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Church of England Primary School**
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Curriculum Policy

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Containing	Curriculum Overview, subjects, Elearning, Home learning, Feedback and Social, Emotional and Mental Health

Our cultural capital

We believe that the children in our school deserve opportunities to be exposed to the wider world. As a small, rural village our children have minimal experiences of different cultures and communities. It is our responsibility to ensure that all of the children in our school learn about the diverse world around them.

Our curriculum has been designed to enrich our pupils by providing them with information and experiences to increase the cultural capital of our school. By educating them about different cultures, communities, occupations and countries we hope to broaden their knowledge and future opportunities.

The 3 I's for our curriculum

Intent

Our curriculum is designed with these goals in mind:

- To expand the cultural capital of our children through knowledge and experiences of the diverse world around them.
- To deliver a subject specific curriculum to develop the knowledge and understanding in all subjects and for all children to acquire the skills, values and attitudes to allow them to apply their body of knowledge in different situations
- To enable children to grow spiritually in the context of our strong Christian culture by building a moral foundation through the explicit teaching of our school values

Implementation

It is essential that the knowledge and skills children learn are co-ordinated and coherent. To achieve this key concepts have been identified in each subject. These 'golden threads' are woven throughout our curriculum and are continually returned to and reinforced in order to create an organised, easily-understood and progressive structure of learning.

We believe that learning is most effective with repetition. The same concepts are explored in every class, at an age appropriate level, and our pupils will gradually increase their understanding of them as they progress through our school.

We value the importance of every subject we teach and build on key concepts, knowledge and skills year by year. Children will learn distinct curriculum subjects across their weekly timetable. This provides all children with the opportunity to develop and retain knowledge across a wide range of subjects and helps them to recognise and appreciate the distinct nature of each subject and how they differ from other subjects.

Impact

The exploration of a concept is never complete. By building a secure foundation of knowledge and skills in each subject the children can continue to study these concepts, building on their learning as they transition into secondary and further education.

During the academic year 2022-23 we will also be exploring, as a staff group, how better to monitor and assess the impact of our curriculum.

Ultimately we want them to know more, remember more and do more!

Behaviour For Learning

Pupils have been introduced to and are regularly reminded that their mindset, attitude and behaviour towards and during learning times has a massive impact on how successful they are in their learning. With our support, they are encouraged to take responsibility for their learning behaviours and maintain good habits that help them deepen their learning experiences.

Recording

- The children working in the EYFS will have a learning journey to record their work. Work completed on paper through both child initiated and adult focus activities will be recorded in their folders, Other observations, pictures and video evidence will be recorded on their electronic learning journey on Tapestry. EYFS pupils will then produce a whole class topic portfolio, which will give a snapshot of the work they have been covering in class.
- Children in years 1,2,3,4,5 and 6 will have separate English, Maths, Science, Humanities and RE books and Art and Design and Design and Technology sketch books. Work completed in the remaining foundation subjects will be not be formally recorded in a book.
- Each new unit of work should have a title page or knowledge organiser and a separate learning objective feedback sheet. This will show when a new area of learning begins and which objectives will be covered during that unit.
- The learning objective feedback sheet should be ticked by the teacher in KS1 and LKS2 and both the teacher and child in UKS2, with a written comment from each child. As the children progress into UKS2 the comments will reflect on the lessons and on the concepts taught in each unit. The teacher will then give verbal feedback to the child.
- Children should be encouraged to present their work neatly so that they are 'showcasing' their learning.
- Children's learning should be presented in the following ways: written work, art/ diagrams, results, learning comments, pictures of hands-on and child-led learning.
- Each session of learning should be dated with an LO, both of which should be underlined, in line with the presentation expected from children in their core subject books.
- Where appropriate to do so, differentiation should be evidenced. Differentiation through level of support given should be indicated using the marking codes MS (minimal support) and SS (significant support).

Feedback

Purpose

We believe that a clear and child centred approach to feeding back on pupils' learning will not only help pupils understand where they are achieving well but also contribute to building their confidence and self-esteem. As often as possible, marking is done by or with the child and has these principle aims:

- To assess the child's achievement against Learning Objectives and/or Success Criteria and Expectations. Personal Targets may also be referred to.
- To show the child that his/her work is valued and checked through positive comments.
- To indicate to the child how and where improvements can be made.
- To raise expectations of high standards and accuracy.
- To encourage the child to be self-critical, edit, check and improve work.

Points for Staff to consider when giving pupils feedback

- There needs to be a consistency of approach.
- Different types of work require different types of feedback.
- Sensitivity must be shown to the needs/abilities of individual children.
- Expectations of accuracy and presentation increase as the child's levels of achievement develop.
- The extent of feedback should depend on the subject and its purpose/objectives.
- Recognise the time constraints on both children and yourself.
- Marking in depth is not appropriate for most pieces of work.
- Speaking and listening opportunities may be recorded e.g. LO "I can perform a play script in a small group".

General principles

- All work should be dated.
- Feedback and marking should be regular and up-to-date.
- Comments related to a piece of work should be constructive, challenging and relate to the Learning Objective, Success Criteria and Expectations /child's target(s).
- Praise should be given for specific success and not as a 'blanket affirmation'.
- Staff must constantly review previous comments to monitor and support children's progress towards next steps.
- Children should be given opportunities to self and/or peer assess.
- Where appropriate a child may be asked to re-do his/her work.

Across the School

- Feedback needs to be age appropriate.
- Marking will be done in a different colour ink to that which the child has used.
- In EYFS and KS1, improvements will be indicated in green pen, and correct punctuation/spelling will be indicated in pink pen.
- Children may use a purple pen (purple polishing pen) to edit and up-level their work.
- Staffs comments must be spelt and punctuated correctly using accurate grammar.
- Staff will sometimes provide verbal feedback. This will be shown by a "V" on the work.
- TAs will initial the work they mark.
- When the child has had help or support, this will be shown by "MS" for minimal support or "SS" for more significant support.
- Some letter reversals or incorrect formation will be corrected. Staff will write the correct letter formation for the child to practise.
- Symbols may be used to provide feedback (see marking code); e.g. a smiley face for good work or progress and a ^ to show an omission that needs to be re-edited.
- Presentation by staff and children needs to be of the highest standards.
- Appropriate space needs to be given by staff for their comments and responses.

- Children should be given opportunities and time to use and respond to feedback and marking.
- Learning Objectives, Success Criteria and Expectations should be clear so that the feedback and marking is specifically related to them.
- For all subjects teachers show whether pupils have met (✓), exceeded (★) or not met (?) the Learning Objective by using these symbols next to the LO.
- Children will be given the opportunity to self and peer mark as this is important to their understanding and learning experience. This will be evident in their work by the children initialling their marking on their own work or on a peer's work.

PPA Teachers/HLTAs

- HLTAs leading PPA must work entirely in accordance with this policy.

Supply Teachers

- Supply Teachers must initial, date and annotate any work that they mark.
- It is the school's expectation that any written work carried out when a supply teacher takes a class should be marked in line with this policy before the supply teacher leaves at the end of their working day.
- Any work marked by a supply teacher must state this e.g. ST in the margin.

Years Foundation, 1 and 2:

- As often as possible, marking is done by or with the child. Teacher only marking should be kept to a minimum.
- Staff will correct the spelling of some key words or subject specific words such as the names of places or famous people. Staff will write the correct spelling for the child to practise.

Marking Code for KS1

V = verbal feedback given

SS = significant support

☺ = indicates good work or progress

MS = minimal support

I – independent (level of support has changed)

Years 3 to 6:

- Staff will mark against the Success Criteria and Expectations for a piece of work. They will also take into account spelling and grammar when appropriate.
- Where written feedback has been given staff may give a positive comment (written or verbal) to say how the Learning Objective, Success Criteria and/or Personal Target(s) were met and a editing comment (what to improve when editing) or a next time comment (for their next piece of work).
- Where an editing comment has been given, time will then be given to respond to this.
- Not every spelling error in a child's work will be corrected but where an error is to be corrected staff will underline the misspelt word placing an 'sp' in the margin or for pupils with the ability to find and correct the missing spelling themselves they should just mark an 'sp' in the margin.
- Staff will circle incorrect or missing punctuation when needed and should mark a 'p' in the margin for pupils with the ability to find and correct the missing punctuation on that line themselves.
- Depending on the ability of the child and the difficulty of the word staff will write the correct spelling for the child to practise; others will ask the child to use a dictionary to locate the correct spelling of the word to be practised.
- Where written feedback has been given it is the expectation that children will respond to this feedback by answering any questions posed.
- The marking code is expected to be followed for all extended written pieces across all subjects.

- Pupils who have misunderstood a task should be put forward for key skills support. This is to be marked as 'KS' by the teacher.

Marking Code for KS2

V = verbal feedback given

SS = significant support

Gr = grammar error (in margin)

P = punctuation needed (in margin)

Sp = spelling error (in margin)

MS = minimal support

KS = key skills support group required

^ = shows an omission that needs to be re-edited

// = shows where the new paragraph should be

Home Learning

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Aims and Objectives

Regular, well planned homework can:

- Develop good work habits and self discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)

Homework is seen as 'an essential part of good education that supports children's development as independent learners'. We believe that homework is a good way of children acquiring the skill of independent learning.

What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a topic at the local library
- learning number facts (tables)
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

When teachers set homework they will ensure that:

- It is always clearly related to current areas of study within the classroom.

- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- In Year 6 it is supported by a homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work is marked or verbal feedback is given as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- All children will be expected to complete tasks.

Types and amount of homework

We increase the amount of homework that we give the children as they move through the school.

Diamond Class	Year R	Reading daily
	Year 1	Reading 3 times a week
Emerald Class	Year 1 / 2	Reading 3 times a week
Ruby Class	Year 3 / 4	Reading 3 times a week
		Maths (set Friday) English (set Friday)
Topaz Class	Year 5 /6	Reading 3 times a week
		Maths (set Friday)
		English (set Friday)

The Role of Parents

Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.



This section of our policy details how we will ensure that our pupils have access to online learning resources, in case we have to close all or part of the school.

Online learning platforms:

Diamond – Tapestry

Emerald pupils – Emailed to parents

Ruby, Sapphire and Topaz pupils – Google Classroom

Teachers will plan and post on the above learning platforms a sequence of learning experiences, These experiences will:

- Incorporate teaching videos / inputs from online resources (not live teaching).
- Be linked to our school curriculum – either the next step in a child's learning sequence or rehearsal of previously learnt content (both of these are equally as valuable as a learning experience).
- Be sequenced so that knowledge and skills are built incrementally.
- Cover the range of primary subjects but with a focus on Maths and English.
- Where appropriate make use of our online subscriptions, e.g. Xtables rockstars.
- Ensure that work is set at an appropriate level for pupils to be able to achieve.
- Contain assessment style activities so that teachers can adapt the curriculum offering.
- Give parents and children feedback on submitted learning via online messaging to ensure pupils continue to engage and progress.

Depending on the nature of the closure pupils could also be provided with printed resources covering similar content to that provided online; so that pupils without suitable online access or where parents would prefer a mixed approach to their learning whilst at home, can continue their learning experience unhindered. Parents should request this once notified of a closure. A limited selection of technology is also available on request (these will require internet access which the school can not provide).

If a child is self isolating due to household circumstances then school staff will endeavour to set work via the methods outlined above and parents can access the school website, class pages, for links to online learning activities which will enable their child to continue to learn. In this instance parents would need to be selective and ensure that pupils who struggle academically attempt work from younger year groups.



The emotional health and wellbeing of our children is paramount to their readiness for learning. Therefore we invest heavily in pupils' emotional wellbeing through our trained ELSAs and ensuring staff and pupils understand Mindfulness and Growth Mindset approaches. In PSHE staff dedicate lesson time to teach identified strategies that assist pupils' wellbeing.

As part of this the consistent use of agreed staff language and strategies are key to embedding these strategies:

Resilience - Identifying with the children when they have shown resilience in the face of a task

Learning - Instead of 'work' – the word 'work' carries negative connotations that all tasks are arduous

The Pit - 'You're in the pit' – helping children identify when they are facing a challenge and ready to learn something new

'Grow your brain' - When introducing the opportunity to learn something new or develop existing skills/knowledge

'Be brave, have a go' - Encouraging children to just have a go – and celebrating mistakes/highlighting this as an opportunity to learn something new

Yet - 'You can't do this – yet' or adding 'yet' onto the end of a child saying they can't do something

'It's good to be stuck' - Reminding children when they are facing a new challenge that it is a chance to grow their brain and learn something new

'You've tried hard at this, let's talk about what you can try next' / 'I like how you...' / **'You are a great learner'** - Praising effort not outcome

Pupils requiring additional emotional literacy support are referred to the SLT for EWaN (Emotional Wellbeing and Nurture) support sessions delivered by trained TAs. If it is deemed that the family need more support than the school can provide, then a referral to an appropriate outside agency is made. All these support structures are accessed with parental permission and involvement.

Our School Values fit well with the elements of Mindfulness and Growth Mindset that we are delivering, therefore a natural reward system is in place to promote these aspects.

For more information as to the taught elements of SEMH go to the PSHE section of this policy.



The main influences on our English teaching at present are from Pie Corbett (Talk for Writing), Ruth Miskin (Read Write Inc.), Alan Peat (Writing Exciting Sentences) and the Highland Literacy Project (Spelling Activities document).

Writing

During a block of English lessons all children should be given the opportunity to:

- observe high quality modelling by the Class Teacher
- experience high quality texts which are challenging but age appropriate
- use a tool box which should include VCOP for that text type
- practise SPaG for that text type – sentence writing, etc.
- write for extended periods, uninterrupted with personalised support by the Class Teacher / Teaching Assistant (target groups) if needed
- observe Class Teacher editing work
- Fully edit their own work (purple pen)
- be supported by high quality verbal feedback by the Class Teacher / Teaching Assistant.

In addition to the above the Class Teacher should be differentiating tasks, success criteria or by up-levelling/scaffolding. Children should be very clear on the expectations of their piece of writing. During the week children should take part in basic skills sessions which will give them the opportunity to refine/learn SPaG skills. Intervention for children who have struggled to meet expectations should take part at some point within the week and should be in short bursts.

- Immersion into the writing topic - hook
- Investigating features of the text – produce class Success Criteria for the structure of the text
- Children to be given lots of examples of the text so they are able to get a real sense of what is needed



- Collecting ideas for writing – collaborative/big paper work
- Creating tool boxes and Success Criteria – differentiated depending on level of writer



- Children should plan in red books
- Class Teacher should model planning for the Children / guided groups
- Children should plan using a frame which fits with the text type
- Children should be supported in a small group/individually if needed



- Children create a first write from the plan in red books
- Children should then self-edit/peer edit (purple pen) or work with a member of staff to edit
- Class Teacher /Teaching Assistant should give verbal feedback
- Teacher should indicate whether the LO has been achieved by LO (TICK)
- Pupils should have access to differentiated tasks, support materials or be part of a focus group
- Children should then be given the opportunity to publish work for Topic portfolio/folder, this should have the Topic and Writing LO – this should not be marked.

The above session will vary depending on text type and where appropriate writing should be linked to other learning.

Handwriting

All children in KS2 will be expected to appropriately join letters when writing; eventually developing their own style of handwriting which should be consistent, neat and legible.

In KS1 children will be taught pre-cursive, cursive patterns and cursive handwriting so that by the end of KS1 most children will be able to appropriately join.

In EYFS, children who are able to form all their letters correctly and show good pen control will be given the opportunity to attempt pre-cursive and cursive patterns. At the beginning of Year 1 all children will be taught cursive patterns moving onto cursive handwriting, when the class teacher feels they are ready.

Children at all ages who display fine motor control difficulties, will be given extra support, adaptive equipment and will be asked to join letters that naturally feel right but will not be expected to write cursively.

All staff will model 'joined handwriting' when writing on boards, etc

All children in Year 5 and 6 will have access to handwriting pens.

Reading

The Teaching of Early Reading (Phonics)

Phonics lessons are taught to EYFS, Year 1 and children who have not yet passed the phonics screening check. All lessons follow the (currently under review) Systematic Synthetic Phonics Programme.

The reading element of each Phonics lesson should include:

- Revising previously taught sounds through word/sentence reading.
- The teaching or revision of a sound, taught in the Read Write Inc order.
- Orally blending/reading the new sound in words.
- Key Stage One – reading short, simple sentences with words containing the sound(s).

Staff listen to children read regularly (at least three times a week) and reading at home is encouraged. As children progress with their word reading and comprehension they are guided through the colour-banded scheme by school staff.

Accelerated Reader

During year 2, when children have graduated from the phonics scheme and are able to decode and comprehend the books they are reading independently, they will make the transition to the Accelerated Reader scheme. This scheme continues into and throughout Key Stage Two and should be implemented as follows:

Pupils are STAR tested at 4 points across the year (September, December, March, July) to determine their reading age. STAR Tests will be used to monitor progress and the impact of reading specific interventions.



STAR tests will generate a ZPD range. All children should be given independence of choosing books within their range. After completing each book, children will complete an online comprehension 'Quiz' specific to the book they have just completed. Children should be rewarded for achieving 100% or reaching points targets.



