

**English National Curriculum Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate

**English**

**To equip children with a high standard of spoken and written language, ready for the next stage of learning.**

**Intent**

Children will develop a love of reading, acquire a wide range of vocabulary, become competent oral communicators, and enjoy expressing themselves through writing. From Reception to Year six children will be exposed to a wide range of quality literature and be given the opportunity to speak fluently and with confidence in any context. Children will develop a range of writing skills that allow them to communicate effectively for variety of purposes and audiences.

**Maths National Curriculum Aims**

The national curriculum for maths aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- 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.

**Maths**

**To be curious about maths and explore how mathematics is integral to the world around them.**

**Intent**

We enable children to succeed in everyday life by mastering essential financial literacy. From Reception to year 6 children will become confident and fluent in the fundamentals of mathematics and overtime will reason and problem solve increasing complex concepts.

## Music

### Music National Curriculum Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	<b>Music</b>
<b>Intent</b>	<p>To nurture children's appreciation for the universal language of music, empowering them to develop their creativity and self-confidence.</p> <p>Children will develop an appreciation of music by performing, listening to, reviewing, and evaluating music from a range of historical periods, genres, styles and traditions, written by composers from across the world. From Reception to year 6 children will build their listening and appraising, singing, performing, composing and improvising skills, becoming increasingly familiar with the inter-related dimensions of music (rhythm, pitch, duration, dynamics, tempo, timbre and texture). They will also develop their knowledge of musical theory and notation and have the opportunity to access and make progress in at least one musical instrument.</p>

**Science National Curriculum Aims**

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

**Science**

**To enhance children’s inquisitive nature and understand how science impacts our world and the future.**

**Intent**

Biology, chemistry and physics are sequenced and linked across the school with a focus on scientific enquiry. Children will develop a love of science and an ability to plan, observe, record, conclude and evaluate. From Reception to year six children will discover the wonders of science, develop scientific knowledge and conceptual understanding, be able to question, reason and make links to the world around them.

**History National Curriculum Aims**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

**History**

**To nurture children’s curiosity about the past and understand how the past has influenced the present.**

**Intent** Children will develop a love of history and an ability to think critically, ask questions and develop their own opinions and viewpoints when using sources of information. They will reflect, reason, debate and evaluate as they become young historians with an appreciation of world history. From Reception to Year Six children will study local, national and global history and be able to place historical events and significant people on a timeline, developing chronological understanding and identifying themes and making connections about the way of life between different periods of time.

## Geography

### Geography National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Geography

**To develop children's fascination about the world, the people around them as well as their place in it.**

#### Intent

Children will develop a love of Geography and build a geographical overview of the world. From Reception to year 6 children will study local, national and global geography. They will be able to ask and answer questions, understand diverse places, people and resources, whilst developing a deep understanding of the Earth's key physical and human features and processes.

Art National Curriculum Aims	
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul>	



	Art
<b>Intent</b>	<p><b>To expose children to the world of art, enabling them to express themselves through creating their own art, craft and design.</b></p> <p>Children will develop an appreciation of art, craft and design and know how they reflect and shape our history and culture. From Reception to year 6, children will study a range of artists, craft makers, designers and architects along with exploring a variety of media, materials, tools and techniques.</p>

D&T

**D&T National Curriculum Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

**D&T**

**To inspire children to think creatively, design and make products that solve real and relevant problems.**

**Intent**

Design and technology is sequenced and linked across the school with a focus on designing, making and evaluating. From Reception to year six, through innovative design, children will create products that have a positive impact on the school, the community and the wider world.



<b>Physical Education National Curriculum Aims</b>
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The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

	<b>Physical Education</b>
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**To understand the importance of exercise on our body and mind and foster a love of physical activities and sport.**

<b>Intent</b>	<p>Physical education is sequenced and linked across the school with a focus on the ability to acquire and develop skills, develop tactics and communicate using key vocabulary. Children will collaborate, perform and evaluate their own and other's work. From Reception to year six, children will have a wide range of physical opportunities and experiences. They will be given the chance to lead, develop confidence and sporting spirit. They will work independently and as part of a team whilst competing with others.</p>
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PSHE

	<b>Personal, Social, Health and Economics Education ( PSHE)</b>
<b>Intent</b>	<p style="text-align: center;"><b>To nurture and develop responsible and well-rounded human beings and help children develop strategies and skills to have a happy and successful adult life.</b></p> <p>Our school PSHE curriculum will teach children; life skills, behaviours and attitudes, in order to thrive in the challenges of an ever-changing world. Children will be taught about the fundamental building blocks and characteristics of positive relationships and health including puberty.</p> <p>The knowledge and attributes gained will support their own and others’ wellbeing and achievements; enabling them to become successful and happy adults who make a meaningful contribution to society.</p>

RE

	<b>RE</b>
<b>Intent</b>	<p style="text-align: center;"><b>To grow children’s awareness and understanding of religions and beliefs as well as nurture their spiritual development in order to become respectful citizen</b></p> <p>Through the exploration of the six principle religions of Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism children will develop a sense of identity and belonging as well as the ability to question, reflect, relate and compare beliefs, lifestyles and symbolism. From Reception to year 6 children will develop respect for themselves and others as well as tolerance for other people’s views and beliefs in order to flourish as adults within a multicultural world.</p>

## Computing

Computing National Curriculum Aims:	
The national curriculum for computing aims to ensure that all pupils:	
<ul style="list-style-type: none"><li>• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li><li>• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li><li>• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li><li>• are responsible, competent, confident and creative users of information and communication technology.</li></ul>	



	Computing
<b>Intent</b>	<p><b>To equip children with the knowledge and skills needed for an increasingly digital world.</b></p> <p>Children will make links to other subject areas to enable them to have a computational understanding of the world. They will learn how to create and adapt programmes, understand how computer systems work while using technology safely and respectfully. From Reception to year 6 children will study computer science, information technology and digital literacy.</p>

**Languages National Curriculum Aims:**

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

**Languages**

**Intent**

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries