



The Branch Christian School

Curriculum Policy Document Junior Juniors (**Wesleys**) & Senior Juniors (**Tyndales**)

Incorporating our Overarching Aims



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Introduction

This document is a guide to the aims and structure of our curriculum at The Branch Christian School. It outlines policies on all the Core Subjects, along with details of Programmes of Study for our Complementary Activities.

This document also includes our overarching aims for our curriculum at these levels.

We believe that the ACE curriculum gives the students an excellent academic programme which is accompanied by Complementary Activities to broaden their learning and social experience.

Full programmes of study and progression schedule for subjects covered by the Accelerated Christian Education curriculum may be found in the ACE Schemes of Work.

The following should also be read in conjunction with this document:

- ACE Schemes of Work
- CEE Scope and Sequence
- ACE Procedures Manual
- BCS Curriculum Policy – September 2020.doc
- ACE Pedagogy September 2020 Whole School.docx
- PACE Differentiation Comparison Charts UK Whole School UK 11-09-20(1).docx
- Schemes of Work for Complementary Activities

This update: 21st April 2021 by BCS Staff from CEE MOD

Our Vision

At The Branch Christian School our aim is that students in our school:

- Become confident and enthusiastic learners who can work independently or as part of a team to achieve their potential in all aspects of school life and equip them beyond school life.
- Gain a good set of social and moral values; including being compassionate, tolerant, honest, and respectful; and the unselfishness to work for the good of others, as unto the Lord.
- Value themselves, each other, their community, Britain and beyond.
- Cultivate self-control to order their own lives.
- Acquire the self-motivation and skills to develop their abilities and talents.
- Have a sense of pride in themselves and their achievements and a strong belief in their own uniqueness.
- Have happy memories of enjoyable, challenging and exciting learning and high aspirations for the future.
- Become ready for the next step in their education; thoroughly prepared for life and with a lasting love of learning.

Our Aims

We aim to achieve our vision by:

- Providing a varied and balanced curriculum that will develop each child's full potential and creativity.
- Providing equality of opportunity and equal access to the learning and social activities on offer.
- Providing a variety of approaches to learning that give children the skills to enable them to take a greater responsibility for their own learning.
- Providing a happy, safe and secure environment.
- Encouraging the necessary learning and social skills for taking a positive role in life.
- Valuing each child and their contributions.
- Fostering good character, a sense of responsibility, honesty and integrity.
- Developing self-respect, self-confidence and taking a responsibility for one's own actions.
- Developing care and respect paying particular regard to the protected characteristics of the Equality Act 2010. As well as teaching this in specific subject areas such as RSE, and PSHE, this will be embedded in the curriculum.
- Embedding the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, into the curriculum as well as specific subjects such as PSHE.
- The use of an effective behaviour management policy ensuring that pupils' behaviour is conducive to effective learning for ALL learners.
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Taking positive action against discrimination and stereotyping on the grounds of ability, social class or any of the protected characteristics of the Equality Act 2010 as follows:
 - a) age
 - b) disability

- c) gender reassignment
- d) marriage and civil partnership
- e) pregnancy and maternity
- f) race
- g) religion or belief
- h) sex
- i) sexual orientation

Inclusion

We aim for all children to participate in all areas and extra support will be put in place for children with SEND including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

See main statement for more details.

Our Values

The Branch Christian School has the following values, which underpin all that we do:

- Parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- Commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- The importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.
- Clear and consistent discipline: we work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold.
- Respect for authority and honour for all. We teach the students to respect authority as given by God to parents, teachers and others in the school, Church communities and those in positions of responsibility e.g. the police, government etc.
- A Biblical world view in all areas of school life. We aim to develop a Biblical approach in all aspects of the curriculum, administration and pastoral care.

Our Curriculum

Curriculum – Intent

The curriculum at The Branch Christian School is a Bible-based curriculum, equipping students to live and experience wellbeing in all areas of their lives both during their school life and beyond.

Our intention is that **each and every** student would see themselves as unique, accepted, valued and with a hope and a future. In addition to fostering a love for learning and encouraging and challenging our students to be the best that they can, we encourage them to see that with God they can face any challenge and not be overwhelmed by it.

Within the ACE programme, in each subject, work is planned sequentially with core knowledge and skills connecting across the subject areas; it is individualised, cumulative and achieves progression as the students master the subject matter. From Preschool, the reading program is essential to underpin all the learning; the system is designed to introduce our students to reading early and build strong readers. Whilst much of what they read facilitates their learning, we actively encourage wider reading to foster reading for pleasure which we believe will impact them across all areas of the curriculum and in their life outside education.

Our students are encouraged to work hard to overcome in areas where they are challenged, developing resilience and a sense of self-worth and a belief that they can do their work and take pride in their achievements. We place God at the centre of all that we do as we believe that when students are secure in His love and provision of redemption through the death and Resurrection of Jesus and His protection, alongside our belief in them, they will thrive and have a sense of wellbeing, positioning them to develop their academic ability alongside their wider talents and skills.

We offer a wide variety of subjects in the afternoons especially designed to complement the PACE material, building team skills, group work, investigations and bringing a dynamic, practical level to the more theoretical PACE work. The synergy between the Complementary Activities and the PACE work gives a holistic, well rounded curriculum ensuring work is relevant and prepares our students for life in modern Britain and beyond. Through this approach, we aim to support their development as independent citizens who are able to contribute to the society that they live in, having had the opportunity to develop critical thinking skills.

We foster in students the belief that whilst it is important that they work hard to achieve all that they can whilst at school, they are not the sum of their academic

achievements, but have implicit worth in God's eyes and in ours; we nurture them to see their value as a human being and to value others.

Our curriculum is designed with the following principles implicit across all subjects:

- Students should have a basis for developing and maintaining proper relationships with God, themselves and others.
- Students should have an ability to think about the ultimate purpose of life.
- Students should be equipped in a changing world.
- Students should be able to argue rationally and make reasoned judgements.
- Students should develop enquiring minds, be able to learn for themselves, set short- and long-term goals and appreciate the importance of completing tasks.
- Students should appreciate diversity.
- Students should know the 9 protected characteristics of the 2010 Equality Act and show an appropriate sensitivity toward them.
- Students should have a working knowledge of the British Values.
- Students should appreciate the need to listen to others and to think from another person's point of view.
- Students should learn to become independent and possess the capability to work in co-operation with others.
- Students should be able to develop an intelligent interest in the social, political and natural world starting with a Biblical Worldview.
- Students should develop the 90 character traits of Jesus listed below:

Affectionate	Deferent	Gracious	Observant	Reverent
Appreciative	Dependable	Grateful	Optimistic	Righteous
Attentive	Determined	Happy	Orderly	Secure
Available	Diligent	Holy	Patient	Self-Controlled
Blessed	Discerning	Honest	Peaceful	Sincere
Cheerful	Discreet	Humble	Perseverant	Steadfast
Committed	Efficient	Integrity	Persuasive	Submissive
Compassionate	Equitable	Joyful	Prepared	Tactful
Concerned	Fair	Just	Prudent	Temperate
Confident	Faithful	Kind	Punctual	Thorough
Considerate	Fearless	Knowledgeable	Pure	Thrifty
Consistent	Flexible	Longsuffering	Purposeful	Tolerant
Content	Forgiving	Loving	Ready	Trustworthy
Cooperative	Friendly	Loyal	Rejoicful	Truthful
Courageous	Generous	Meek	Repentant	Understanding
Courteous	Gentle	Merciful	Resourceful	Virtuous
Creative	Godly	Modest	Respectful	Wise
Decisive	Goodly	Obedient	Responsible	Zealous

Our Core Curriculum

In the reception class a phonics programme called “ABC’s with Ace and Christi” is used for any children who join the school who are unable to read and write at the required level; this helps the children learn to read, prepares them for working in a learning centre environment and introduces them to the PACEs.

The core of the Accelerated Christian Education (ACE) curriculum is comprised of the following subjects:

- Maths
- English Grammar
- Word Building (spelling and etymology)
- Science
- Social Studies (Christianity in the context of History and Geography)
- Literature & Creative Writing or Basic Literature

The programmed learning approach is such that it makes the child responsible for his/her learning.

The ACE programme is unique. It provides individual students with the opportunity to develop their abilities to their maximum potential. Although ACE is a technically complex system, it makes use of well-researched programmed learning techniques and motivational methods. The technical description of the ACE programme is Progress Motivated Individualised Programmed Learning. As this method is not widely used, it bears some further explanation.

Progress Motivated

In a conventional system, students progress through school based on chronological age. Research and experience have shown that this may not be the best way to teach children. It leads to classes being composed of children at many different levels of achievement. In certain countries of Europe, the accepted criterion for ‘promotion’ to a higher class is the passing of an end of year assessment. This promotion by achievement produces a desire in the student to perform well and is called ‘progress motivation’. The ACE programme has adopted some aspects of this philosophy, only ‘promoting’ children on to the next unit when a satisfactory grade has been attained. Normally the pass mark is 80%, although in ‘Word Building’ [spelling] units the mark is 90%. A student must master the material before progressing to the next unit, so this method is often called ‘Mastery Learning’. Assessment is by a test, which is taken at the end of each PACE. This test is ‘unseen’, that is, it is taken under examination conditions without access to the PACE material or other open books. Students take the test one day after completing the PACE. This ensures they have mastered the learning objectives and the content. Teachers and parents ensure the proper learning of the material by asking probing questions after a student has completed each of the three check-ups and before a self-test is taken.

Individualised

ACE has developed and produced an individualised curriculum composed of 144 core workbooks, called PACEs, in six subjects. A PACE is a Packet of Accelerated Christian Education, i.e. a self-study workbook. Within each PACE are activities that the students complete. There are three check-ups, which are used by the student to ascertain what they have learned so far in each section; the student may NOT look back to find the answers whilst completing these. The purpose of the check-up is for the student and the supervisor to be aware of whether the student has mastered the work in the previous section of the PACE and is ready to progress to the next part of the PACE or whether reviewing the work may be needed. At the end of the PACE is a Self-Test, which demonstrates what the student has learned in the whole PACE; again, the student may NOT look back to find the answers whilst completing this. The student is quizzed after each check-up and Self-Test to check their learning and knowledge of the PACE, before taking the PACE Test the following day.

A student does not start on the course at the level that his chronological age indicates. Instead, he takes a diagnostic test which determines his actual performance level. Once this is known, a prescription, or individually tailor-made programme, is created for that student.

In this way no able child is held back, and less able children can learn at a rate appropriate to their needs and without the intimidation of being considered 'backward' or 'slow'.

Programmed Learning

ACE uses a technique of programmed learning called linear programming. This means that a base level of ability is assumed, and children proceed through the programmed PACEs at a rate they and their supervisors determine. Motivation is maintained by the setting of short and long-term goals. As the key concept in programmed learning is mastery of concepts, regular testing ensures this. Concepts in the units are repeated several times and they are 'drip fed' to the student over a period of time. Programmed learning has proved to be one of the most effective ways of mastering key concepts and is used extensively by the Armed Forces, industry and commerce in training programmes.

Mastery Learning:

In Mastery Learning testing determines the student's progress. Students are not allowed to proceed until they have demonstrated by successful testing that they have mastered the work. This is true in PACEs and in software programmes, Mathbuilder, Word Builder, Readmaster and Typemaster.

Progress Is Related to Performance Not Age

Individual learning ensures that each student performs at their 'level' of learning.

Students on the ACE curriculum are not assessed by their chronological age, but by their level of achievement. Because of this, ACE level numbers should be taken as an indication of performance, not an absolute measure of ability.

Each student completes each PACE until the subject matter is 'mastered' before moving on to the next. A student will usually complete between 10 - 12 PACEs in each subject, each year, depending on ability. Therefore, any student completing less than this might need assessing for special needs; any student completing more than this, is likely to be 'most able'.

On average this work is measured every three weeks; each PACE Test must be passed with a score of 90% (PACE numbers 1001-1036 and all Word Building) or 80% (1037+ in other subjects). These scores are averaged at the end of every term and at the end of every year to determine the progress of each individual student and each department.

Students are encouraged in character development through each PACE.

Since every student's ACE work is individualised, it considers ability, aptitude and previous learning. The aim is that every student by the end of their education will have gone as far as they are able through the ACE programme.

It has been recognised that "In the best schools in the country, excellent classroom practice has already established a pedagogy and culture of **personalised** teaching and **learning**." The approach in the complementary afternoon activities is based on sound principles and an orderly approach, lending variety to the teaching and learning styles of the students.

The emphasis in the PACE work is upon achievement according to ability, which is rewarded with different coloured stars. Children are responsible for marking/ scoring their own work accurately. They learn how to set realistic goals for what can be achieved in each subject every day. An average of ten to twelve PACEs in each subject per year is expected lower down the school however each child can work at his/ her own level/ rate.

Evaluation and Assessment of PACE work

Individual learning outcomes in PACE work are evaluated using:

- Goal Check Reports
- Supervisor Progress Charts
- Check-ups & Self-Tests
- Quizzing & PACE Tests
- Academic projections

Self-evaluation: By the end of Level 2 students can score their own work, identify any errors, and correct their mistakes. They score, correct and rescore their Self-Tests, although the Supervisor ensures the marking is correct.