The screening check function (generated by the STAR test) is also used to assess children against the national benchmark for their age. Children who fall below this and are identified as needing 'intervention' or 'urgent intervention', if appropriate should take a STAR Literacy Test.



The STAR Early Literacy Test is used to identify particular areas of weakness. These are then targeted in focused reading interventions and 1:1 priority reading sessions.

Whole Class Guided Reading

All children will be taught comprehension skills and reading strategies using a whole-class approach (Wayne Tennant - Understanding Reading Comprehension).

Teachers:

Choose a whole class text (or picture/ video if teaching early reading), suitable for the average reading age in your class. Ensure that a variety of fiction, non-fiction, poetry and play-scripts are experienced.



Each week, choose a manageable passage from the text to read together. Discuss/explore difficult or new vocabulary.



Present children with 3 question types related to the passage:

- Looking question - literal comprehension
- Thinking question - making connections and inferences
- Clue question - connecting text to self and to the world to access 'deep comprehension'.

Give children opportunities to discuss, progressing to teacher modelling of a written response and then independent written responses.

The teaching of early spelling (phonics)

All children (Foundation Stage and Key Stage 1) are assessed using the 'Read Write Inc.' reading test. They are then grouped according to the sounds they can read and the phase of phonics they need to practice. To monitor progress, children should be re-assessed, and groups should be altered if necessary, once a term.

Teaching of Phonics is based on the Ruth Miskin Synthetic Phonic scheme. Daily lessons (approx. 15-20 minutes per day) are practical, taught with pace and involve lots of participation.

The spelling element of each Phonics lesson should include:

- The teaching or revision of a sound, taught in the Read Write Inc order
- Formation of individual sound/Handwriting practice to join digraph sounds using cursive writing
- Handwriting practice of previously taught sounds
- Writing the new sound in words
- Holding and writing a sentence (Key Stage One)

Spelling Punctuation and Grammar (SPaG)

While children are still progressing through the phonics scheme for spelling, SPaG should be taught predominantly through writing lessons and writing activities where appropriate.

However, once children can confidently sound and apply all sounds on the phonics scheme, they will then make the transition to our school spelling scheme, which will be delivered as part of daily SPaG (basic skills) sessions.

Pupils should be ability grouped, as in phonics, to ensure they are learning the National Curriculum spelling rules they need to learn, not ones previously learnt. Weekly learning of rules should be delivered as follows:

Beginning of week: Introduce new rule(s) – pupils complete dictionary and sentence work with the focus words.



Throughout the week: Pupils should take part in a range of spelling activities to reinforce their acquisition of the spellings (Highland Literacy Trust Spelling Activities).



End of week: Assess/Apply - pupils tested on focus word/s - correct use of the word in a sentence.

National Curriculum common exception words should also be regularly taught and practiced in class, e.g. through the use of 'words of the week' or 'spotlight words'.

English Basic Skills

EYFS/Year 1

- All staff need to ensure that they are delivering phonics in the same style and using the same structure (see Curriculum Policy for more guidance on how this should be delivered in terms of developing early reading and spelling).

Year 2/ KS2

- **Monday**
Introduce new spelling rules (pupils grouped according to rules they need to learn/ practise (based on the start of ½ term assessment). Complete activities on meanings of these words and how to use them in sentences.
- **Tuesday-Thursday**
5 minute quick-fire spelling activity to practise the rules introduced on Monday.
15 minutes- SPAG skills should be explicitly taught and then pupils should complete a range of activities, differentiated where appropriate and related to the grammar or punctuation focuses for that year group(s). Where possible, this should be relevant to the writing the children are currently undertaking in their writing lessons.
- **Friday**
An assessment of spelling - this should not be a list of words related to the rules that have been learnt, but more of an opportunity to assess whether the children can use and apply the rule (e.g. in sentences that also link in the SPaG focus from that week).



- During a math lesson all children should be given the opportunity to observe modelling by the Class Teacher, practise the skill learnt through completing fluency based activities, deepen their learning by partaking in problem solving and reasoning activities and assess their learning.
- During the week children should take part in basic skills sessions which will address basic number skills such as: number sense, counting, times tables, mental math skills, number facts, etc.
- Intervention for children who have struggled to grasp the concept should take place on the same day and should be a short session.
- Intervention for children who are struggling with basic math concepts should take part at another time but should still be in short, regular bursts.

Structure of the lesson:

10 min

Teach it – Share Learning Objective – so children are clear about what they are learning, the Class Teacher models the skill to the whole class, while creating the Success Criteria for the class (Higher Ability – should record the Success Criteria while the Class Teacher is modelling) Watch me, Help me, Show me

20 min

Do it – children to work through short layers which are mostly procedural fluency (<http://www.nctm.org/Standards-and-Positions/Position-Statements/Procedural-Fluency-in-Mathematics/>) and conceptual variation (the opportunity to work on different representations of the same mathematical idea).

20 min

Deepen it (Child-led reasoning) – Our reasoning model is based on research that shows that children come to school with rich informal systems of mathematical knowledge and problem-solving strategies that can serve as a basis for learning mathematics with understanding.

In our Deepen It section of the maths lessons children will be presented with a reasoning question or problem to solve.

The teacher will ask the children to think about ways to solve the problem and will provide an array of concrete resources, paper for recording and/or more abstract resources. Depending on the task this will be done in small groups, pairs or individually.



Once the children have been given time to solve the problem (10 minutes) the teacher asks students to explain their reasoning process.



Children share their explanations with the class, comparing different strategies and deciding whether a strategy that is presented is correct (10 minutes). A teacher may also use this opportunity to model an alternate or new strategy.

This model of reasoning puts more responsibility on the students. Rather than applying a formula to a maths problem the children are challenged to find their own solutions. They are

also expected to be able to publicly explain and justify their reasoning to their peers and the teacher.

