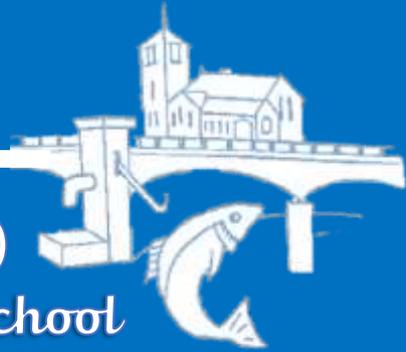


# Sleights

Church of England (Voluntary Controlled)

Primary School



2021 - 2022

## The Sleights Curriculum

Working together to be happy; to flourish; to succeed  
through our Christian Values of perseverance, respect and trust.



# What learning looks like at Sleights

*At Sleights, we believe that purposeful, practical and collaborative experiences are central to inspiring learning. In line with our school vision, when we work together with purpose, we believe that children are happy learners, who flourish and succeed.*

Sleights is safe and happy learning environment that provides children with rich opportunities for children to flourish and succeed.

## **Our approach:**

Collaboration amongst staff and children is an integral tool in curriculum intent implementation and impact.

- All staff and children are encouraged and supported to take risks in a safe and nurturing environment.
- Learning is exciting, engaging and inspiring for all.
- Well-planned and purposeful learning opportunities provide broad curriculum access for all learners.
- Principles of Early Years practice and the characteristics of effective learning underpin the entire school curriculum across the full age range.
- High expectations and standards and a culture of ongoing development and improvement leads to rapid progress and attainment.
- All subject areas are valued equally and have the same importance and impact on the whole curriculum.
- Children's interests, exploration and prior experiences drive curriculum developments and progress.
- Learning is 'brought to life' through opportunities to engage with subject experts and visits.
- Learning will be open ended and allow all children to consider "Where will learning take you"



# The Sleights Curriculum

*The children, families and staff at Sleights are special and unique. Our curriculum, therefore, provides a special and unique experience that aims to meet the individual needs of our entire school family.*

At Sleights, we believe that our curriculum encompasses all learning experiences. These may include:

- *planned opportunities.*
- *the purposeful and inspiring learning environment across the entire school site.*
- *spontaneous exploration of an idea or concept.*

Ultimately, the word 'curriculum' is not defined as or limited to a set of subjects. Instead, it is the overarching access given to our children to explore, question and investigate inspiring and high quality learning experiences.

## Our approach

*Using an overarching 'big idea', children engage in a learning journey across a term where they explore and make connections between individual curriculum areas. Our whole-school topics are well planned and tailored to the needs of the Sleights' children through careful consideration of our curriculum's intent, implementation and impact.*





# Curriculum Intent

Our curriculum intentions are rooted in the explorative principles of Early Years practice. Through our school vision, our school environment and experiences, including the curriculum, we will:

- raise aspirations
- nurture spiritual development
- give every child the opportunity to succeed
- develop critical thinkers, responding to innate curiosity
- engage the whole school community
- enable children to make links and deepen understanding
- encourage playing and exploration with new and known content
- create a Growth Mindset climate to support all children to have a go and persevere
- support learners to recognise that failure is a step in the learning process
- inspire active learners, who are fascinated and intrinsically motivated to achieve
- be inclusive, driven by the belief that no child will be left behind
- give confidence to children to allow them to choose their own ways to do things
- value diversity and difference in terms of outcomes and opinion.



Our children designed and made this piece of art work to represent our school vision in action:

**Working together to be happy; to flourish; to succeed  
through our Christian Values of perseverance, respect and trust.**

# The Planning Process

**Planning in all curriculum areas is progressive, inspirational and results in rapid progress and excellent attainment. Our curriculum intent provides the principles and framework for our curriculum implementation, supported by effective and high-quality planning.**

This planning process is detailed below. However, this offers a starting point only. We actively seek to find interests or build opportunities to enable children to explore ideas to find an answer. With this in mind, our plans are not fixed and will change to support children's own ideas and developments throughout their own learning journey.

At all stages of the curriculum intent and implementation process, clear skills, progression and links are made with curriculum content.



Long term planning provides a clear framework of coverage, themes and big ideas across an academic year for each curriculum area and key stage.



Using our school's skill-progression documents, teaching staff make meaningful links between themes from the long-term plan and skills intended to be taught.



A proposed structure for developing skill progression, gaining new knowledge and deepening understanding is planned by teachers. This is created using children's prior knowledge and interests, curriculum intent principles, intended coverage and identified skills for teaching.

Taught skills are highlighted in staff planning folders in order to monitor curriculum coverage across the school.



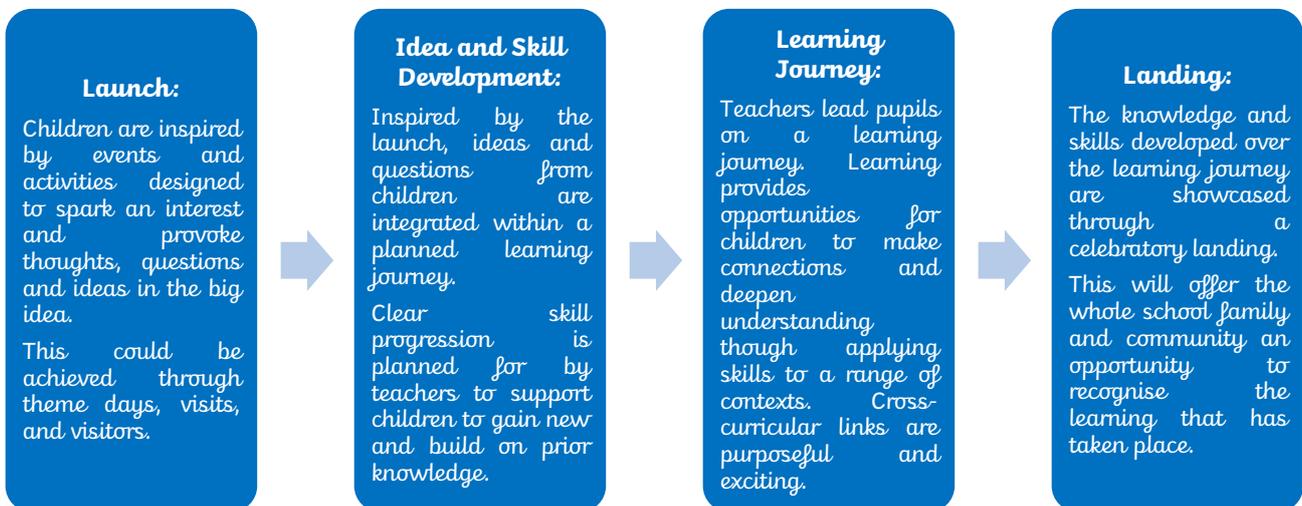
With a proposed structure and clear intent principles in place, staff create medium-term plans to identify how their curriculum will be implemented. This will begin by launching a 'big idea' at the start of a term.

(see Curriculum Design)

# Curriculum Design

Each school term has an overarching 'big idea', explored and investigated by the whole school family. This big idea enables children and staff to make links, gain new knowledge and deepen understanding across all subjects. This learning journey begins with a launch, followed by a carefully planned learning sequence, focused on deepening skill progression. Opportunities to explore children's interests, ideas and thoughts are incorporated throughout the sequence.

At each step in the learning sequence, context is provided for new learning, or deepening of existing knowledge,



The school's big idea also provides a stimulus for writing.

Maths is taught as a discrete subject, but opportunities to develop these skills across the curriculum are engendered.

Science lessons are used to make links to the school's big idea, but only when relevant and purposeful. Links that are tenuous and contrived are avoided. Instead, teaching across the entire curriculum is rigorous and provides opportunities for the application of skills, scientific thinking and deepening meaning and understanding.

Through their high expectations for children's achievements in every subject area, our dedicated staff team provide an environment and curriculum which enables clear skill progression for all.

# Skill Progression

Targeted and carefully considered skill progression underpins the Sleights' curriculum.

The National Curriculum details foundation subjects. Our curriculum identifies key skills within each foundation subject. Teachers use these skills to ensure progression and development to support children in applying ideas, gaining new knowledge and deepening understanding.

## Art Skills

Painting  
Printing  
Paper and paste  
Clay  
Drawing  
Textiles

## Computing Skills

E – Safety  
Digital Literacy  
Coding

## Design and Technology Skills

Design, Make, Evaluate and Improve  
Cooking and Nutrition  
Structures  
Electronics  
Mechanisms  
Textiles  
Inspiration

## Geography Skills

Geographical Skills  
Fieldwork  
Human Geography  
Physical Geography  
Locational Knowledge  
Place Knowledge

## History Skills

Chronology  
Interpreting  
Investigating  
Knowledge  
Understanding  
Vocabulary

## Modern Foreign Languages Skills

Listening  
Speaking  
Reading  
Writing  
Intercultural Understanding

## Music Skills

Musicianship – Pulse and Beat  
Musicianship – Rhythm  
Musicianship – Pitch  
Singing  
Improvising  
Composing  
Performing  
Instruments  
Describing  
Discussing