Students can check their own progress by way of the stars on their star charts.

Differentiation

Individual learning ensures that each student performs at their 'level' of learning.

Staff use their professional discretion to further differentiate work for students; those who cope well with, for example, their maths, will have some of the exercise crossed out whilst those who struggle to complete work may be given additional work and/or this might become a focus for an afternoon's Complementary Activity.

Each student completes each PACE until the subject matter is 'mastered' before moving on to the next.

Other Assessments

Students are assessed on their cognitive abilities using GL Assessments CAT4 Tests.

These will be used to identify areas where the children need extra support or tuition. This will then be incorporated into our Complementary Activities.

Our Complementary Activities

A complementary programme of studies is provided for the students including:

Foreign Languages	Physical Education and games
ICT	Design Technology, DTFT
Music, Art & Drama	PSHE and citizenship
Practical Maths & Science	Relationships Education
English/Extended Writing	Geography
History	

The children will work in blocks (a block is a half term) for afternoon lessons which will complement the ACE programme.

The groups will be divided into different groups according to their ages (these groups are subject to change according to the balance of students in each group across the school):

Group	Ages	Years
Wesley	5 – 7	Years 1 – 2
Tyndale	7 – 11	Years 3 – 6

Some subjects will rotate around each half term

The Wesley group will have a 2-year rolling programme

The Tyndale group will have a 4-year rolling programme

SEND Provision

The Branch Christian School has the following values which underpin all that we do:

- An understanding that parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- A commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- A focus on the importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support from time to time.

It is our aim to raise the aspirations and expectations for all students with Special Educational Needs and Disabilities (SEND). Our approach focuses on the outcomes for children not just an allocation of provision and support.

All students are assessed before entry. Those who are already able to read are diagnosed in several subject areas and placed on a level of curriculum where they can succeed. This diagnosis also identifies any learning gaps or areas where the work has not been fully mastered. These are addressed before the student goes forward. The core curriculum is completely differentiated, per student and per subject, and is entirely individualised. Children are closely monitored when they first enter the school and the work prescribed adjusted if necessary. Some children benefit from being re-diagnosed after their first six months.

The individualised programmed learning approach makes the school ideal for children with special educational needs. Children have succeeded in their education using this programme who have had autism, Asperger's and dyslexia. If a child has Special Education Needs, we will diagnose them with our diagnostic materials and set a programme of study suitable to their needs.

All supervisors and teachers monitor and review the progress of all students. Where a student is failing to make progress, the teacher will consider different additional strategies.

An assessment of the student's current level of functioning will be undertaken. This assessment could include evaluation of information on attendance, behaviour, vision, hearing, medical information and any changes in personal circumstances.

The school will use as many diagnostic tools as possible to determine the exact nature of the problem. These tools might include:

- The ACE Diagnostic Tests – show up weaknesses in specific subjects and aspects of subjects
- GL Assessments Cognitive Abilities Test (CAT 4) – tests verbal, non-verbal, spatial and quantitative reasoning
- GL Assessments Suffolk Reading Scale – reading levels for 6 to 14-year olds
- GL Assessments Profiles of Mathematical, English and Science Skills – diagnostic tests for 8 to 15-year olds
- The Aston Index – good for diagnosing potentially dyslexic students

An Individual Education Plan, (IEP) a plan or programme designed for children with SEND, will then be used to build on the curriculum that the child with learning difficulties or disabilities is following, setting out the strategies being used to meet that child's specific needs. These targets and actions will be different from or in addition to those that are in place for the rest of the class.

The purpose of an IEP is to inform our teachers and others working with the child of specific targets for the child and how these will be reached. The IEP allows our staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific targets.

Detailed records of the student's progress will be kept and recorded. New targets will be set regularly to help keep the student motivated and on track.

Overarching Aims

SUBJECT	PAGE
Linguistic	
'Learning to Read' Programme	17
English Language	18
Teaching English as a second language	25
Mathematical	
Mathematics	26
Scientific	
Science	38
Human & Social	
History	42
Geography	45
Citizenship	48
Personal, Social, Health and Economic Education	53
Aesthetic & Creative	
Art, Design & Technology	56
Music & Drama	61
Literature	64
Technological	
ICT	65
Design and Technology	68
Physical	
Physical Education	70
Other	
Foreign Languages	74
Biblical Studies	77
Religious Education	80

Learning to Read

We recognise that the primary carer and educator in the early years of a child's life is the parent or carer. A child is ready to start the process of becoming part of a bigger social circle by the age of about 3. We desire that a child begins to gain an awareness of their unique value and role as a child of God and towards each person they meet right from the beginning of that process. We aim to work together with the parents/carers to blend home and school experiences of skills, worldview, moral and spiritual values and discipline.

Aims

- To provide a language rich environment that promotes a culture of reading.
- To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.
- To teach reading skills which continually develop children's understanding and enjoyment of texts.

Strategy

Year 1 - approx. Age 5- 6

The 'Learning to Read' ABC's programme provided by 'School of Tomorrow' will be used for those children who join the school whose reading abilities are low, or for extra support for those children with SEND concerning reading and writing.

The 'Learning to Read' ABC's programme provided by 'School of Tomorrow' develops phonetic skills and sight words enabling them to learn to read for themselves. It combines oral, visual and motor-co-ordination skills to develop knowledge of letter sounds and blends to make words and sentences. It builds on the character development already commenced in the Pre-school curriculum. The curriculum will be enhanced using common exception words for reading. Once this programme is completed the students begin on the individualised PACE programme where they learn to take more control of their own learning.

English Language and Grammar

Aims

For the students to come to understand that in the beginning was the Word, and the Word was God. Jesus Christ is the Word of God and through Him all things were made; He spoke all of Creation into being. His words give us life. He has given us the power of words and they have influence over our lives.

We believe that speech and language are of great importance since it makes us distinct from every other part of creation; it helps us to create ideas, thoughts, feelings and beliefs; and it gives us the ability to communicate with one another.

The children in The Branch Christian School will come to understand how the English language works by looking at its patterns, structures and origins, choosing and adapting what they say and write according to situations.

The overarching aim for the ACE English programme is to encourage high standards of language and literacy by providing students with the skills to communicate in both the spoken and written word, and to develop their love of literature through a variety of ways. In studying English, students develop skills in speaking, listening, reading and writing. It enables them to articulate themselves creatively and imaginatively and to communicate with others successfully through their chosen means of communication.

The ACE PACEs for English form part of the ACE Programme for reading, writing, speaking and listening, which also includes:

- daily recitation of Bible passage
- devotions
- Oral Reports
- Book Reports
- involvement in chapels
- annual School Productions
- junior planning of events for Convention such as drama

Objectives

Students will learn to speak, listen, read and write according to their abilities.

1. To speak confidently in a range of circumstances, with different purposes, and varied audiences.
2. To learn to listen carefully and to understand what is being said so that they may respond suitably.
3. To be able to read with comprehension and speed, on their own and out loud, from a range of materials; being given the opportunities to reflect, analyse and discuss where appropriate.
4. To have the ability to write legibly and accurately.
5. To know the rules of punctuation and spelling.
6. To be able to express their thoughts and ideas in written English, planning, drafting and editing their work as needed.

Staff will ensure that the children use correct spellings and speech patterns where possible, and will endeavour to ensure that the children are writing legibly and accurately in all subjects.

Wherever American spellings occur they will be replaced by English, especially in Word Building. Children will then be able to tell the difference between the two (e.g. honor/honour). They will be taught to understand the meanings of words in their cultural context (e.g. faucet/tap).

Students will learn the following at appropriate stages throughout the lower school:

Reading

- Silent Reading: Specified Literature books
- Reading Aloud: Daily Bible passage, Oral Reports, personal writing, PACEs
- Readmaster: IT Programme to develop reading speed and comprehension

Writing

- Use of written language to communicate with others
- Use of written language to express themselves
- Use of imaginative vocabulary
- Sentences, paragraphs, stories, etc. progressing to paragraphs
- To learn to write legibly – to use cursive (for those who have been through the whole system)
- To increase their range of vocabulary
- To write poetry and stories that draw on their own experience
- To further develop skills of planning, drafting, and presentation
- To write poetry, essays, stories, reports, letters, diaries
- To write a report every month to be given as an Oral Report
- To write a Book Report every half term
- To write projects that inform, explain and describe
- To develop writing skills that analyse, review and comment
- To develop skills of planning, drafting, and presentation

Speaking/ Listening

- To encourage awareness of others
- To speak clearly and be understood
- To be attentive and responsive
- To be included in class discussions
- To include daily recitation of Bible passage, Oral Reports, involvement in chapel, devotions and the annual School Production

Drama

- Drama exercises
- Role-play
- Performances at Christmas, Junior Convention (in house) and on special occasions

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for English and Word Building, as well as Complementary Activities to develop skills further.

Targets and Assessments to end of Year 6

Each child should be:

- clearly spoken and able to speak engagingly and at length, taking part in monthly Oral Reports and in school productions
- able to discuss and ask helpful questions, taking turns properly
- established and flexible readers, able to read difficult words and with expression
- able to write in various genres and at length (350 words)
- able to write poetry and prose, fiction and non-fiction, including friendly and business letters and reports
- able to write legibly in cursive and present their work neatly

All students should complete 60-72 PACEs a year, depending on ability and whether they have been in the school from the beginning or not. Students may complete more than 72 PACEs in a year if they are able to maintain average scores of over 92%.

They should maintain academic balance between the subjects and complete their targets set by the supervisor.

Reading Schemes, Targets and Assessments

Targets and Assessments to end of Year 1

Achieved by the end of Year 1

Each child should:

- Read individual letters by saying sounds for them
- Blend sounds into words
- Read some letter groups that represent one sound
- Read a few common exception words matched to the school's phonic programme
- Read some simple phrases and sentences and, where necessary, a few exception words
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture passage
- Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment
- Form upper and lower case letters correctly
- Spell words by identifying sounds and then writing the sound with letters
- Write short sentences using capital letters and full stops
- Re-read what they have written to check that it makes sense

Targets and Assessments to end of Year 2

Year 2 Reading Series

- Ladybird Bible Series of books as a sidestep-for extra reading.
- Ladybird 'People's Jobs' series (as well as extra reading, this series gives students knowledge of different occupations).

They should all:

- have completed Readmaster Level 2 (software programme to support reading)
- be able to spell simple and common words
- be able to write in sentences and at length
- be able to learn and recite simple poetry
- be able to take learned parts in plays

Achieved by end of Year 2:

- Successfully completing English, Social Studies and Science PACEs 1007-1024 with scores of 90%+
- Learning to score, correct and rescore work and set own goals.
- Successfully completed Readmaster Levels 1 and 2
- Learning Scripture, poems and songs and rhymes
- Read daily to a teacher

- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture passage
- Taking part in the daily choral reading of Scripture
- Taking part in role-play, acting out characters and stories
- Taking learning parts in school plays

Measured Targets:

Each student should have:

- successfully completed English, Social Studies, Science and Word Building to end of Level 2, 1024, with 90%+ in each
- successfully completed Literature and Creative Writing and Bible Reading to 1018 with 90%+ in each

Therefore, successfully completing the ACE scope and sequence to this level

Each student should be able to:

- speak for three to five minutes in an Oral Report
- write in sentences and at length

Targets and Assessments to end of Year 3

Lower Juniors (6-8 years)

Reading Spine

- Ladybird 'Read with Me-Key Word' Reading Scheme can continue in Lower Juniors from Books 9 -16 and extending beyond to Ladybird Peter and Jane Books (numbers 7a, 7b-12a, 12b), 'Read-It-Yourself' books at higher levels, after completing Ladybird Yellow Scheme Book 16.

Additional Reading Schemes - Literature Book Level

- Thomas and Friends- series of small Books
- Little Animal Ark series
- Peter's Railway Series of small Books
- Zoo Rescue Series of Books
- Animal Ark Series of Books
- Various Animal Stories by various Authors
- Super Cat Series of Books
- Lower Junior Classics' Books

Achieved by the end of Year 3:

Each child should have:

- successfully completed English, Social Studies, Science, Word Building PACEs 1025-1036 at 90%+

- successfully completed Bible Reading and Literature and Creative Writing PACEs 1019-1024 at 90%+
- taken part in daily choral Scripture reading
- read daily to a teacher
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture passage
- taken part in reading round in class
- Completed Readmaster Level 3

Achieved by the end of Year 4:

Each child should have:

- successfully completed English, Social Studies, and Science PACEs 1037-1048 at 80%+
- successfully completed Word Building PACEs 1037-1048 at 90%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1025-1036 at 90%+
- taken part in daily choral Scripture reading
- taken part in reading round the class
- read weekly to a teacher
- completed Readmaster Level 4
- completed Word Builder for every Word Building PACE
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture passage
- practiced speaking and writing poetry
- taken part in school plays

Achieved by the end of Year 5:

Each child should have:

- successfully completed English, Social Studies, and Science PACEs 1049-1060 at 80%+
- successfully completed Word Building PACEs 1049-1060 at 90%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1036-1048 at 80%+
- taken part in daily choral Scripture reading
- taken part in reading round the class
- read weekly to a teacher
- completed Readmaster Level 5
- completed Word Builder for every Word Building PACE
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture learning passage
- practiced speaking and writing poetry
- taken part in school plays

Achieved by the end of Year 6:

Each child should have:

- successfully completed English, Social Studies, and Science PACEs 1061-1072 at 80%+
- successfully completed Word Building PACEs 1061-1072 at 90%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1048-1060 at 80%+
- taken part in daily choral Scripture reading
- taken part in reading round the class
- read weekly to a teacher
- completed Readmaster Level 6
- completed Word Builder for every Word Building PACE
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture learning passage
- practiced speaking and writing poetry
- taken part in school plays

Measured Targets:

All students should maintain, or improve on, their GL CAT 4 Assessment Tests.