Reasoning questions will be evidenced in pupils books alongside some evidence of completion – for example: a learning comment by the child, a written response after the discussion, an observation by the teacher or TAs or photographs taken of the children completing the problem.

10 min

Wrap it up – Children self-assessment of learning / Sharing solutions to reasoning activities / Opportunities to: explain, justify, convince, and prove.

Maths Basic Skills

- During each basic skills lesson all children will be given the opportunity to complete an independent counting or times table activity, differentiated to meet their individual learning needs.
- A weekly mental maths learning objective will be taught and all children will complete a fluency activity to apply their learning.
- The mental maths learning objectives will be selected from the lists below and delivered multiple times throughout the year, fluency activities should increase in difficulty when topics are revisited (for example: missing number equations, balancing equations).

Mental Maths Themes:

Foundation Stage	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Counting • Ordinal Value • Representing number • Place Value • Addition mental methods • Subtraction mental methods • Part-Part-Whole 	<ul style="list-style-type: none"> • Counting • Place Value • Greater and Less • Addition mental methods • Subtraction mental methods • Part-Part-Whole • Multiplication (2/5/10) • Division (halving) 	<ul style="list-style-type: none"> • Counting (year 3) • Part-Part-Whole (Year 3) • Place Value • Greater/Less and Equal to • Addition mental methods • Subtraction mental methods • Multiplication • Division • Conversions/Measure


Times Tables

Times tables will be taught during maths lessons and revised during basic skills lessons according to National Curriculum guidance. Times tables are taught and revised using a variety of strategies including games, mnemonics, songs, tricks, patterns and practical activities.

Times tables are also set and practiced at home through the online tool - Times Table Rockstars.



In the Early Years Foundation Stage (EYFS) we aim to provide each pupil with the best possible start to their school career. Abbas and Templecombe's EYFS curriculum has been developed in line with the Statutory Framework of the EYFS and the four guiding principles of best practice within Early Years settings:



The Early Years Foundation Stage
Principles into Practice
 The four Themes of the EYFS are:

A Unique Child
 These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.
 Each Principle is supported by four Commitments which describe how the Principle can be put into practice.

Positive Relationships
 Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments
 The environment plays a key role in supporting and extending children's development and learning.

Learning and Development
 Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The four Principles of the EYFS are:

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- The environment plays a key role in supporting and extending children's development and learning.
- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

In EYFS we provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment.

Curriculum

Communication and Language, Personal Social and Emotional Development and Physical Development (prime areas) are taught daily alongside Literacy and Mathematics. Subject specific resources will be available throughout the morning to purposefully develop these areas. Expressive Arts and Design and Understanding the World are delivered through links with the KS1 curriculum in subject specific lessons (Science, Humanities, RE, Art & Design and Design and Technology). During Free Flow (when children select their own learning activities) planned and purposeful play activities are used to introduce and consolidate the learning and development. They are chosen to take into account pupil's needs and utilise their interests.

Play type activities will include a mix of:

- Child Initiated Activities – children make choices from within the learning environment to meet their outcome for learning
- Adult Initiated Activities – school staff provide resources to stimulate and consolidate learning
- Adult Directed Activities – children engage in planned activities to meet specific learning outcomes

Curriculum Aims

Alongside the Early Learning Goals we have created six aspirational curriculum aims for our EYFS pupils. These curriculum aims cover a number of the areas within the ELGs whilst also incorporating other skills that we value within our school and that we feel will help the children as they progress through their school career.

During each half term one afternoon a week will be dedicated to developing each of these skills with the aim that all children will be able to achieve the curriculum goals by the end of the Summer Term. Each goal has therefore been separated into six sequential stages that the children will transition through, with support from the adults within the setting.

Assessment

Adult focus is on high quality interactions, conversations, modelling and play. Tapestry will be used to capture 'WOW moments' and document the learning during our skills based curriculum sessions. All observations are shared with the parents and carers of the children to foster positive information sharing between home and school; which is shown to have a significant impact upon a pupil's learning and development. Any child initiated or adult directed learning recorded on paper will be included in the pupil's individual learning journey folder.

The Reception children will be assessed at 3 points throughout the year, against the 2020 Development Matters document and the 2021 Early Learning Goals. These assessment points will be a baseline assessment (September), Spring Term (February) and Summer Term (June). Staff knowledge of the children, in conjunction with child-initiated learning, tapestry observations and work completed in the children's physical learning journals will be used to make these summative judgements. These judgements will be moderated through a robust in school moderation system and during moderation meetings within the Tower Learning Community.

Year 1 Readiness

To prepare the children for their transition to KS1 an increase in 'whole class learning' begins in the Summer Term. The children will complete short (10 minutes) adult initiated differentiated whole class activities in a range of curriculum areas. After completing the activity the children continue Free Flow and Child Initiated Learning. Those who are not developmentally ready for this transition will be supported through the process by an adult.

In addition, during the second half of Summer Term, children who have achieved the Early Learning Goal will be introduced to learning that bridges the gap between the EYFS Framework and the Year 1 Curriculum (this is highlighted in the long-term Reception Maths plan).



Our Science Curriculum

Intent

Our Science curriculum is designed for pupils to:

- Be curious and question the world around them
- Develop a sound knowledge of science but understand that scientific understanding evolves with new discoveries and technologies
- Experiment to find out more information
- Understand the impact of science and the role of scientists in our world

Implementation

At Abbas and Templecombe Science is taught within each class in accordance with the EYFS Framework and the National Curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced scientific skills.

Four key concepts will underpin all of the knowledge and skills within our science curriculum. A curriculum designed around concepts provides categories to help organise pupils thinking, allowing them to know more and remember more.

Science will be taught weekly as a discrete lesson to ensure our pupils understand the distinctness of science and their role as scientist within our school. These lessons will focus on scientific exploration, questioning and experimentation. Knowledge organiser's will be used to support children with their acquisition of knowledge, ensuring an accurate use of scientific vocabulary and highlighting the real world application of the knowledge and skills they have learnt.