## Physical Education Skills

Health and Fitness  
Evaluating Performance  
Multi Skills  
Hockey  
Tennis  
Gymnastics  
Basketball  
Football  
Rounders  
Netball  
Tag Rugby  
Athletics

## Religious Education

Knowing and understanding religions and views  
Expressing ideas and insights  
Gaining and deploying skills to engage

# The Three Cs of our Curriculum Implementation

**Three core elements underpin the teaching and learning process of our curriculum.**

These elements drive the planning process for staff, focusing their lesson intent and implementation. When planning and delivering sessions, staff are asked to consider:

## **Context – How does this link?**

All taught sessions and activities must be placed in context. This may link back to prior learning from a previous lesson, or topic. New learning should also be given a context. This should be a direct link to something that is already known to the children. Learning opportunities should not be tenuous links and should always be placed in context for/with children.

## **Connections – Which skills are we connecting together?**

Learning is never in isolation. At all stages of intent and implementation, children should be taught to make connections with skills. This will support them to deepen their understanding of prior knowledge and make links with new. All connections will clearly support children's effective acquisition of new skills and development of existing skill progression.

## **Crucial – What is the key 'take away' moment today?**

Evidence indicates that children will not take every piece of information from a lesson away with them. Therefore, all staff actively consider what the key 'take away' moments are, or 'crucial' learning points. This supports children and staff to focus on particular key information which will be placed in context, with clear connections to other curriculum areas.

# Long Term Planning

The long term plan for the academic year 2021/2022 is detailed here:

	Autumn 2021	Spring 2022	Summer 2022				
	This is our world	Inventors and Inventions	Animals				
<b>Art and Design</b> Key Stage One	Core Skills developed and integrated within each term: <b>Drawing and sketch book work</b>						
	Textiles (in conjunction with the DT Textiles unit)	Printing	Paper and Paste	Clay	Drawing	Painting	
<b>Art and Design</b> Key Stage Two	Core Skills developed and integrated within each term: <b>Drawing and sketch book work</b>						
	Printing	Textiles (in conjunction with the DT Textiles unit)	Clay	Paper and Paste	Painting	Drawing	
<b>Computing</b>	Core Skills developed and integrated within each term: <b>Key Skills and E-Safety</b>						
	Year 1 and 2	E – Safety	Digital Literacy (Search/Typing)	Coding (Beebots/Scratch Jr)	Digital Literacy (Search/Typing)	Digital Literacy (Taking and using photographs)	Coding (Scratch Jr)
	Year 3 and 4	E – Safety	Digital Literacy (Word/PowerPoint)	Digital Literacy (Word/PowerPoint/Editing photos)	Coding (Animations)	Coding (debugging, loops, app design)	Digital Literacy (Stop Motion)
	Year 5 and 6	E – Safety	Digital Literacy (Spreadsheets/Modelling)	Coding (Scratch – commands, debugging, variables)	Coding (Conditional code, parameters, loops, problem solving)	Digital Literacy (animation/website creation)	Coding (Algorithms game creation)
<b>Design Technology</b> Key Stage One	Core Skills developed and integrated within each term: <b>Design, make, evaluate and improve / Inspiration from design and designers</b>						
	Textiles (in conjunction with art unit)	Structure	Inspired by design	Mechanisms	Cooking and Nutrition	Electronics	
<b>Design Technology</b> Key Stage Two	Core Skills developed and integrated within each term: <b>Design, make, evaluate and improve / Inspiration from design and designers</b>						
	Structure	Textiles (in conjunction with art unit)	Mechanisms	Inspired by design	Electronics	Cooking and Nutrition	
<b>Geography</b>	Core Skills developed and integrated within each term: <b>Geographical Skills and Fieldwork</b>						
	Geographical Skills and Fieldwork	Human and Physical Geography	Geographical Skills and Fieldwork	Place Knowledge	Geographical Skills and Fieldwork	Locational Knowledge	

	Autumn 2021	Spring 2022	Summer 2022
	This is our world	Inventors and Inventions	Animals
<b>History</b>	Core Skills developed and integrated within each term: <b>Chronology, Interpreting and Investigating, Knowledge and Understanding</b>		
Key Stage 1	All About Me - How family life, including school, has changed over time.	Inspired by invention - A study of key inventions and inventors.	Digs, Dinosaurs and Discoveries – An explanation of pre-history and the age of the dinosaurs.
Lower Key Stage 2	Changes in Britain from the Stone Age to the Iron Age	Ancient Egypt	What was local life like in the past?
Upper Key Stage 2	The Tudors	The Victorians	The Impact of World War