Resources - Infants:

English, Social Studies and Science Paces 1001-1024+

Word Building PACEs 1013-1024+

Bible Reading, Literature and Creative Writing Paces and Animal Science PACEs 1013-1018+

Score Keys and Tests for the above

Peter and Jane Reading Scheme 1a-12b

Read-It-Yourself, Well-Loved Tales and Ladybird Fiction at each level

Infant classic books as required by the list (in literacy).

Story, poetry and picture books

Toys as in previous years to increase vocabulary and imagination

Art and craft materials

Computer and Readmaster software

Additional assessment/coursework:

- Reading records
- Readmaster - once or twice weekly by every student from Y1 or Y2 as appropriate – increases reading rate, accuracy and comprehension
- Annual GL Assessments CAT4 online tests

Teaching English as a Second Language

The policy of The Branch Christian School is to treat each student as an individual and to devise a programme to meet their specific needs. This would also apply to any student learning English as a second language. We would need to consider the student's age, abilities, competence, cultural background, previous experience and future requirements so that we could develop a personal, individualised programme suitable for them.

We would endeavour to provide a relaxed, stress-free environment and liaise with parents to build relationships. We would expect the children to be received with warmth by both staff and students.

The structure of the English ACE language programme is very clear and builds grammatically so would be helpful to those students needing to learn English as a second language.

The student's progress would be carefully monitored, following an action plan with targets and reviews.

There are also optional courses from School of Tomorrow, which teach English as a second language which would be made available if appropriate for the student.

Speaking English with Ace and Christi is designed for young school-aged children learning English as a second language. Sixty lessons teach conversational English and prepare students for ABCs with Ace and Christi.

The **ABCs for English Learners** is designed for students aged 5-9. The English vocabulary within the curriculum allows children to verbally communicate their questions, needs and ideas. This 36-week programme is a combination of Speaking English with Ace and Christi and ABCs with Ace and Christi. By week 19, the students are ready to begin the first level of English PACEs.

Mathematics

Aims

For the students to see Mathematics in the world that God created – design, pattern, structure and balance – and to be equipped with tools which include logical reasoning, problem-solving skills and the ability to think in abstract ways.

For the students to understand that Mathematics is essential to everyday life; that it is critical to science, technology and engineering, medicine, financial literacy, the environment and most forms of employment; it is a creative discipline that stimulates the mind. It can fulfil a varied range of interests and abilities; provide challenge, develop the imagination and train in rational thought.

Objectives

For the students to understand the basics of mathematics using varied and frequent practice as the problems increase in complexity through a spiral, each year. In so doing the students will become fluent in mathematics and progress in their understanding and the ability to recall and apply knowledge quickly and accurately.

For students to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

To ensure that all students can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

For the students to be able to use reason mathematically to solve word problems.

Students will learn the following at appropriate stages throughout Infants and Juniors:

- To write numbers accurately, understand place value and make estimates and approximations
- To be able to count, know their times-tables and perform mental arithmetic
- To learn to tell the time
- To learn the concept of money and the value of each coin
- To learn about equivalents and comparisons
- To learn how to multiply and divide
- To learn how to add and subtract
- To be able to solve problems using activities which challenge their thinking and allow them to use and apply their skills.
- To be able to use accurate and appropriate mathematical language in a range of situations
- To learn to measure length, weight, volume and time
- To add, subtract, multiply and divide fractions and decimals

- To learn basic geometry
- To identify 2D and 3D shapes
- To identify and measure angles and learn about symmetry
- To use graphs and charts
- To learn about probability and ratios
- To identify prime and composite numbers

Strategy

We will use the **ACE curriculum** as laid out in the **ACE Schemes of Work for Maths** as well as having weekly Practical Maths Complementary Activities for each student. The Complementary Activities look for opportunities both to approach an area of maths from a different perspective, building on the schema already in place and to cover any areas of curriculum that are not covered by the ACE curriculum. In addition, we will address misconceptions that we see occurring in their PACE work. For the **scope and sequence of the ACE maths curriculum** see our school website: <http://branchchristianschool.org.uk/> . Topics for Complementary Activities will be drawn from the lists under each area of the curriculum.

Targets and Assessments to end of Year 1

Number – number and place value

Each student should be taught to:

- Count objects actions and sounds
- Subitise
- Link the number symbol with its cardinal number value
- Count beyond 10 to 100 forwards and backwards
- Count in multiples of 2s, 5s and 10s
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words
- Compare numbers
- Understand “One more” and “One less”

Number – addition and subtraction

Each student should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Explore the composition of numbers to 10 then 20
- Automatically recall number bonds to 10 then 20
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Number – multiplication and division

Each student should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number – fractions

Each student should be taught to:

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Number – Measurement

Each student should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the value of different denominations of coins and notes
 - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Number – Geometry

Each student should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so children recognise a shape can have a shape within it
- Continue, copy and create repeating patterns

- Compare length, weight and capacity
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Targets and Assessments to end of Year 2

Number - number and place value

Students should be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number - addition and subtraction

Students should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - multiplication and division

Students should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – fractions

Students should be taught to:

- recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{10}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$

Measurement

Students should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry - properties of shapes

Students should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry - position and direction

Students should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences

- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

Students should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data

They should be engaged in weekly IT practice of the four rules of number on Mathbuilder.

Measured Targets:

They should pass Maths PACEs 1004-1024 with 90% (required), which ensures a good grasp of the above and covers ACE scope and sequence for this level. Carrying out Complementary Activities ensures sufficient practical experience. Mathbuilder Levels 1 and 2 completed.

Targets and Assessments to end of Year 3

Number - number and place value

Students should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Number - addition and subtraction

Students should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Number - multiplication and division

Students should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Number – fractions

Students should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{10} + \frac{3}{10} = \frac{4}{10}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Measurement

Students should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example, to calculate the time taken by particular events or tasks]

Geometry - properties of shapes

Students should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn

- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Statistics

Students should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Measured Targets:

They should pass Maths PACEs 1025-1036 with 90% (required), which ensures a good grasp of the above and covers ACE scope and sequence for this level. Carrying out Complementary Activities ensures sufficient practical experience. Mathbuilder Level 3 completed.

Targets and Assessments to end of Year 4

Number - number and place value

Students should be taught to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Number - addition and subtraction

Students should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number - multiplication and division

Students should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number - fractions (including decimals)

Students should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{1000}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measurement

Students should be taught to:

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks

- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Geometry - properties of shapes

Students should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

Geometry - position and direction

Students should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

Statistics

Students should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Measured Targets:

They should pass Maths PACEs 1037-1048 with 80% (required), which ensures a good grasp of the above and covers ACE scope and sequence for this level. Carrying out Complementary Activities ensures sufficient practical experience. Mathbuilder Level 4 completed.

Targets and Assessments to end of Year 5

Measured Targets:

They should pass Maths PACEs 1049-1060 with 80% (required), which ensures a good grasp of the above and covers ACE scope and sequence for this level. Carrying out Complementary Activities ensures sufficient practical experience. Mathbuilder Level 5 completed.

Targets and Assessments to end of Year 6

Each student should complete 60+ Maths Paces per year (not SEND, who may or may not, as appropriate); Maths 1025-1036 requires each PACE to be passed at 90%; Maths 1037-1078 requires each PACE to be passed at 80%.

Below average students should complete to Maths PACE 1060, with 80%+ average
Average students should complete to Maths PACE 1066 with 92% average
Above average students should complete to Maths PACE 1072 with 96% average
Excelling students should have completed to Maths PACE 1072 @ 98% (some will complete to 1078).

They should all:

- have completed Mathbuilder to the equivalent PACE level
- have mastered the four rules of number, adding and subtracting and able to handle long multiplication and short division with any size of number
- be secure in their ideas of fractions both practically and theoretically
- be able to add, subtract and understand simple decimals
- be able to work simple algebra questions
- be able to accurately estimate and measure line, regular shape and volume in simple, non-living figures
- be able to handle percentages
- be able both to create accurate bar and pie charts and to extract and use data from them
- be able to recite 12 x 12 tables and to be drilled sufficiently to use any of them at random as required
- have completed the practical Maths Complementary Activities
- have received sufficient theoretical practice
- have had oral drills and IT drills to make them secure with handling the numbers required

Resources - Infants:

PACEs; clock faces; shop play including money and cash register; coins; 2D and 3D shapes; number blocks, rulers, jugs for measuring volume, sand and water play, scales and weights; squared paper (plus many other resources, some permanent and others introduced as required), but using those resources appropriate to their age and stage

A computer and Mathbuilder software

Resources - Juniors:

PACES 1025-1078 and all the materials required for this

Score keys

Mathbuilder software and computer

Problem solving books

Graphs and Tables books

Chess and draughts

Various instruments of measure: ruler, jugs, scales and weights, multi-base, 3D shapes, squared paper, graph paper, metre sticks, trundle wheels (and many other resources, either in school permanently or introduced as required)

Additional assessment/coursework:

- Mathbuilder software - once or twice weekly by every student from Y1 to Y6 as appropriate – to drill four rules of number
- Weekly: extra work in mental arithmetic
- Annual GL Assessments CAT4 online tests
- Annually: Juniors in Y5 and Y6 may take the Primary Maths Challenge
- Pilot to begin January 2021 of Financial Literacy programme which all students will receive for six double lessons. For the full content, ask Head Teacher for a copy.

Science

Aims

Scientific study stimulates the student's curiosity and critical thinking. Through teaching the sciences, we aim to empower the students to be persuaded by evidence reached through careful thought and accurate observation.

God has given man responsibility over the earth, and through Science we learn how to care for it and improve the lives of both mankind and the animal kingdom. God is the Creator of all things seen and unseen. He created our planet and everything on it. He created the wider universe and time itself. Through our study of science, we learn more about Him.

The students will study living things and life processes, materials and their properties and physical processes.

As they proceed through the PACE work, they will study science from a Creation viewpoint; discovering the wonders of the world around them whilst being made aware of alternative world views, including the theory of evolution.

The programme aims at helping the students to become better informed citizens through developing their knowledge and skills through finding answers to questions about the workings of the scientific world. Students are taught to appreciate the achievements of scientists and their research.

Objectives

To give the students a basic knowledge and understanding of a wide range of science topics to introduce them further to the world God made.

To enable them to learn about the immensity of the universe, the very large and the very small; so that they have the opportunity to develop a sense of wonder, awe and humility.

As the students' progress through the PACEs they will build on the range of study using an educational spiral.

Some PACEs also include practical projects for the students to complete, either at home or in school.

Areas covered will broadly cover the following three areas:

1. Life Processes and Living Things
2. Materials and their Properties
3. Physical Properties

Topics will be applied as appropriate for the age group being taught.

The students will look at how science has played a part in developing many useful items. They will be taught to use simple scientific language to communicate ideas and to describe living things, materials and processes.

Students will learn the following at appropriate stages throughout Infants and Juniors:

- Develop a basic basic knowledge and understanding of science
- Begin to answer the questions 'How?' and 'Why?'
- Look at the world around them from a scientific point of view.
- Begin to use simple scientific language
- Discover God's wisdom as they learn about God's creation Earth and everything on it and around it
- Learn about Intelligent design
- Learn about the solar system.
- Learn about the concept and measurement of time.
- Learn about animal and plant life cycles
- Learn about geology and geological changes after the Flood
- Learn about the water cycle
- Study living and nonliving matter
- Learn about gravity
- Learn about botany
- Identify simple machines
- Learn about respiration and blood circulation, the diaphragm and heart, digestion and saliva
- Focus on good hygiene and teeth; bacteria, viruses, and fungi; and the design and function of the skin.
- Learn about energy
- Study molecular and atomic theories; friction, heat, and gravity; and expansion and contraction
- Read narrative using new vocabulary and visual discrimination.

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Science as well as extra activities where appropriate – students will be given the opportunity to study some of these subjects in more depth in Complementary Activities as practical science.

Complementary Activities for Science

Where there are gaps in the children's learning Complementary Activities will be given to address these areas.

Targets and Assessments to end of Year 2

To enable the child to understand something of who God is, what He is like and what He wants by showing them His Creation.

To draw the child's attention to the natural world, by observation, talking about it and through looking at pictures online and in books and by making specific collections.

To give the child adequate skills and understanding of science through taught lessons with concrete examples, enabling him or her to handle and manipulate materials.

To help them understand that science is endlessly exciting.

To successfully complete Animal Science PACEs 1013-1018+ and

Science PACEs 1007-1024+, learning to score, correct and rescore their own work and set their own goals,
Thus, covering the ACE scope and sequence for this level.

Achieved by:

Drawing the children's attention to creation whilst on outside breaks and when walking outside the town; and by looking at and talking about pictures of various aspects of creation in books and online
Lessons with experiments. This is a subject which has many cross curricular links including D&T, maths, history, English and ICT.

And:

Year 1:

Each student should:

- successfully complete Science PACEs 1007-1012, with scores of 90%+
- learn to score, notice and correct their own mistakes and set their own goals

Year 2:

Each student should:

- successfully complete Science PACEs 1013-1024 with scores of 90%+
- successfully complete Animal Science PACEs 1013-1024 with scores of 90%+

Measured Targets

By end Year 2:

Each student should have:

- completed Animal Science PACEs 1013-1018 with 90% in each
- completed Science PACEs 1007-1024 with 90% in each

Targets and Assessments to end of Year 6

To continue to introduce the children to Creation through observation, measurement, recording, drawing their attention to it through outside breaks, walks beyond the town and in books and online; and thus, to continue to introduce the children to God as Creator, to enable them to understand something of His nature and what He would like them to do and be.

To give the children basic knowledge and understanding of a wide range of science topics and to stimulate them to see that science is exciting.

To give them regular opportunities in practical science so that this increases their understanding and provides them with practical skills in observation, drawing conclusions, measurement, recording data and extracting recorded data, testing their estimations and ideas.

To engage and promote their interest in science

To complete four levels of science in PACEs

Measured Targets:

All students to complete Animal Science with 90% scores

School Level C to complete up to 1036 in Science PACEs with 90% scores and from 1037-1060 with 80% scores

School Level B to complete up to 1036 in Science PACEs with 90% scores and from 1037-1066 with 92% scores

School Level A to complete up to 1036 in Science PACEs with 90% scores and from 1037-1072 or 1078 with 96% scores

Resources - Infants:

- Animal Science PACEs 1013-1018+
- Science PACEs 1007-1024
- Score keys
- Computer/ Printer/ Internet
- Many science books appropriate to this level

Resources - Juniors:

- Animal Science PACEs 1013-1024
- Science PACEs 1025-1078
- Score keys
- All the resources of the school's lab are available to the science teacher, which cover the needs of biology, physics and chemistry and resources are purchased as staff explore previously undone areas.
- PACEs require projects to be carried out by the students up to 1072. Resources for some of these are kept to hand, including mirrors, magnets, iron filings, litmus paper; most of the materials required are commonly found at home (pegs, lemonade bottles etc.).
- Some textbooks and general information books on science
- Computer and printer

Social Studies - History

Aims

History is about who we are, where we've come from, and what has happened along the way. The Bible is the history of God's relationship with man from the point of creation, with particular reference in the Old Testament to the people of Israel. From the Cross of Christ to His resurrection the focus broadens to include the wider world of Christian belief, pointing to the future and ultimately the conclusion of history as we know it.

Objectives

In studying History within Social Studies, students will develop a knowledge and understanding of events, people and changes in the past. Through looking at History students can learn lessons from past mistakes or successes and make informed choices about their futures. They will learn why we live as we do by looking at past cultures and traditions. The students will be encouraged to give reasons for their conclusions and evaluate the reasons given by others. We want our students to apply critical thinking skills in their work, life and the world around them. Students are encouraged to question and justify answers. Much of history can be approached with different mindsets and the benefit of hindsight enables students to think about our history with a different perspective; we encourage our students to be thinkers and reason things for themselves, putting things in their own words. Much of history crosses over into the ethical, moral and political world and students will be allowed to explore the reasons things happened and what may have happened if events had been different.

- to develop investigative skills
- to introduce Chronology – words relating to passing time
- to look at British History:
 - The Romans
 - The Anglo Saxons
 - The Vikings
 - The Middle Ages
 - The Tudors
 - The Stuarts
 - The Georgians
 - The Victorians
- to include specific incidents from the past that still affect the present e.g.:
 - The Gospel coming to Britain
 - The Reformation
 - The Renaissance
 - The Agricultural and Industrial Revolutions
 - Wars

Students will learn the following at appropriate stages throughout Infants and Juniors:

- Develop a chronological framework for their knowledge of significant events and people
- See what people and societies were like in the past, and how they differed from ours today
- Consider how the past influences the present
- Understand more about themselves as individuals and members of society
- Discover that what they learn can influence their decisions about personal choices, attitudes and values.

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs. Students will be given the opportunity to study some of these subjects in more depth in Complementary Activities, along with occasional field trips.

Targets and Assessments to end of Year 2

To further develop information and understanding of British and Biblical history with relevant vocabulary.

To promote an interest in British History, using visits, visiting speakers, taught lessons, PACEs, role play, pictures and stories.

Measured Targets:

All students should successfully complete Social Studies Paces to 1007-1024 with 90%+ scores.

Targets and Assessments to end of Year 6

Aims:

Each student should:

- know and understand the basic facts of ancient history taught and structured through Biblical history
- know and understand the basic facts of British History
- complete accompanying art, craft, projects and visits, to support and strengthen their understanding and enjoyment of history
- use texts with extensive pictures to support and develop the PACE teaching of history so that children typically in:
 - Year 3
 - Understand how archaeology helps us to know about the past
 - Know about Britain from 1st century BC to 11th century
 - Year 4
 - Know about Britain from 11th century to 15th century
 - Year 5
 - Know about Britain from 16th, 17th and 18th centuries
 - Year 6
 - Know about the Industrial Revolution, 19th and 20th century Britain
 - Begin to understand about the rise of Islam.
- complete Social Studies to 1072 (end Level 6)

History teaching is achieved through PACEs, including UK PACEs, and through:

- visits to art galleries and museums
- walks to different parts of the city/town that they live in
- visiting speakers
- art and crafts

Measured Targets:

The children should successfully complete Social Studies PACEs 1025 to 1036 with scores of 90% and PACEs 1037 to 1072 with scores of 80%.

Annual GL Assessments CAT4 online tests – students should maintain their scores

Resources - Infants:

Social Studies PACEs 1007-1024

Score Keys

Computers / Internet

Encyclopaedias

Library

Museums and Art Galleries

Resources - Juniors:

Social Studies PACEs 1025-1072+

Score Keys

Art and craft materials

Computer and printer

Encyclopaedias

Library

Museums and Art Galleries

Social Studies - Geography

Aims

We aim for our students to come to realise that the world around us is a gift from God who created it for us to enjoy and to look after. Through Geography the students will learn more about the world, its features and the people who live on it.

The students will acquire knowledge of places and environments throughout the world; studying different societies, cultures and religions. School represents a wide variety of nationalities and cultures and as such since September 2020 we have endeavoured to share our student's cultures by inviting them to spend a few lessons sharing about their language, culture, food, etc with other students.

For the students to develop:

- Appropriate language
- Awareness of different cultures
- Use of maps and globes
- Awareness of different religions

Objectives

In studying Geography within Social Studies, students will be able to put current events in context, understand history, develop spatial thinking, understand the place where they live, understand the changes that have swept the world, and understand and appreciate the incredible diversity of cultures around the world.

Students will learn the following at appropriate stages throughout Infants and Juniors:

- Learn to use atlases, maps and globes
- Appreciate other people's values
- Use geographical vocabulary
- Ask geographical questions
- Gain knowledge and understanding of places through learning to locate places and environment
- Understand something of the physical and human features about different parts of the world
- Be able to explain how and why changes happen around the world in different areas.
- Gain knowledge and understanding of patterns and processes by learning to recognise and comprehend patterns of physical and human features, relating them to places and environments
- Be able to identify and explain physical and human processes and their impact on places and the environment.
- Gain knowledge and understanding of environmental change and sustainable development and recognise ways of managing it; exploring ideas and implications.

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs as well as extra material in Complementary Activities. In September 2020 we introduced 'International Culture' to the Early Years and then in October to our years 1-6, whereby students throughout the school and/or staff who are from other cultures take a few lessons to teach something that they would like to share with the group. This crosses many areas of the curriculum including languages, history, geography, citizenship, art and religion.

Targets and Assessments to end of Year 2

To further develop information and understanding of British and World Geography, with relevant vocabulary.

To promote an interest in British and World Geography, using visits, visiting speakers, taught lessons, PACEs, role play, pictures and stories

Measured Targets:

All students should successfully complete Social Studies Paces to 1007-1024 with 90%+ scores.

Targets and Assessments to end of Year 6

Each student should:

- be able to use a globe with understanding
- be able to use maps
- be able to draw up simple plans
- be able to draw simple maps to give directions
- know all the continents, countries and major capital cities of the world
- understand something of the development of different cultures as defined by nations or by different cultures within nations
- understand where and why different cultures arise
- develop respect for different cultures, that we are all human beings and precious as made in the image of God
- know basic information about Britain covering physical, political and social geography:
 - Countries in UK/Great Britain, languages and capital cities;
 - Counties of England; county towns
 - Most important physical structures
 - Most important cities and their products; London; Manchester
 - Industries, trade, economics
 - Populations
 - Resources
 - Peoples and cultures in their own area
- have a basic understanding of democracy, journalism and 'the news' and begin to know about institutions and politics
- develop discrimination about information – reliable/unlikely to be totally reliable/slanted; reasons for bias

Measured Targets:

The children should successfully complete Social Studies PACEs 1025 to 1036 with scores of 90% and PACEs 1037 to 1072 with scores of 80%.

Annual GL Assessments CAT4 online tests – students should maintain their scores

Resource - Infants:

Social Studies PACEs 1007-1024

Score Keys

Maps and globes

Computers / Internet

Encyclopaedias

Library

Museums

Resources - Juniors:

Social Studies PACEs 1025-1072+

Score Keys

Maps and globes

Art and craft materials

Computer and printer

Encyclopaedias

Library

Museums and Art Galleries

Additional assessment:

Annual GL Assessments CAT4 online tests

Citizenship

Aims

The children are encouraged to be committed, contributing members of their communities. We aim to provide our students with knowledge, skills and understanding to prepare them to play a full and active part in society. We encourage them to help others with the gifts and talents that God has given them and to respect other people's culture.

We desire our students to recognise the importance of legal, political, religious, social and economic systems and institutions and the fact that they influence their lives and communities.

We aim to cover issues such as those laid out in the *DfE Guidance on The Programme of Study for Citizenship 2015*.

As Christians, we understand the importance of volunteering and we aim to help our students develop a commitment to volunteering that they will take with them into adulthood.

We encourage the students to be aware of the world immediately around them so that they can acquire a basic knowledge and understanding of what it means to be a citizen in the United Kingdom.

We understand the importance of British Values and will ensure that our students have a basic knowledge of:

- democracy
- the rule of law – the law and justice system
- individual liberty – liberty and respect for others
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Objectives:

The following is taken from the DfE Guidance on The Programme of Study for Citizenship 2015.

Students will learn the following at *appropriate* stages throughout Infants:

Developing confidence and responsibility and making the most of their abilities:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- To share their opinions on things that matter to them and explain their views;
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to set simple goals

Preparing to play an active role as citizens:

- To take part in discussions with one other person and the whole class;
- To take part in a simple debate about topical issues;
- To recognise choices they can make, and recognise the difference between right and wrong;
- To agree and follow rules for their group and classroom, and understand how rules help them;
- To realise that people and other living things have needs, and that they have responsibilities to meet them;
- That they belong to various groups and communities, such as family and school;
- What improves and harms their local, natural and built environments and about some of the ways people look after them;
- To contribute to the life of the class and school;
- To realise that money comes from different sources and can be used for different purposes

Developing a healthy, safer lifestyle:

- How to make simple choices that improve their health and wellbeing;
- To maintain personal hygiene;
- How some diseases spread and can be controlled;
- About the process of growing from young to old and how people's needs change;
- The names of the main parts of the body;
- That all household products, including medicines, can be harmful if not used properly;
- Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

Developing good relationships and respecting the differences between people:

- To recognise how their behaviour affects other people;
- To listen to other people, and play and work cooperatively;
- To identify and respect the differences and similarities between people;
- That family and friends should care for each other;
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities: Students will be taught the knowledge, skills and understanding through opportunities to:

- Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- Make real choices (for example, between healthy options in meals, what to watch on television, what games to play, how to spend and save money sensibly);
- Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);

- Develop relationships through work and play (for example, by sharing equipment with other students or their friends in a group task);
- consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- Ask for help (for example, from family and friends, supervisors, monitors, older students, the police.)

Students will learn the following at appropriate stages throughout Juniors:

Developing confidence and responsibility and making the most of their abilities:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- To look after their money and realise that future wants, and needs may be met through saving.

Preparing to play an active role as citizens:

- To research, discuss and debate topical issues, problems and events;
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- To resolve differences by looking at alternatives, making decisions and explaining choices;
- What democracy is, and about the basic institutions that support it locally and nationally;
- To recognise the role of voluntary, community and pressure groups;
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- To explore how the media present information.

Developing a healthy, safer lifestyle:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- About how the body changes as they approach puberty;
- Which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- School rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people:

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- To think about the lives of people living in other places and times, and people with different values and customs;
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- To recognise and challenge stereotypes;
- That differences and similarities between people arise from many factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- Where individuals, families and groups can get help and support.

Breadth of opportunities: Students will be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger students; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);
- Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);
- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);

- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);
- Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);
- Find information and advice (for example, through helplines; by understanding about welfare systems in society);
- Prepare for change (for example, transferring to another school.)

Strategy

These issues will be covered in various PACEs and in the Complementary Activities. Within the PACE system good citizenship is encouraged through all subjects. E.g. financial management, and respect for the law and other people etc.

The children are taught about the basics of the following five religions as a complementary activity:

- Judaism
- Hinduism
- Islam
- Sikhism
- Buddhism

PSHE

Aims

We aim to help students develop confidence in the character and gifting that God has given them; to help them to develop and maintain a healthy lifestyle; to equip them with an understanding of social issues; to help them acquire life-skills. We want to develop positive attitudes and values in the students and thereby enhance students' personal and social development. We aim to help them make responsible and well-informed decisions about their personal lives through effective sex and relationship education.

Each student will be encouraged to find out their purpose in life – to know the giftings that God has placed in their lives. They will be encouraged to develop a healthy lifestyle, physically, morally and spiritually.

Our Relationship Education is always taught with due regard to moral and legal considerations and with the explicit values of family life. It will teach them the importance of Christian attitudes and values; help them develop personal and social skills; and give them a basic knowledge and understanding about human sexuality, reproduction, sexual health, emotions and relationships within the context of God's new creation.

Parents may request to see any plans or any resources that may be used for this topic. Any concerns with the material being taught should be directed to the Head teacher.

Objectives:

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

We will cover the following subjects:

- Anti-bullying
- Careers Education
- Drugs, Alcohol and Tobacco Education
- Economic Wellbeing and Financial Capability
- Emotional Wellbeing and Mental Health
- Healthy Lifestyles
- Relationships Education
- Safety (including Physical and Online Safety)

Relationship Education:

Our Relationship Education concerns lifelong learning of physical, moral and emotional development. Children will be taught to recognise and respect that there are different types of family units which include single parents, same-sex parents, stepparents, blended families, foster and adoptive parents. The key being a sound understanding of what a healthy family unit looks like and its positive impact in

providing support, stability and love. Students will also be taught to identify if/when something in a family might make someone upset or worried and what to do and whom to tell if family or other relationships are making them feel unhappy or unsafe.

Our teaching will encompass the following:

Attitudes and Values:

- The importance of Christian attitudes and values, individual conscience and moral considerations
- The value of family life, marriage, and stable and loving relationships for the nurture of children
- The value of respect, love and care
- The value of personal boundaries
- The impact of hurtful behaviour on relationships
- Exploring, considering and understanding moral dilemmas

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict.

Knowledge and Understanding:

- Learning and understanding physical development at *appropriate* stages

Drugs and Alcohol:

To increase students' knowledge and understanding, and personal and social skills, as appropriate for their age

To develop students' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Resisting pressures.
- Finding information help and advice.
- Developing self-awareness and self-esteem.

To enable students to explore their own and other people's attitudes towards drugs and alcohol.

Health and Wellbeing:

- Physical and Mental wellbeing
- Knowing and understanding a healthy lifestyle
- The importance of a varied and balanced diet
- The effects on their concentration and performance at school,
- Their health, growth and development and their resistance to illness
- The effects of a poorly balanced diet
- Effects of lack of adequate sleep and exercise
- Importance of proper hydration
- Obesity and its associated complications

Our aim is to give our students clear, consistent and positive messages about food, thereby encouraging them to make healthy food choices both in and outside school, now and in the future.

Dental Care:

- Knowing the basics of good dental care

Strategy

We will cover these subjects through PSHE and Citizenship lessons, and afternoon discussion groups aided and supported through a sex and relationship education programme, which will help them to learn to respect themselves and others and transfer with confidence.

We believe we can enhance and enrich our curriculum by the delivery of a rich and varied PSHE programme.

The school will use a whole school approach to the delivery of PSHE using four quite different platforms:

Timetable suspension for special activities

Inclusion within the PACE curriculum

Additional opportunities arising from other initiatives/activities, e.g. assemblies and trips

Timetable slot, e.g. devotions.

Art & Design

Aims

Throughout the world that God made we can see design and colour, variety and intricacy, magnificence and ingenuity. We, being made in God's image, are able to appreciate and imitate this creativity through patterns, colours, textures and materials using art and design to interpret and reproduce what we observe and believe.

We can use art and design to reflect culture, thoughts and emotions. We can use it to communicate what we see, feel and think. We can use it to enrich our lives and the lives of others.

We can learn how art, craft and design has shaped our history and contributed to our nation's culture, creativity and wealth.

We desire for the students to have the opportunity to express thoughts, feelings and ideas through the media of Art, Craft, and Design. Ideas for work will often flow out of other topics as well i.e. Science and Social Studies.

As the children mature we aim to enable the students to develop their creativity and imagination, to improve their practical and critical skills, and to extend their knowledge and experience of materials, techniques and artistic media.

Children can learn new skills and to improve skills already acquired, in two and three-dimensional art and design. We aim to give children new and first-hand experience with a variety of media which enables them to express what they observe and imagine in visual form.

When working on a project, they learn how to use materials and develop their techniques become proficient in drawing, painting, sculpture and other art, craft and design techniques. They should then be able to describe and evaluate their work and that of others.

There are experiences of being able to visit collections and museums as well as working in the outdoor environment, using natural objects. They will study great artists and designers and understand how they have contributed to our history and society.

Objectives

Through Art and Design the students will develop the ability to:

- Enjoy art and design for its own sake
- Develop personal skills and abilities
- Work together and appreciate each other
- Communicate what they see, feel and think through visual form
- Learn about the work of individual artists, craft makers and designers, and understand the historical and cultural development of their art forms

- Be creative with the use of various art materials – producing work, exploring their own ideas and noting their experiences
- To become skilful in drawing, painting and other techniques pertaining to art, craft and design
- Evaluate and analyse creative works using the language of art, craft and design
- To enable the children to acquire skills and competencies in various media:
 - Painting, drawing and making 2D and 3D forms
 - Drawing from copies and from life
 - Composing their own pictures
 - Photography
- To enable the children to respond in a personal and reflective way to ideas, people and events
- To enable the children to exercise their imagination and put themselves in others' shoes
- To enable the children to develop an understanding and appreciation of art and the history and importance of art through books, visits to art galleries and through online items
- To develop discrimination and develop an idea of and a response to beauty and truth in their own and others' work

Strategy

The children will be given opportunities to work with the following mediums:

- Colour
 - Drawing – pastels, pencils, charcoal, crayon
 - Painting – watercolours, poster paints, oils
- Tone
- Form
- Space
- Texture and Textiles
 - Materials
 - Collage
 - Fabric Painting
- 3D Design
 - Clay work
 - Sculpture
- Pattern
 - Lines
 - Shapes
- Photography

The children will:

- Record from first-hand evidence, experience and imagination for a variety of purposes
- Question and make thoughtful observations about starting points for work
- Collect visual and other information to develop ideas, including using a sketchbook

- Investigate and combine visual and tactile qualities and match them to the purpose of their work
- Apply and develop use of tools and techniques, including drawing
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods
- Compare methods and ideas used in their own and others' work and say what they think and feel
- Adapt work in response to their feelings about it
- Create a portfolio

Achieved by (to end Year 2):

- Lessons in art and craft on a rolling programme in Complementary Activities
- Opportunities to develop their skills in weekly Convention lessons where a visiting artist comes on occasion to assist students

Achieved by (to end Year 6):

- Lessons in art and craft on a rolling programme in Complementary Activities
- Opportunities to develop their skills in weekly Convention lessons where a visiting artist comes on occasion to assist students
- Looking at selected artists using the internet

Targets and Assessments to end of Year 2

To enable children to acquire skills and competencies in various media, painting, drawing and making in 2D and 3D

To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

To provide experiences in many forms of art and art appreciation

To relate part of their art work to other work, both to fix their other work in their minds and to enable them to produce a reflection and response to that work.

To see the children growing in skill, competence and confidence

Children given opportunities to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy

Children learn to mix colours and to achieve deliberate effects.

Measured Targets:

Infant art checklist:

Students should be able to:

- use a pencil to draw people, houses, cars and some things with some degree of accuracy and showing careful observation of exact features
- use colouring pencils and felt tips to colour in, keeping within the lines, and producing a smooth and pleasing result; using colours in a varied and interesting way
- mix red and yellow paints to make orange, blue and yellow to make green, red and white to make pink
- manage three different colours of paint at once

- begin to be able to copy simple drawings
- compose their own pictures
- draw pictures to record events
- make recognisable things from playdough, Plasticine or clay
- cut straight lines and shapes accurately
- cover a box with paper, cutting and sticking
- make 3D models
- draw round given shapes

Targets and Assessments to end of Year 6

To enable children to acquire skills and competencies in various media, painting, drawing and making in 2D and 3D.

To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

To provide experiences in many forms of art and art appreciation.

To relate part of their art work to other work, both to fix their other work in their minds and to enable them to produce a reflection and response to that work.

To see the children growing in skill, competence and confidence.

Children given opportunity to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy.

Children learn to mix colours and to achieve deliberate effects.

And

To draw from life with accuracy and close observation, both in shape and colour and showing action

To use shades of colour with more discrimination and to mix their own colours to do this

To begin to be able to draw in 3D, with attempts at perspective

To gain experience in furthermore difficult media, including pastels, charcoal and water colour and to use clay to model

To respond and compose with increased thoughtfulness

Measured Targets:

Junior Art Checklist:

By the end of year 6 students should be able to:

- draw from still life and inanimate objects with close and accurate observation, using skills such as shading and highlighting to produce 3D effects
- show figures in action, such as standing, walking, running
- use pigments deliberately to achieve subtle difference in tone and shade
- make models with a range of media, such as Papier Mache and clay, with fair approximation to the intended shape
- trace

Resources - Infants:

Very large, including resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:

Poster paint, brushes, palette

Pencils, rubbers

Paper of various types, card, paper plates

Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins
Glitter and Christmas art
Playdough

Resources - Juniors:

Very large, including resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:
Poster paint, brushes, palette
Pencils, rubbers
Paper of various types, card, paper plates
Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins
Glitter and Christmas art
Playdough
Computer and printer
Watercolours, brushes
Colouring pencils
Drawing pencils and rubbers

Music

Aims

Music is a universal language that transcends cultural and geographical barriers. It has the power to lift the soul of man to another plane. Music has played a major part in Judeo-Christian worship throughout history and the Bible shows heaven to be full of music.

Music is a universal language and can be used to unite or divide people; it can express personal experience and be used to describe what people see around them. It is one of the utmost forms of creativity.

Through the teaching of music students can develop their self-confidence, creativity, intellect and emotions in ways that will develop links between themselves and the wider world. They will develop an ability to listen, appreciate and make critical assessments. Students who choose to learn a musical instrument or develop their singing talent will naturally increase their self-discipline and creativity.

Objectives

For the students to:

- Enjoy music and be active in singing, listening and performing
- Experience music from many traditions, historical periods, genres and styles
- Experience works of the great composers and musicians
- Read music and to understand the elements of musical language using music paces (seniors)
- Understand and explore how music is created, produced and communicated
- Learn about pitch, tempo, timbre, structure, etc.

Strategy

Ages 5 – 7: Use their voices expressively – singing songs and speaking rhymes
Listen to music from other cultures
Learn simple instruments and experiment with sounds

Achieved by:

Singing daily in assembly and joining in whole school percussion in assembly weekly

Listening to music in PACE time most mornings

Learning nursery rhymes and songs

Learning to clap in time, singing and the use of percussion

Music and movement in PE lessons, including dance

Group recorder lessons including basic music notation

Some children to pursue individual music lessons in piano and some in keyboard/guitar

Ages 7-11: Perform music and songs within assemblies and ceremonies
Experience works of great composers and musicians
Develop an understanding of the history of music

Achieved by:

Learning traditional and new hymns and spiritual songs, singing daily in assembly and joining in whole school percussion in assembly

Listening to music in PACE time most mornings

Weekly music lessons in which they learn new hymns, spiritual songs, traditional and folk songs, learning to clap in time

The use of percussion, including drums (small hand drums and large when available)

Learning music theory (staves, clefs, crotchets, quavers, rests, minims, breves, semi-breves, semi quavers)

Music and movement in PE lessons, including dance

Students encouraged to attend concerts outside school

Group lessons in recorder including part playing and rounds

Option to pursue individual music lessons in piano, guitar, keyboard outside school, most of whom will take Grade exams, all passing Grade 1 and some Grade 3-

ABRSM

Targets and Assessments to end of Year 2:

To develop the children's musical ability to engage in singing, rhythm and dance for learning, expression, enjoyment, worship and praising God

To enable the children to develop their ability to sing in tune and with others

To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires

To develop their appreciation of beauty

To help them remember as they learn

Measured Targets:

Students assessed after each lesson against checklist:

Singing:

Can sing in tune; can sing with others; knows the words and tunes of songs, hymns and nursery rhymes

Percussion:

Can use percussion instruments to keep time

Dance:

Can move freely to music, keeping in time; can move expressively to music

Other musical instruments:

- ***Recorder:*** Can play all the notes of the main octave and follow the music to play simple tunes
- ***Piano:*** According to the requirements of the piano teacher

Music theory:

Knows the names of crotchet, quavers; can recognize crotchets and quavers; can recognize the note on the stave C to C; can tap and say the rhythm sounds; knows that crotchets are twice as long as quavers.

Targets and Assessments to end of Year 6:

To develop the children's musical ability to engage in singing, rhythm and dance for learning, expression, enjoyment, worship and praising God

To enable the children to develop their ability to sing in tune and with others

To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires

To develop their appreciation of beauty

To help them remember as they learn

Measured Targets:

Assessed half-termly through the Music checklist:

Can sing in tune; can sing with others; can sing rounds

Have learnt the words and music to hymns, spiritual songs, traditional and folk songs

Can clap in time; can use a variety of percussion instruments in time, including hand drums

Music theory: know, staves, clefs, crotchets, quavers, rests, minims, breves, semi-breves, semi quavers; can draw the treble clef and the notes; can place them in the right spaces and lines on the stave.

Can read one line of music to play the recorder individually and together and to be able to play rounds and parts

Can move freely and with expression to music

Can recognize harp, cymbals, piano, organ, drums, triangle, violin, cello, double bass, clarinet, French horn, and trumpet. (May recognize other instruments such as the oboe)

Can recognize a piece of music by Mozart, Beethoven and two other classical composers

Option for those children taking Grade exams, all Passing Grade 1 and some Grade 3 – outside school.

Of those, some passing with Merit and some with Distinction

Resources - Infants:

CD player and CDs

Guitars

Piano

Keyboard

Music stands (desktop and full)

Full percussion sets

Hand drums, tambourines and additional percussion instruments

Sheet music and books of songs

Descant recorders and recorder books

Small manuscript books

Resources - Juniors:

As Infants plus:

Music Theory Book 1

Manuscript books printed with staves

Literature & Creative Writing

Literature affects people by educating and amusing them. It inspires, motivates, and moves people in their emotions. Literature gives a new outlook on people's lives and the lives of others. Literature facilitates development in thinking and reasoning.

The Branch Christian School believes that reading literature can be rewarding in so many ways. For instance, it helps students understand the nature of society, understand what life was like in the past, and imagine what life could be like in an unspoiled world. Christian literature helps people find and nurture their faith. Literature offers students a way to express themselves through writing and reading.

Aims

- To encourage a love of reading
- To introduce some quality literature

Objectives

Students will develop a passion for reading, and enjoy writing stories and poems of their own.

As the students' study literature, they will:

1. Use their imagination
2. Give personal and practical responses
3. Consider how literature influences people
4. Understand more about the nature of society and have the opportunity to discuss their findings
5. Develop greater empathy for, and understanding of, other people.

Strategy

We will use the ACE curriculum for Literature & Creative Writing, and Literature as laid out in The ACE Schemes of work as well as Book Reports, silent reading, reading lists and studying classic English Literature. We will also use:

Oxford Reading Tree reading scheme
Peter and Jane Learning to read books (Years 1 and 2)
Reading Lists
Access to the school library

A Reading Record will be kept in Years 1 and 2

Book Reports from Year 3 onwards
Oral Reports from Year 3 onwards

ICT

Aims

For our students:

- to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To be responsible, competent, confident and creative users of information and communication technology.

Objectives

We recognise that Computing plays an important role in the student's lives, preparing them to take part in a world that is rapidly changing. Students will use Computing tools to find, investigate and present information responsibly, creatively and with discernment.

Computing also plays an important role in developing the student's ability to learn independently.

We would expect each child to leave school digitally literate – able to use, and 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.

Strategy

To use a suitable programme of study that teaches the principles of information and computation, and how digital systems work.

To use suitable programmes of study that teach coding and programming at a level that the students can understand.

To make links with mathematics, science, and design and technology and use *Typemaster*, *Readmaster*, *Mathbuilder* and *Word Builder*

For the students to use the Internet for their monthly reports

The children will have the chance to use the computer for Complementary Activities using various resources online.

These may include:

- Codecademy ¹
- Creating storyboards ²
- Think Draw Collage Maker ³
- Simple Machines ⁴

- e-learning for kids - a global, nonprofit foundation dedicated to fun and free learning on the internet for children ages 5 - 12. They offer free, best-in-class courseware in math, science, reading and keyboarding ⁵
- "Welcome to the Web" ⁶
- Online Computing Activities

"Welcome to the Web" is an interactive set of web pages which can be used to teach children (and adults) about the Internet. They can be used in the classroom / computer room and children are welcome to explore them as they wish.

The resources are in split into seven sections:

1. The Beginning - explains how to use the site.
2. Getting Started Online - teaches children about the basic concepts involved in the Internet (World Wide Web, Hyperlinks, Back button etc.). Including valuable practice in visiting and navigating around web sites.
3. Staying Safe - encourages students to keep themselves safe online by following the SMART rules.
4. Using Your Browser - helps children to learn more about their web browsers.
5. Searching Online - teaches children how to search effectively and keep themselves safe when doing so. Also identifies search engines which are particularly suitable for children to use.
6. Trying Top Tricks - This section explains about printing, using the Find tool to locate specific information within web pages, copying and pasting text, and saving images from the web. Also includes information about copyright and why it is important to credit others when you use their work.
7. The Welcome to the Web Challenge - When the children have completed all the sections of Welcome to the Web, they can complete this exciting challenge. It requires them to use all the skills which they have learnt to catch the creator of a destructive computer virus!

Targets and Assessments to end of Year 2:

Provide design and technology lessons on a half-termly rotation through the six sections to give the students beginners' skills.

Provide IT lessons which enable the children to become confident users of the computer and prepare them for Readmaster, Mathbuilder and Word Builder.

Achieved by:

Weekly taught lessons with design and technology materials, and use of computers

Measured Targets:

All students able to use software programmes, Readmaster, Word Builder and Mathbuilder up to the required level:

School Level C – one level less than PACE level

School Level B – half a level less than PACE level

School Level A – same as PACE level

By end Year 2:

IT checklist

Self Evaluations/Assessments
Peer Group Evaluations/ Assessments

Targets and Assessments to end of Year 6:

To continue to give them daily practice in use of software programmes
To introduce them to coding through Codecademy ¹

Measured Targets:

All students able to use software programmes, Readmaster, Word Builder and Mathbuilder up to the required level:

School Level C – one level less than PACE level

School Level B – half a level less than PACE level

School Level A – same as PACE level

All students to learn coding

IT checklist

Self Evaluations/Assessments

Peer Group Evaluations/ Assessments

Resources - Infants:

- Computer, printer and internet
- Access to Computing Curriculum Scheme of Works and Resources at Knowsley City Learning Centres at:
https://www.dropbox.com/sh/prexp8xn609sig/AADsepsU_pi1CdQ6IYz3r8XFfa
- Appropriate software programmes
- TV and DVDs
- <https://www.storyboardthat.com/storyboard-creator> ¹
- <http://www.thinkdraw.com/> ³
- <http://www.mikids.com/Smachines.htm> ⁴
- <http://www.e-learningforkids.org/> ⁵

Resources - Juniors:

- Computer, printer and internet
- Software: Readmaster, Word Builder, Mathbuilder
- Access to Computing Curriculum Scheme of Works and Resources at Knowsley City Learning Centres at:
https://www.dropbox.com/sh/prexp8xn609sig/AADsepsU_pi1CdQ6IYz3r8XFfa
- TV and DVDs
- <https://www.codecademy.com/> ¹
- Creating storyboards ²
- <http://www.thinkdraw.com/> ³
- <http://www.mikids.com/Smachines.htm> ⁴
- <http://www.e-learningforkids.org/> ⁵
- <http://www.w2tw.uk/> ⁶

Design & Technology

Aims

The students will develop the ability to:

- Perform everyday tasks confidently
- Participate successfully in today's technological world
- Analyse a problem
- Research and plan solutions to problems
- Implement plans
- Evaluate outcomes
- Learn how to cook and have a basic knowledge of nutrition

Objectives

Studying Design and Technology will enable the students to learn to think creatively to improve quality of life. The subject should help the students to become creative problem solvers. They will combine practical skills with critical thinking to become discriminating and informed users of products; understanding aesthetics, social and environmental issues; evaluating uses and effects of past and present design and technology.

Strategy

The students will develop these skills through a series of projects and assignments which will draw on other areas of the curriculum including Science and Social Studies.

They will learn how to design products; perform practical tasks; investigate and evaluate products.

They will be taught how to cook and apply the principles of nutrition and healthy eating.

To increase their skills including using:

- modelling and resistant materials
- food technology: cookery and experimenting with food
- textiles
- electronics
- graphics
- product design

Targets and Assessments to end of Year 6:

To give the children experience of Design & Technology

Measured Targets:

Various outcomes from the project tasks completed in a variety of appropriate materials using relevant techniques.

Demonstrate the key principles in food preparation and cooking through the practical experience of completing various tasks.

Self-Evaluations / Assessments

Peer Group Evaluations / Assessments

Resources:

To include:

A range of graphic, modelling and resistant materials

A range of basic electronic components and modelling system(s)

Kitchen, cooker, hob, fridge, sink, microwave, freezer

All kitchen utensils as needed

Embroidery materials and threads, various materials, buttons, sewing machine.

Needles, pins, scissors

Art and craft materials

Physical Education

Aims & Objectives

God has designed man as a whole person, to be healthy and inform us of the world around us. It is therefore necessary to be aware of its needs physically and mentally and be able to explore its limits and capabilities. Students will learn more about themselves and how to respect others by taking part in physical exercise. During their formative years, exercise will enable their bodies to remain healthy and to function efficiently for the rest of their lives.

Pupils will have opportunity to explore their physical strengths and weaknesses with those around them, through taking part and gaining knowledge and understanding of team games. Physical exercise engages learners at many levels enabling them to develop physically and socially with others.

Students will:

- Acquire and develop competence and confidence in a range of physical skills
- Select and apply those skills as they develop in understanding of tactics within individual or group activities
- Students are physically active for a sustained length of time
- Join in team games and competitive activities
- Lead healthy, active lives
- Work out and evaluate ways of improving their performance

Strategy

Areas of activity will include dance; team games; P.E. and outdoor activities; track running and field events and a yearly sports day.

Ages nursery to Year 1: Gross motor coordination and balance: hop and skip, jump, ball handling, Catch and throw and kick, running, push-ups, sit-ups, walking board.
Spatial Awareness – jumping jacks, copying, imitating movements

Ages 5 – 7: Master running, jumping, throwing & catching, bouncing; develop balance, agility and co-ordination
Participate in team games, skipping
Obstacle course
Perform simple dance movements

Ages 7-11: Improve in running, jumping, throwing & catching; develop balance, agility and co-ordination
Participate in team games
Perform a range of dance movements
Take part in outdoor activities, individually and as a team

Other:

The school also participates in national schemes such as Student Convention

Targets and Assessments to end of Year 2:

To increase large and small motor skills and hand-eye co-ordination
To gain an increasing awareness of body space
To be able to follow instructions
To be able to take a successful part in team games
To become supple through gym exercises
To learning the rules of games
To begin to understand that exercise helps to keep you healthy
To master basic movements including running, jumping, throwing and catching, as well as develop balance, agility and coordination and apply in a range of activities

Achieved by:

Active breaks with skipping ropes, hoops and footballs inside and outside
PE lessons:

- Music and movement
- Team Games
- Football, badminton, rounders, hockey
- Gym exercises

Annual Sports Day

Social Studies PACEs, sections on healthy living

Measured Targets:

Measured half-termly by Year 2 checklist showing whether students are able to:

- control a football; skip with a rope held by themselves, forwards, backwards and cross skips; join in group skipping games
- throw a small ball accurately and catch a ball
- hit a large sponge ball on a large plastic racket
- take a competent and responsive part in team games

Targets and Assessments to end of Year 6:

To increase large and small motor skills and hand-eye co-ordination
To gain an increasing awareness of body space
To be able to follow instructions
To be able to take a successful part in team games
To become supple through gym exercises
To understand that exercise helps to keep you healthy and what that means in practice.
To master smaller motor skills – e.g. throwing and catching a small ball, serving with a table tennis ball.
To learn play hockey, football, cricket and rounders; and begin to play table tennis and badminton
To learn associated skills and learning the rules of the above games
To learn to take part in team games
To learn what it takes to persevere and how to win
To learn to swim