Once a year each class will have a 'Science Appreciation' morning to ensure the ambitious aims of our science curriculum can be met. These appreciation mornings will focus on the value of science within our world, the application of scientific skills beyond the classroom and allow them to experience scientific experimentation and understanding beyond the National Curriculum.

Impact

Our science curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can talk about science with passion and enthusiasm, sharing their experiences and identifying personal scientific interests which they hope to pursue in the next stage of their educational journey.
- Achieve or exceed age-related expectations in their Science knowledge and skills at the end of each year.
- Can demonstrate the purpose of experimentation to find out more information by drawing conclusions and suggesting further enquiries.

Planning

- Staff complete Long Term Plan for Science yearly
- Staff map teaching objectives (incorporating curriculum content and skill progression) on the Medium Term Plan for each half term.

Teaching and Learning

- Science is taught weekly throughout the year in a double session.

- Each lesson and objective will be linked to one of the four concepts, with an introduction to each session centred on reviewing the relevant concept and revising prior learning.
- A range of recording mechanisms will be used in each science unit with children's learning presented in some of the following ways: written experiments, diagrams, results, learning comments, pictures of hands-on and child-led learning.
- Knowledge organisers are used to support learning in each unit, these will be presented in the books at the beginning of a new area of learning. The concepts covered within each unit will be referenced on the knowledge organisers.
- Staff ensure they complete one science investigation during each unit of learning.
- Written work linked to Science will be completed in children's English books (range of non-fiction texts/investigations) and will include both English and Science learning objectives.

Marking and Assessment

- Work completed in Science books will follow the books/folders guidelines included in this curriculum document and will be marked in line with the marking and feedback policy.
- Teachers use tracking sheet to tick/?/* against the NC objectives.
- Incorrect spelling of key/scientific words and/or misconceptions should be addressed and responded to by children.



Our History Curriculum

Intent

Our History curriculum is designed for pupils to:

- Understand how history has shaped the life we live now and, as history is always being made, will impact the future
- Know that history doesn't change but our understanding of history can develop due to evidence and accounts
- Value history as a profession and the role of history in the community by understanding the importance of new historical understanding and discoveries

Implementation

At Abbas and Templecombe History is taught within each class in accordance with the EYFS Framework (with links made to Understanding the World programme of study) and the National Curriculum. Six key concepts will underpin all of the knowledge and skills within our history curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills. Knowledge organiser's will be used to support children with their acquisition of knowledge, ensuring an accurate use of vocabulary and highlighting the real world application of the knowledge and skills they have learnt.

History will be taught weekly (for 3 half terms throughout the year) as a discrete lesson but is integrated into other curriculum areas when meaningful and appropriate. Each half term will focus on key historical events in Britain's past (and how they have shaped life today) or a historical civilization/time period across the world. Our children are given the opportunity to study a variety of primary and secondary sources, and encouraged to question the reliability of these. Children will be taught to use enquiry skills, make predictions and expand their historical knowledge.

Once a year each class will have a 'History Appreciation' morning to ensure the ambitious aims of our history curriculum can be met. These appreciation mornings will focus on the history as a profession, how historical events have shaped the way we live now and the role of history in our community.

Impact

Our History curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can use historical vocabulary accurately and talk confidently and fluently about their history work and the sources, accounts and evidence that has contributed to their knowledge in history
- Make links between different historical events, civilizations and eras and how each of these has influenced present life and reflect on why people interpret the past in different ways

Pupils have access to a wide mixture of resources to aid their learning these include a variety of texts, photographs, posters, artifacts, clips and the internet.

Educational visits are planned throughout the year to support pupils' learning and engagement.



Our Geography Curriculum

Intent

Our Geography curriculum is designed for pupils to:

- Be reflective of their place in the world and how the natural world impacts the lives of people
- Be reflective of how people impact the natural world and that we all have a part to play in sustainability
- Understand geography as a profession and the role of geographers in our world

Implementation

At Abbas and Templecombe Geography is taught within each class in accordance with the EYFS Framework (with links made to Understanding the World programme of study) and the National Curriculum. Three key concepts will underpin all of the knowledge and skills within our Geography curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

Geography will be taught weekly (for 3 half terms throughout the year) as a discreet lesson but is integrated into other curriculum areas when meaningful and appropriate. Each geography unit will focus on a combination of locational knowledge, human and physical geography and the acquisition of geographical skills and fieldwork. Knowledge organiser's will be used to support children with their acquisition of knowledge, ensuring an accurate use of vocabulary and highlighting the real world application of the knowledge and skills they have learnt. Children will also regularly use physical geographical resources such as globes, atlases and maps.

Once a year each class will have a 'Geography Appreciation' morning to ensure the ambitious aims of our geography curriculum can be met. These appreciation mornings will focus on the geography as a profession and the role that everybody has in ensuring a sustainable world.

Impact

Our Geography curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can use geographical vocabulary accurately to talk confidently and fluently about their geography work and their role in ensuring a sustainable future
- Can use physical geographical resources and talk about their knowledge of the world, their place in the world and begin to make observations and comparisons about different places, with reference to their space.

Pupils have access to a wide mixture of resources to aid their learning these include a variety of texts, photographs, posters, artifacts, clips and the internet.

Educational visits are planned throughout the year to support pupils' learning and engagement.



Intent

Our Religious Education (RE) curriculum is designed for pupils to:

- Know that everybody has their own beliefs and that no one can tell you what to believe
- Respect other people's beliefs, regardless of your knowledge and understanding
- Understand the role religion plays in our society and how it has shaped our world in the past and present

Implementation

At Abbas and Templecombe we dedicate sufficient curriculum time to the delivery of RE, in accordance with the Church of England Statement of Entitlement (between 5%-10%).