	Core Skills developed and integrated within each term: <b>The alphabet, numbers 0-20 and classroom instructions</b>					
<b>French</b> Lower KS2	Moi	Les couleurs	La jungle	Tutti frutti	Vive le Sport	La météo

	Core Skills developed and integrated within each term: <b>The alphabet, numbers 20-100 and classroom instructions</b>					
<b>French</b> Upper KS2	Ma famille	On fait la fête	Cher zoo	Le petit déjeuner	Vive le temps libre	À la plage

	Core Skills developed and integrated within each term: <b>Describing and Discussing, Improvising and Composing</b>					
<b>Music</b> Key Stage 1	Musicianship - Pulse and Beat	Musicianship - Rhythm	Instruments	Musicianship - Pitch	Singing	Performing

	Core Skills developed and integrated within each term: <b>Describing and Discussing, Improvising and Composing</b>					
<b>Music</b> Key Stage 2	Singing	Performing	Instruments	Performing	Singing	Performing

	Core Skills developed and integrated within each term: <b>Health and Fitness, Evaluating Performance</b>					
<b>Physical Education</b>	Fundamental Multi Skills	Gymnastics	Basketball	Hockey	Tennis	Athletics
Year 1 and 2	Fundamental Multi Skills	Gymnastics	Hockey	Cricket	Rounders	Athletics and Tennis
Year 3 and 4	Multi Skills and Football	Tag Rugby and Dodgeball	Netball and Gymnastics	Basketball	Cricket	Athletics and Tennis
Year 5 and 6	Dance, Tennis and Swimming are also by specialist teachers to individual classes on rotation during the year.					

	Core Skills developed and integrated within each term: <b>Working Scientifically</b>					
<b>Science</b> Key Stage 1	Earth and Space	Seasonal Change	Materials and their everyday uses	Plants	Animals, including humans	Living things and their habitats

	Core Skills developed and integrated within each term: <b>Working Scientifically</b>					
<b>Science</b> Key Stage 2	Earth and Space	Rocks, Evolution and Inheritance	Materials and their everyday uses	Plants	Animals, including humans	Living things and their habitats

# The Sleights' Safety Curriculum

We recognise the importance and need to teach children how to stay safe in a range of ways. Our safety curriculum plan enables at least one half term's worth of focused teaching on staying safe in a particular way.

We aim to apply the principles of our curriculum intentions to effectively delivering this safety curriculum. With this in mind, children will experience visits, visitors, hands on and practical activities to support and further develop their understanding of how to stay safe in modern Sleights.



Autumn 1	E-Safety
Autumn 2	Fire
Spring 1	Road
Spring 2	Mental Health
Summer 1	Finance
Summer 2	Water



# English at Sleights

Welcome to words

The wonderful world of words

Wicked wild wordly winding

Wishful whizzing whacky words!

Whoosh!

from the Emperor's Watchmaker by Lemn Sissay

Ensuring that the children of Sleights experience and enjoy their own wonderful world of words is essential to us all. Our carefully planned Writing, Reading and Phonics curriculum aim to instil a love of language and enjoyment with words for life.

Working collaboratively is a key aspect of our school vision. This approach underpins all aspects of our English curriculum from staff joint planning, through to whole school celebrations of topics.



## The impact of the English Curriculum at Sleights

As a result of the school's recent developments and overhaul in English provision, the impact is identifiable through the improved progress scores being achieved by children as they leave Sleights.

In school, the quality of work produced shows rapid and significant improvement. Children are motivated and enthused to write and are keen to celebrate and have their work celebrated. This work is well planned and focused clearly on key skill development.

The impact of the English Curriculum on the professionals at Sleights is significant. Through the collaborative approach to overhauling and developing the English curriculum, all staff work together to produce high quality outcomes for all children.

# Reading

## Reading at Sleights involves:

Whole Class Guided Reading sessions, designed to stretch and challenge all children to meet at least age related expectations

Careful analysis and study of a range of texts using reciprocal reading strategies (Predict, Clarify, Question, Summarise)

The freedom and opportunity to select and enjoy reading materials from a wide range of well stocked book collections

Highly effective and high quality phonics teaching, equipping all children with the tools and strategies required to read and write

## Statement of Reading Intent

The children at Sleights will be provided with a reading curriculum offer designed to:



- Establish an exciting, inspiring and engaging reading culture across school.
- Instil a love of reading and reading for pleasure across the school community.
- Reading will be 'right from the start', through high quality phonics teaching and provision.
- Equip children with a range of techniques to support comprehension and questioning of key information.
- Support children to read regularly.
- Allow children to access and read a significant range of high quality texts, including fiction and non-fiction, in a well organised and carefully planned system.
- Engage all children to read exciting and suitable texts by ensuring a range of texts are on offer to all children, including high quality phonetically decodable books and low level, high interest examples.
- Inspire and scaffold all staff to become reading experts.
- Provide children with language and vocabulary to support them to articulate their thoughts, ideas and opinions about texts they have read.

