship or pray in a way that promotes one religion or belief over any other.

The locally agreed syllabus is set down by SACRE. This forms the curriculum for RE in community schools. SACRE recently revised the curriculum and from September 2014 our children have studied units as follows:



Reception: Christianity, why am I special? Family and School. How do people celebrate around the world?

Year 1: Christianity, Islam and Respect.

Year 2: Judaism, Christianity and what is a humanist?

Year 3: Hinduism, Christianity and Islam

Year 4: Judaism, Christianity and Humanism.

Year 5: Islam, Sikhism, Christianity and Speeches and beliefs in action

Year 6: Christianity, Sikhism and what it means to belong in a religiously diverse world ?

We consider ways for children to respond to the concepts introduced in order to demonstrate their understanding. For example they may produce a piece of written or art work, drama or dance. Teachers use a key question as a stimulus to promote children's thinking and response with the aim that they learn to compare and contrast the different religions and beliefs they encounter.

In all year groups we develop the following skills and attitudes in RE:-

Critical thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication and Problem Solving.

Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.

Parents have the right to withdraw their child from RE lessons and any assemblies of religious character. However we have put a great deal of thought and consideration into including the diversity of beliefs in the UK.

Modern Languages



A language is taught to all children in Key Stage 2.

As in English, children learn first and foremost through speaking and listening, moving onto reading and writing when oral learning in that area is secure. As well as learning to speak another language, intercultural awareness and learning about life in different countries is also an important aspect of learning.

Physical Education



PE supports physical, social and emotional development. Learning to win and lose, participate to the best of your strength, and value effort and achievement from others are all intrinsic within the PE curriculum. This is central to becoming a responsible citizen as well as making a positive contribution to a healthy lifestyle.

Both participation and excellence are supported, enabling all to participate fully. Children are encouraged to extend their participation beyond the school day through joining clubs in the community and in school.

All children have 2 sessions of PE in a week. For some classes one lesson may be taught by a qualified PE coach and the other by the class teacher. Throughout the year the children cover a wide range of activities, invasion games such as football, rugby and netball, hitting and striking games such as rounders and tennis. They also cover dance and gymnastics and, for the children in Year 3 and 5, a 10 week swimming course each year. For KS1, a core understanding of multiskills is the main game's focus.

We belong to the Chester District Sports Partnership which means that we are invited to enter a number of intra school competitions throughout the year e.g. football, swimming, cricket, rugby, cross country and hockey.

We welcome professional coaches from different sports to lead coaching sessions in order to open up new opportunities for our children and extend the professional development of our staff. E.g. last year our children in Y3 and 4 had lessons from a local cricket and tennis coach.

As a school we offer a number of before and after school sports clubs to promote the importance of healthy lifestyles. These include dance, ballet, judo, netball, hockey, football, multi skills, basketball, rugby, cricket, athletics, rounders and orienteering.

From Year 1 -6, Sports Leaders are elected by the children to represent each class. These leaders are provided with a badge. Leaders attend meetings to discuss a range of sporting issues including how sports funding can be best used, play leader work and after school clubs. Sports leaders are also asked to demonstrate tasks, organise equipment or lead activities during PE sessions.

Personal, Social & Health Education (PSHE)

PSHE is taught just as effectively through a story, poem or play as well as through our day to day work with children; supporting and nurturing their attitudes to learning, themselves and others, as it is through discrete lessons. Nevertheless, some discrete teaching will be required for children to fully understand the social and emotional aspects of growing up in a more considered way. Through PSHE, our children are helped to develop into independent, considerate and thoughtful citizens in school, at home and as they grow and mature responsibly in their community. As a school, we follow the units for progression from Jigsaw and MyHappyMind.

PSHE includes:

Relationships: making and keeping friends, peer pressure

Bullying: including the role of the silent observer

Substances: smoking, drugs and alcohol; use and misuse

Staying Safe this includes road safety and bike ability, as well as awareness of strangers and avoiding crime.

E-safety: learning how to stay safe online and safe use of social networking

Valuing difference: race, sex or disability; children need to respect and get along with individuals different to themselves

Family Life: families are in all shapes and sizes!

Mental health: what is good mental health, how can we support each other and having a positive view of ourselves and others.



Sex & Relationships Education



We follow the Jigsaw scheme of work, which is a progressive scheme that gives children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others in this ever changing world. It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

As with RE, parents and carers have the right to withdraw their children from Sex Education. You will be notified by the class teacher when this learning will be happening in the year. Information on termly topics will be included on curriculum overviews which are sent out by every class teacher each term. You can also see more details of learning in each year group by looking at our RSE Policy.