We follow Somerset Local Authorities 'Awareness, Mystery and Value' locally agreed syllabus which attempts to ensure that pupils have an understanding of major world religions' core beliefs.

This syllabus reflects the fact that the religious traditions in Britain as a whole are, in the main, Christian, whilst taking into account the other main religions of Hinduism, Judaism, Islam and Sikhism. We also study the non-religious world view of Humanism. As a Church school Christianity forms the majority religion studied in each year group with three or four of the six half terms committed to exploring the Christian faith.

Teachers will allow all pupils to explore, understand and express their own response to spiritual and religious / non-religious approaches to life.

We teach in blocks of learning rather than short weekly sessions – this engages pupils more in their learning with them producing a higher quality and better breadth of evidence.

Impact

Our RE curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can reflect on what religious ideas and concepts mean to them
- Can express their own spiritual growth and development
- Can extend their own sense of values
- Have an age appropriate understanding of the core beliefs of the major world religions, that they have studied, and the key principles of Humanism



Intent

Our Design and Technology curriculum is designed for pupils to:

- Understand that the world around them is designed for a purpose and to begin evaluating the effectiveness of these designs
- Understand the process of designing and creating to meet criteria
- Develop a range of key skills in order to create products that are fit for purpose

Implementation

At Abbas and Templecombe Design and Technology is taught within each class in accordance with the EYFS Framework (with links made to Expressive Arts and Designs programme of study) and the National Curriculum. Three key concepts will underpin all of the knowledge and skills within our Design and Technology curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

Design and Technology will be taught weekly (for 3 half terms throughout the year) as a discrete lesson to ensure our pupils understand the distinctness of the subject. Each class will create a textiles project, a structures and mechanisms project and a food technology project each year. To create these products to meet specific criteria the children will follow a evaluate-design-make-evaluate format.

Once a year each class will have a 'D&T Appreciation' morning to ensure the ambitious aims of our Design and Technology curriculum can be met. These appreciation mornings will focus on the design process and how this is applied to real life designs.

Impact

Our Design and Technology curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can talk confidently about the design process of the different products they have created that year/during their time at our school
- Can talk about the products they encounter in the world that have been designed for a purpose and evaluate their effectiveness
- Show pride and enthusiasm for the products they have created and identify the skills they needed for each one

Health and Safety

Everyone has a duty under health & safety guidelines to ensure DT activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Head Teacher and our detailed risk assessment.



Intent

Our Art and Design curriculum is designed for pupils to:

- Have the skills to express themselves artistically and be proud of their final outcomes
- Develop an understanding of different types of art and begin to form a preference and opinion about the art that they see and know that art is subjective and that others will form an opinion of their own work
- Value art as profession but understand that art can be completed for enjoyment and anyone can be an artist

Implementation

At Abbas and Templecombe Art and Design is taught within each class in accordance with the EYFS Framework (with links made to Expressive Arts and Designs programme of study) and the National Curriculum. Seven key concepts will underpin all of the knowledge and skills within our Art and Design curriculum. These concepts were selected as they can be applied to different artistic forms and are used when studying Art in further education. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

Art and Design will be taught weekly (for 3 half terms throughout the year) as a discrete lesson to ensure our pupils understand the distinctness of the subject. Each class will develop the following skills: painting, drawing, sculpture, collage, printing and textiles. A range of artists for these six skills have been selected to be studied in more detail, balancing famous artists with less well known modern artists.

Once a year each class will have a 'Art Appreciation' morning to ensure the ambitious aims our of Art and Design curriculum can be met. These appreciation mornings will focus on children expressing themselves artistically and sharing their creations with each other.

Impact

Our Art and Design curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can talk confidently about the their and others art work using their understanding of the seven concepts
- Show pride and enthusiasm for the art they have created and identify the skills they needed for each one
- identifying personal artistic interests which they hope to pursue in the next stage of their educational journey or for personal enjoyment

Skills map

Each class will develop skills in the following areas: painting, drawing, sculpture, collage, printing and textiles. Skill progression in each of these areas has been mapped onto the curriculum document. Staff create Medium Term Plans to map the skill progression within each class.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure DT activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Head Teacher and our detailed risk assessment.



Intent

Our PE curriculum is designed for pupils to:

- Enjoy being active and have confidence to participate in a range of sport
- Develop the ability to coordinate their movements and maintain balance for a purpose
- Know the importance of a healthy lifestyle that includes regular movement, a balanced diet and the importance of sleep and hygiene

Implementation

At Abbas and Templecombe PE is taught within each class in accordance with the EYFS Framework (Physical Development) and the National Curriculum. Three key concepts will underpin all of the knowledge and skills within our PSHE curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills in the following areas: gymnastics, dance, ball skills, team games, movement and balance.

PE will be taught twice weekly as a discrete lesson and each class will develop their knowledge and understanding of the following key concepts: Movement, Technique and Tactics. In EYFS and KS1 these concepts will be explored in relation to the development of a range of basic skills and strategies and in KS2 these will be linked to named sports and team games.

All of the pupils will participate in an annual sports day, celebrating sporting success and encouraging healthy competition between pupils and school houses. A range of sports activities will be offered throughout the year as optional after school clubs. Children will also have the opportunity to compete in interschool competitions and sports events in both KS1 and KS2.

Impact

Our PE curriculum will ensure that children at Abbas and Templecombe Primary School will:

- Have the knowledge, skills and confidence to participate in a range of individual and team sports, both at Abbas and Templecombe and in future education
- Enjoy physical activity and to understand the benefits of a physical and healthy lifestyle
- Know their areas of strength within physical education and show an understanding of their personal areas for development

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Head Teacher.

Out of School Hours Provision

Depending on the time of the year, we provide opportunities for children in a wide variety of areas. These after school clubs are updated and changing according to the interests of the children and availability of staff.