To take a competent part in school sports day annually

Achieved by:

Active breaks, inside and out

Weekly PE lessons to include:

- Gym exercises
- Team games
- hockey
- Football
- Cricket
- Rounders
- badminton

Occasional opportunities to learn table tennis, badminton and volleyball

Annual sports day

Measured Targets:

Measured half-termly by Year 6 checklist showing whether students are able to:

- hop on either foot
- run well, jump in star, pike and tuck
- play bat and ball successfully with large racket and sponge ball
- skip with a rope:
 - back skips
 - cross skips
 - big bumps
- skip with the large rope:
 - able to turn the rope
 - able to participate in group skipping games
- throw and catch a small ball and take part in games involving a small ball thrown and caught (into the air, against a wall)
- receive and kick a football accurately and take part in football games, following the basic rules
- take their part in rounders, hitting, running, fielding and bowling, knowing the basic rules
- take their part in hockey, receiving and passing the puck/ ball accurately and knowing the basic rules
- take their part in cricket, batting, fielding, bowling, running, knowing the basic rules for scoring
- serve and return serve in table tennis and know the basic scoring rules
- serve and return serve in badminton and volleyball and know the basic scoring rules
- swim one width; one length

Resources - Infants:

Bats, balls and beanbags and large balls

CD player and suitable CDs for music and movement

Cones, hoops

Small balls

Bean bags

Long skipping ropes
Individual skipping ropes

Resources - Juniors

Bats, balls and beanbags and large balls
CD player and suitable CDs for music and movement
Cones, hoops
Small balls
Long skipping ropes
Individual skipping ropes
Large racket and sponge ball (pre-tennis)
Individual and group skipping ropes
Small balls, footballs
Cricket bats, wickets
Table tennis bats, balls and table with net
Badminton net, junior rackets and shuttlecocks
Rounders bat and posts
Hoops
Hockey sticks and puck
Volleyball net and ball

Foreign Languages (and International Culture)

In September 2020, as a school we felt that we had many different cultures represented in our school and between our students we spoke many different languages; as such we made a decision to learn more about each other's languages and cultures. We started to introduce our youngest students to a range of different cultures and languages by asking our older students if they would like the opportunity to prepare a series of lessons teaching about their culture and mother tongue. In 2020-2021, they had lessons in Gujarati and some of the Indian culture, Tagalog and some of the Philippine culture, German and Angolan; this then captured the attention of other students, the Tyndales, who then went on to share about Nigerian, Indian, Ghanaian, and South African culture in their group. Students have embraced the opportunity to share something of their culture so much, that along with the positive reports we have had from parents, we decided to make the focus of our Annual Banquet in July 2021, 'International Culture Banquet' where parents and students have been encouraged to work with us to bring games, songs, food, dress and anything appropriate to share with us to celebrate each other's cultures in July 2021. This is something which grew as a response to an initiative to understand our students better; it still leaves many learning opportunities for us which are cross curricular in subjects such as geography, history, world religions, languages and citizenship. We will continue with this and build upon it.

Aims

Other languages broaden students understanding of the tremendous diversity of people and cultures in our world.

As well as the confidence and sense of accomplishment that comes with learning another language the student will develop an affinity for another culture along with the commercial advantages that are to be had in the business world.

Objectives

We plan to give the students a rudimentary understanding of at least one foreign language that will give them the opportunity to progress further at college should they so desire.

The students will study basic French and will learn something of the French culture.

To help students:

- develop an international outlook
- communicate and enjoy other cultures
- show respect to other people by learning their language
- enjoy learning the roots of language
- get to know how the culture thinks
- to travel abroad with a degree of confidence, interacting with the culture and not merely imposing their own
- learn to read the Bible and other books and texts in the studied language

Strategy

Students learning French up to Year 6 are assessed by completing the required Skoldo Books for their level

Languages will be taught as a Complementary activity using computer software.

Build on the learning that started in September 2021 on International Culture, using staff, parents and students to teach about their culture and their mother tongue.

Students practise four skills, often in combination:

Listening:

- Listening to French and identifying key information
- Listening and responding to the programme

Speaking:

- Responding to questions in French
- Responding to questions in French from other students in the class
- Taking part in paired dialogues and group conversation
- Questioning others by means of questionnaires and surveys

Reading:

- Identifying key information

Writing:

- Writing key words
- Writing pieces of work of increasing length and complexity, beginning with short sentences and gradually building up the difficulty

Targets and Assessments to end of Year 2:

To introduce the children to more information about different cultures and some more words and songs

Achieved by:

Occasionally learning about Gujarati, Portuguese and Tagalog culture and language
Occasionally learning some French songs and basic words

Measured Targets:

Not at this level, although the children are drilled and checked

Targets and Assessments to end of Year 6:

Year 3:

To teach the children more songs and phrases in a range of languages
To introduce ideas of French language and culture and give some vocabulary in French.

Year 4 and 5:

To begin to teach the children French so that they know the vowel sounds several French songs and basic vocabulary.

To continue to teach the children different languages and cultures weekly

Year 6:

To continue French lessons.

To continue to teach the children different languages and cultures represented in the school.

Achieved by:

French: Y4 and 5: Skoldo Introductory book with songs in weekly lesson

Y6: Skoldo Book 1 with songs in weekly lesson

Using parents and students to teach about their different cultures and languages

Measured Targets:

French:

Year 4 and 5: Formative: Completing all the requirements of the Introductory Book and passing the *revisions*.

Summative: Passing again the 4 *revisions*.

Year 6: Formative: Completing all the requirements of Book 1 and passing the *revisions*.

Summative: Passing the 4 *revisions* again.

Resources:

A teacher who speaks German

A teacher who speaks French

A teacher who speaks Tagalog

Parents/students who speaks Spanish, Angolan, Nigerian, Zambian

Art and craft materials

Computer, printer

Biblical Studies

Aims

The school is founded on the belief that there is one God who has revealed Himself through nature, the Bible and ultimately His son Jesus Christ. God's plan is for every person to know Him in a personal way that goes beyond the boundaries of religion. True Christianity is the realisation that God is reaching out to men whereas religion is man's attempt to reach God. With this in mind, our relationship with God is woven into the fabric of our entire life including every aspect of the school curriculum.

Objectives

Each student will be encouraged to have their own personal relationship with God through Jesus Christ. They will be taught to allow their relationship with God to enable them to respect and care for others. As they study the Bible they will grow in their relationship with God and will apply Godly values and principles to every situation they face in their life.

Strategy

The school does not take a denominational stand of any sort. A statement of belief is contained within the Prospectus and reflects a broad background of mainstream Christianity.

Our faith is the foundation of the school and our concept of education. The students are encouraged to see the spiritual dimension underlying all areas of life and study. The children are taught about the other five religions as Complementary Activities to encourage tolerance and respect of other people's beliefs.

The PACE curriculum refers to spiritual and Biblical issues throughout all subjects, not just the specific Bible related courses.

Within this framework students have opportunities to consider matters of a spiritual nature, and how their faith relates to the world around them. These include:

- Student Devotions – times of discussing matters of personal faith and issues
- Opening Exercise – a time of worship, prayer, Bible reading and teaching
- Weekly Chapels –time of teaching by the staff, Pastor or a visiting speaker.

Targets and Assessments to end of Year 2

To develop the children's understanding of the Bible, God and Jesus and to guide them to recognise their own shortcomings and to learn to admit where they are wrong and aim to put things right

To develop ideas of service of others begun previously

Bible Reading PACEs to support this and introduce the children to the difficult language of the AV, which once mastered gives them access to many instances of old literature. To begin systematic reading of Scripture

To learn one quarter of the monthly Bible passages

To learn to take part in the daily choral reading of Scripture

Achieved by:

Daily Assemblies

Daily devotions, Scripture reading and learning, daily prayer

Weekly Scripture lessons; visiting speakers

The character training and Bible teaching woven throughout the curriculum

Successfully completing Bible Reading PACEs 1013-1018

Measured Targets

Successfully complete Bible Reading Paces 1013-1018 with scores of 90%+

Saying the required number of verses from the monthly Scripture passage with fewer than 3 mistakes

Targets and Assessments to end of Year 6

To increase the children's understanding of the Bible, God and Jesus and to guide them to recognise their own shortcomings and to learn to admit where they are wrong and aim to put things right.

To develop ideas of service of others begun previously

To develop their understanding of prayer

To complete the remaining levels of Bible Reading PACEs to support this and introduce the children to the difficult language of the AV, which once mastered gives them access to many instances of old literature.

To begin systematic reading of Scripture

To take part in the daily choral reading of Scripture

To help to explain the Bible and the Gospel to people through school productions

To learn half the monthly Scripture learning passage

Achieved by:

Daily assemblies and class devotions, including choral Bible reading and prayer

Weekly Scripture lessons to address issues outside of the PACEs or current affairs

Successfully completing Bible Reading PACEs 1019-1036 with scores of 90%+ and

Bible Reading PACEs 1037-1060 with scores of 80%+.

Weekly Bible quizzes

Learning half the monthly Bible passage

Taking part in school productions at Christmas with singing, music and speech, and

Summer Banquet productions

Measured Targets:

School Level C should successfully complete Bible Reading PACEs 1019-1048 with scores of 90% up to 1036 and 80% thereafter

School Level B should successfully complete Bible Reading PACEs 1019-1060 with scores of 90% up to 1036 and 80% thereafter

School Level A should successfully complete Bible Reading PACEs 1019-1060 with scores of 90% up to 1036 and 80% thereafter.

Saying half the monthly Bible passage with fewer than 3 mistakes

Joining in service to the community termly or more often: singing to older people or in hospitals; weeding the street or litter picking; planting bulbs in the park; collecting for others, fund-raising for others

Resources - Infants:

Art and craft and dressing up materials

Bible Reading PACEs 1013-1018, plus score keys (and sections of all other PACEs)

Individual Bibles

Resources - Juniors:

Individual Bibles

Class AV Bibles

Bible quizzes

Atlases

Bible Reading Paces 1019-1072

Score keys

Religious Education

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience.

We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines.

AIMS

That all students form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a faith different to their own.

That students enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.

That students develop a sense of awe and wonder about the world around them.

To help students understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.

To support students' spiritual, moral social and cultural development by encouraging self-awareness and self-respect.

To help students develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

To develop knowledge and understanding of Christianity and other major religions in Britain as a whole and in the local community.

STRATEGY

Religious Education is usually taught as part of a cross-curricular approach, e.g. through PSHE, history, geography, art or as part of a focus day or period of time e.g. Christmas and Easter. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils. Or it may be taught through Opening Exercises, Chapel, or Assemblies.

ASSESSMENT

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

The Dudley Agreed Syllabus states that; “Often the effectiveness or importance of an experience cannot be measured; experiences in RE should not be limited to what can be objectively assessed or measured.”

Teachers will therefore, assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions.

FRAMEWORK FOR WHOLE PROGRAMME

First Year Infants – Y1 KS1

English	Maths	Science	Social Studies Geography or History	Foreign Languages	Art & Music & Drama	ICT	PSHE/RE/ Citizenship	D&T	P.E. & GAMES
PACE Work Opening Exercises Story Time Show and Tell Creative Writing Literature/Library Time: Reading – Silent and Aloud – Inc. Book List	PACE Work Mathbuilder Creative Maths Play	PACE Work Sound and Hearing	PACE Work Geography: Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork History: Family History and Family Tree	International Culture	1 st Half Term: Self-Portrait Singing – Convention 2 nd Half Term: Christmas Art & Craft. Singing – Christmas Production	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Relationships Family and Friendships Safe relationships Respecting ourselves and others	Christmas Production	<i>Gymnastic Activities</i> Coordination Development Tests: Balance, hop and skip, ball handling- kick, running. Dance Activities
PACE Work Opening Exercises Story Time Show and Tell Creative Writing Literature/Library Time: Reading – Silent and Aloud – Inc. Book List	PACE Work Mathbuilder Creative Maths Play	PACE Work Light and Dark	PACE Work Geography: Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork History: What Was It Like for Children in The Second World War?	International Culture	1 st Half Term: Investigating Materials Convention 2 nd Half Term: Easter Art & Craft Convention	Computer Time During the Mornings Mathbuilder, Readmaster Online interactive application Eg https://www.storyboardthat.com/storyboard-creator	2nd Half Term: PSHE Living in the Wider World Citizenship Media literacy And digital resilience Money and career	Homes Focus – Structures	<i>Gymnastic Activities</i> Balance, ball handling-catch and throw, kick, push- ups, jumping, skipping, hopping Games Activities
PACE Work Opening Exercises Story Time Show and Tell Creative Writing Literature/Library Time: Reading – Silent and Aloud – Inc. Book List	PACE Work Mathbuilder Creative Maths Play	PACE Work Sorting & Using Materials	PACE Work Geography: Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork History: What Were Homes Like a Long Time Ago?	International Culture	1 st Half Term: What Is Sculpture? Convention 2 nd Half Term Expressive Art: Mixing Colours, Marbling, Papier Maché, Symmetry, Drawing Around Shapes Exploring pulse and Rhythm. Feel the beat.	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Health and Wellbeing Physical and mental wellbeing Growing and changing Keeping safe	International Culture - Food	Athletic Activities Coordination Development Tests: hop & skip, jump, ball handling-catch & throw and kick. Sit-ups Outdoor Games – Preparation for Sports Day

FRAMEWORK FOR WHOLE PROGRAMME Second Year Infants – Y2 – KS1

English	Maths	Science	Social Studies Geography or History	Foreign Languages	Art & Music & Drama	ICT	PSHE/RE/ Citizenship	D&T	P.E. & GAMES
PACE Work Opening Exercises Story Time Show and Tell Creative Writing Literature/Library Time: Reading – Silent and Aloud – Inc. Book List	PACE Work Mathbuilder Creative Maths Play	PACE Work Practical Science	PACE Work Geography: Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork History: Why Do We Commemorate Remembrance Day?	International Culture	1 st Half Term: Convention Singing 2 nd Half Term: Christmas Art & Craft Convention Christmas Production	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Relationships Family and Friendships Safe relationships Respecting ourselves and others	Vehicles Focus – Mechanisms Christmas Production props	<i>Gymnastic Activities</i> Coordination Skills Team games – rounders, hopping, jumping, skipping running, target practice Dance Activities
PACE Work Opening Exercises Story Time Show and Tell Creative Writing Literature/Library Time: Reading – Silent and Aloud – Inc. Book List	PACE Work Mathbuilder Creative Maths Play	PACE Work Practical Science	PACE Work Geography: Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork History: B.C. Timeline	International Culture	1 st Half Term: Designs in Nature Mothers Day Convention Study an artist 2 nd Half Term: Easter Art & Craft Convention	Computer Time During the Mornings Mathbuilder, Readmaster Online interactive application Eg http://www.w2tw.uk	2nd Half Term: PSHE Living in the Wider World Citizenship Media literacy And digital resilience Money and career	Puppets Focus – Textiles Easter Egg Competition	<i>Gymnastic Activities</i> Coordination Skills Team games Exercise circuits Games Activities
PACE Work Opening Exercises Story Time Show and Tell Creative Writing Literature/Library Time: Reading – Silent and Aloud – Inc. Book List	PACE Work Mathbuilder Creative Maths Play	PACE Work Forces & Movement	PACE Work Geography: Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork History: History B.C	International Culture	1 st Half Term: Convention 2 nd Half Term: Exploring Instruments Convention	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Health and Welbeing Physical and mental wellbeing Growing and changing Keeping safe	International Culture - Food	Athletic Activities Coordination Skills Team games Exercise circuits Outdoor Games – Preparation for Sports Day

FRAMEWORK FOR WHOLE PROGRAMME First Year Juniors – Y3 – KS2

English	Maths	Science	Social Studies Geography or History	Foreign Languages	Art & Music & Drama	ICT	PHSE/RE/ Citizenship	D&T	P.E. & GAMES
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – across curriculum in Pace work in all subjects –Inc. Book List Creative Writing:	PACE Work Mathbuilder Mental Arithmetic Practical Maths	PACE Work 1st Half Term: Practical. Science 2nd Half Term: Outdoor Learning.	PACE Work Geography: Continents and Oceans, World Geographical features using pupil's maps. Countries, Map and Globe, Points of Compass, Capital Cities History: History B.C History of Remembrance and Poppy Day.	International Culture	1st Half Term: Convention Singing 2nd Half Term: Convention Art. Christmas Art & Craft with Community Arts and Crafts. Christmas Production practices and final performance.	Computer Time During the Mornings Mathbuilder, Readmaster Typemaster Computing: Internet program: Inc -Typing skills, keyboard fluency, includes - spelling typing activities. using Publisher: designing yearly Calendars and Christmas cards. Cross reference with Maths for Graphs.	2nd Half Term: PSHE Relationships Family and Friendships Safe relationships Respecting ourselves and others	Packaging Focus – Structures	<i>Striking and Fielding Games:</i> Football, Rounders, dribbling and bouncing ball skills. Gymnastic skills Movement and sequencing Includes mat work and bench work Net Games – table tennis, volleyball, badminton, tennis, basketball, netball
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – across curriculum in Pace work in all subjects. – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic Practical Maths	PACE Work 1st Half Term: Practical Science 2nd Half Term: Outdoor learning	PACE Work Geography: Weather Around the World. More detailed look at different Continents and landmass movement. History: History B.C	International Culture	1st Half Term: Study of an artist Convention 2nd Half Term: Easter Art & Craft Mother's Day Art & Craft. Convention	Computer Time During the Mornings Mathbuilder, Readmaster Typemaster	2nd Half Term: PSHE Living in the Wider World Citizenship Media literacy And digital resilience Money and career	Project Focus – Control: Mechanisms DT Food Technology	<i>Striking and Fielding Games:</i> Cricket, Rounders Gymnastic skills Exercise circuits Mat exercises. Bench work. Obstacle Courses. Invasion Games
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – across curriculum in Pace work in all subjects. –Inc. Book List Creative Writing: Study of an author	PACE Work Mathbuilder Mental Arithmetic Practical Maths Outdoors Learning	PACE Work 1st Half Term: Practical Science Outdoor Learning 2nd Half Term: Practical Science Outdoor Learning	PACE Work Geography: European Countries- Languages, Food, Customs, Industries. 'Features of the World' – Sahara Desert and Bordering Countries. History: History B.C / A.D	International Culture	1st Half Term: Convention 2nd Half Term: Convention Learn to play recorder and guitar Performance For Awards Ceremony/ Banquet.	Computer Time During the Mornings Mathbuilder, Readmaster Typemaster Computing: Big Robots or My First Program	2nd Half Term: PSHE Health and Wellbeing Physical and Mental wellbeing Growing and changing Keeping safe encouraging students to express themselves, give their point of view, express their feelings.	International Culture - Food	<i>Striking/Fielding Games</i> Outdoor Games – Cricket / Rounders, Tennis. Athletic Activities Different Races Preparation for Sports Day- Net games – Table Tennis, Badminton

FRAMEWORK FOR WHOLE PROGRAMME Second Year Juniors – Y4 – KS2

English	Maths	Science	Social Studies Geography or History	Foreign Languages	Art & Music & Drama	ICT	PHSE/RE/ Citizenship	D&T	P.E. & GAMES
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – across curriculum in Pace work in all subjects. Inc. Book List – Guided Reading with an adult in the Library. Creative Writing: Study of an author	PACE Work Mathbuilder Mental Arithmetic Practical Maths	PACE Work 1st Half Term: Practical Science 2nd Half Term: Practical Science	PACE Work Geography: Different Climate areas History: History B.C / A. D Remembrance Day	International Culture	1st Half Term: Convention 2nd Half Term: Convention. Christmas Production, Christmas Art & Craft with projects in the Community.	Computer Time During the Mornings Mathbuilder, Readmaster Typemaster Computing project	2nd Half Term: PSHE Relationships Family and Friendships Safe relationships Respecting ourselves and others	Money Containers Focus – Structures: Textiles DT Food Technology:	<i>Striking and Fielding Games</i> Rounders, Football skills, Other ball skills. Team games – hockey skills, football, volleyball skills, badminton skills Exercise circuits
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud –across curriculum in Pace work in all subjects. Inc. Book List Guided Reading with an adult in the Library. Creative Writing: Study of an author	PACE Work Mathbuilder Mental Arithmetic Practical Maths	PACE Work 1st Half Term: Practical Science 2nd Half Term: Practical Science	PACE Work Geography: Life in different climate areas History: History AD	International Culture	1st Half Term: Convention Cultural Textiles Study of an artist..... 2nd Half Term: Convention Easter Art & Craft	Computer Time During the Mornings Mathbuilder, Readmaster, Typemaster Computing	2nd Half Term: PSHE Living in the Wider World Citizenship Media literacy And digital resilience Money and career	Storybooks Focus – Control: Mechanisms	Invasion Games – hockey, football Team games – football, badminton, volleyball
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – across curriculum in Pace work in all subjects. Inc. Book List Guided Reading with an adult in the Library. Creative Writing. Study of an author.	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work 1st Half Term: Practical Science 2nd Half Term: Practical Science	PACE Work Geography: International Maps for research National area maps Local maps History: History AD	International Culture	1st Half Term: Convention 2nd Half Term: Convention Production practice for Awards Ceremony/Banquet	Computer Time During the Mornings Mathbuilder, Readmaster, Typemaster 	2nd Half Term: PSHE Health and Wellbeing Physical and Mental wellbeing Growing and changing Keeping safe	Torches Focus – Control: Electrical International Culture - Food	Athletic Activities Outdoor Games – Preparation for Sports Day-

FRAMEWORK FOR WHOLE PROGRAMME Third Year Juniors – Y5 – KS2

English	Maths	Science	Social Studies Geography or History	Foreign Languages	Art & Music & Drama	ICT	PHSE/RE/ Citizenship	D&T	P.E. & GAMES
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work 1 st Half Term: Keeping Healthy 2 nd Half Term: Life Cycles	PACE Work Geography: Farming, Fisheries History: Agricultural Revolution	International Culture	1 st Half Term: Objects and Meanings Convention 2 nd Half Term: Christmas Art & Craft Singing Christmas Production	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Relationships Family and Friendships Safe relationships Respecting ourselves and others	1 st Half Term: Musical Instruments Focus – Structures 2 nd Half Term Christmas Production	<i>Striking and Fielding Games</i> Team games – football, hockey, volleyball
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work 1 st Half Term: Gases Around Us 2 nd Half Term: Change of State	PACE Work Geography: Natural Energy Sources History: Industrial Revolution	International Culture	1 st Half Term: Containers 2 nd Half Term: Easter Art & Craft	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Living in the Wider World Citizenship Media literacy And digital resilience Money and career	1 st Half Term: Moving Toys Focus – Control: Mechanisms	<i>Striking and Fielding Games</i> Team games- football, hockey, volleyball, rounders Invasion Games
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work in The Mornings 1 st Half Term: Gases Around Us 2 nd Half Term: Change of State	PACE Work Geography: Landforms, Folding, Glaciation, Sedimentary History: Roads and Canals	International Culture	1 st Half Term: Talking Textiles 2 nd Half Term: Work from Imagination and Stimulus, Copy from Photos and Pictures Exploring Instruments	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Health and Wellbeing Physical and Mental wellbeing Growing and changing Keeping safe	International Culture - Food	Athletic Activities Outdoor Games – Preparation for Sports Day-

FRAMEWORK FOR WHOLE PROGRAMME Fourth Year Juniors – Y6 – KS2

English	Maths	Science	Social Studies Geography or History	Foreign Languages	Art & Music & Drama	ICT	PHSE/RE/ Citizenship	D&T	P.E. & GAMES
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work 1 st Half Term Interdependence and Adaptation 2 nd Half Term: Micro-Organisms	PACE Work Geography: Rivers, Seas, Oceans, Water Cycle, Irrigation, Deserts, Other Regions History: Nelson, Napoleon, Wellington	International Culture	1 st Half Term: People in Action Singing-Convention 2 nd Half Term: Christmas Art & Craft Singing for Christmas Production	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Relationships Family and Friendships Safe relationships Respecting ourselves and others	1 st Half Term: Shelters Focus – Structures 2 nd Half Term Christmas Production	<i>Striking and Fielding Games</i> Circuit training exercises Team games – football, hockey, volleyball, cricket
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work 1 st Half Term: Dissolving Solids 2 nd Half Term: Reversible & Irreversible Changes	PACE Work Geography: Rivers, Seas, Oceans, Water Cycle, Irrigation, Deserts, Further Regions Cont. History: Fry, Factory Acts, School	International Culture	1 st Half Term: What A Performance Convention – singing solo/duets 2 nd Half Term: Easter Art & Craft Ongoing singing for Convention	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Living in the Wider World Citizenship Media literacy And digital resilience Money and career	1 st Half Term Slippers Focus – Structures: Textiles:	<i>Striking and Fielding Games</i> Circuit training Team games Preparation for Convention Track and field events
PACE Work Opening Exercises Report Reading & Writing Reading – Silent and Aloud – Inc. Book List Creative Writing	PACE Work Mathbuilder Mental Arithmetic SMP/Practical Maths	PACE Work 1 st Half Term: Forces in Action 2 nd Half Term: How We See Things	PACE Work Geography: O/S Maps History: Victoria, Empire	International Culture	1 st Half Term: A Sense of Place Ongoing singing for Convention solo/duets 2 nd Half Term: Clay Work, Sculpture Convention – singing ctd.	Computer Time During the Mornings Mathbuilder, Readmaster	2nd Half Term: PSHE Health and Wellbeing Physical and mental wellbeing Growing and changing Keeping safe	International Culture - Food	Athletic Activities And/or Outdoor and Adventurous Activities Outdoor Games – Preparation for Sports Day & Convention