After school clubs are available for children to attend from Reception to Year 6 and all sports clubs are open to both girls and boys and are delivered by qualified Teachers, TAs and coaches who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

Competitions

Where ever possible staff will take teams of pupils to local area competitions.



Intent

Our PSHE curriculum is designed for pupils to:

- Know more about themselves, their body, their peers, and the world around them
- Understand different feelings and emotions and how to manage these in everyday life
- Have the knowledge and the emotional tools that they will need in everyday life, both now and once they leave Abbas and Templecombe.

Implementation

At Abbas and Templecombe PSHE is taught within each class in accordance with the EYFS Framework (Personal, Social and Emotional Development) and the Statutory Framework. Three key concepts will underpin all of the knowledge and skills within our PSHE curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

PSHE will be taught weekly as a discrete lesson following the Twinkl PSHE scheme of work linked with the PSHE Association. This scheme has been designed to ensure that “the range of aims and activities covered also help our children to appreciate the diverse communities in which we live contributing to their spiritual, moral, social and cultural development”.

Each class will develop their knowledge and understanding of the following key concepts: Health and Well-Being, Relationships and Living in the Wider World. Children will be encouraged to apply and use the skills and knowledge they have learnt during these lessons whilst going about their daily life at Abbas and Templecombe.

Impact

Our PSHE curriculum will ensure that children at Abbas and Templecombe Primary School will:

- Voice their opinions with confidence, appreciating other points of view
- Value the importance of a healthy, active lifestyle to both their physical and mental well-being.
- Mature into respectable citizens of their local and global community
- Embrace the challenges of creating a happy and successful life



Intent

Our music curriculum is designed for pupils to:

- Be inspired to have a love of music that challenges them to understand history, culture and technology associated with music
- Have an appreciation of different genres of music through listening and appraising
- Express themselves as composers, performers and improvisers

Implementation

At Abbas and Templecombe Music is taught within each class in accordance with the EYFS Framework (Expressive Arts and Design) and the National Curriculum. Five key concepts will underpin all of the knowledge and skills within our music curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

Music will be taught weekly as a discrete lesson following the 'Charanga' music scheme. This scheme has been designed to "[help] children and young people who are becoming more confident, realising their potential or simply enjoying music more, in and out of school" (Charanga 2022).

Each class will develop the following skills and understanding: singing, listening, composing, performing and musicianship. Children in year 4 will also have the opportunity to learn a musical instrument for the year.

Children will have the opportunity to be exposed to a range of music during additional activities such as an annual pantomime, piano and trumpet recitals. EYFS and KS1 children will perform a Nativity with musical elements and UKS2 pupils will participate in a musical performance during Summer Term.

Impact

Our music curriculum will ensure that children at Abbas and Templecombe Primary School:

- Become passionate, determined and engaged musicians
- Understand their own musical history and culture as well as having appreciation of others
- Appreciate the contributions of others and the benefits of successful cooperative teamwork

Peripetetic Teachers

We encourage KS2 pupils, where possible, to take part in instrumental tutoring. Currently we offer piano, guitar and trumpet. Parents pay and arrange hire directly with the instrumental teachers.



Learning a foreign language in KS2 became compulsory across England in September 2014.

Intent

Our Modern Foreign Languages curriculum is designed for KS2 pupils to:

- Be exposed to another language
- Understand that people speak different languages and respect their choice to communicate in this way
- Appreciate that people have different cultures and that language is part of this

Implementation

At Abbas and Templecombe French is taught within each KS2 class in accordance with the National Curriculum. Four key concepts will underpin all of the knowledge and skills within our MFL curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

French will be taught weekly as a discrete lesson following the Twinkl scheme of learning 'Plant French' which is designed to offer an insight into the culture of different French speaking countries and communities whilst developing oral and written language skills.

Knowledge organiser's will be used to support children with their acquisition of key vocabulary, grammatical structures and knowledge.

Impact

Our MFL curriculum will ensure that children at Abbas and Templecombe Primary School:

- Show enthusiasm for their French lessons and are able to talk about their learning within the subject
- Understand that further opportunities for language studies, continuing French and introducing alternative languages, are available as they continue their education
- Can talk about French speaking countries and communities, showing an understanding of language as part of their culture

Learning and Teaching styles for Inclusion

Lessons should be enjoyable and fun. We use a variety of techniques to encourage all children to have an active engagement in the modern foreign language. The lessons will focus on oracy, songs, stories, poems, rhymes, literacy and grammar.



Intent

Our Computing curriculum is designed for pupils to:

- Know that there is a wide technological world available to them
- Understand how technology has impacted the world and will continue to evolve
- Know that the application of computing skills and technology will be needed for every job and occupation available

Implementation

At Abbas and Templecombe Computing is taught within each class in accordance with the EYFS Framework and the National Curriculum. Five key concepts will underpin all of the knowledge and skills within our Computing curriculum. Each class will build upon prior learning; reviewing and revising what has previously been taught and adding new knowledge and developing more advanced skills.

Computing will be taught weekly as a discrete lesson following the Support Services for Education computing scheme E-Learning and Information Management (eLIM). This scheme has been “designed to develop safe, responsible and competent learners who are creative, curious and logical as they navigate, investigate and contribute to the world around them” (eLIM, 2022).

Each class will develop the following skills and understanding: programming, multimedia, technology and data handling. Online safety will be taught once every half term at an age-appropriate level, this will also be revised in our PSHE curriculum. Where appropriate pupils will apply their computing knowledge and skills within other subjects.

Impact

Our Computing curriculum will ensure that children at Abbas and Templecombe Primary School:

- Can confidently use the technology available within the school and within their homes in a safe and responsible way
- Can talk about the technology available within the community and wider world, showing an understanding of how it is used and the impact it has had
- Can identify the necessity of developing their computing knowledge and skills as they continue within education and beyond