## Statement of Reading Implementation

We are proud to provide an exciting and varied reading diet for the children of Sleights to ensure that the statement of intent for the curriculum is positively and successfully implemented across school. The implementation of reading at Sleights includes:



- Well planned and highly focused whole year group guided reading sessions.
- Individual reading sessions (one to one)
- Daily phonics sessions across the Early Years Foundation Stage and into Key Stage One. Support and individual sessions are delivered to those children elsewhere in school who may continue to require additional support.
- Supporting all stakeholders to read regularly, through monitoring of our school reading challenge.
- Tasks designed to promote reading for pleasure.
- Ongoing, high quality and targeted staff training and development.

**At Sleights, Letters and Sounds is used to underpin the teaching of Phonics.**

# Writing

## Writing at Sleights involves:

Purposeful and real life opportunities for writing, focused on meeting the demands of at least age related expectations.

Precise identification of individual objectives and skills to be taught in focus texts. These are taught to be transferable.

The opportunity to celebrate writing as a process and outcome. The journey of writing is valued equally to a final piece.

Inspiring the children to want to write, through engagement with immersion tasks and high quality models and examples.

## Statement of Writing Intent

The children at Sleights will be provided with a writing curriculum offer designed to:

- Create purposeful opportunities for writing.
- Establish skill specific progression across a unit of writing, focused on the Expected and Greater Depth age related expectations for each year group.
- Build and develop new skills that form a child's writing toolkit. These skills will be transferable to other texts types.
- Celebrate the writing of all children.
- Provide opportunities to write across the curriculum.
- Enable children opportunities to see good examples of writing and use these as models to inform their own constructions.
- Equip and support all staff to become expert teachers of writing.

## Statement of Writing Implementation

Our school vision encompasses working together and this is a key strategy for our implementation of writing. At Sleights, we implement our writing curriculum through:

- Collaborative approaches, as all children work on the same focus genre across the school.
- A clear structure of writing, involving studying a good example, unpicking and exploring key features, drafting and editing and finally, celebrating (publishing).
- Extending writing opportunities across the full curriculum.



## Statement of Writing Impact

Writing permeates everything we do at Sleights. Therefore, the impact of this work is evident across the curriculum. Children's high quality, published work is displayed around school and used for real purpose. This could include publishing to an audience outside of school (newspaper articles) writing to impact change (letters) or texts to entertain (stories, shared around school).

Children's writing is everywhere at Sleights!

ESKDALESIDE - CUM - UGGLEBY

Monsters think it's **MONSTER** fun.  
Let there be a scarp around, all scary!  
That looking mean and hairy!  
They love even **MORE**



# Mathematics at Sleights

**"The only way to learn mathematics is to do mathematics"**

Paul Halmos, Mathematician

**At Sleights, we believe that children are entitled to practical, hands on learning opportunities to support their development in mathematics. Based on curriculum principles of effective Early Years practice, maths at Sleights encourages children to think creatively, play, explore and problem solve.**

Children at Sleights engage in rich opportunities for problem solving. Through the implementation of the White Rose Hub Mixed Age Planning children experience opportunities for regular fluency, reasoning and problem solving tasks. These tasks are completed when exploring the entire mathematics curriculum, organised into a progressive long term plan over the children's time at Sleights.

## Mathematics at Sleights involves:

Practical opportunities to develop mastery in mathematics through fluency, reasoning and problem solving tasks.

Daily Key Skills teaching, focused on building, revising and securing the foundation skills in mathematics.

Times tables practise, through Key Skills work, focused on improving speed and accuracy of instant recall facts.

Children identifying their own level of challenge, based on the skills and understanding they have already gained.

## Statement of Mathematics Intent

The children at Sleights will be provided with a mathematics curriculum offer designed to:

- Develop positive attitudes towards mathematics to raise children's confidence.
- Enable children to become fluent in the fundamentals of mathematics
- To build resilience and respond to challenges by applying key skills already learnt.
- Equip children to develop conceptual understanding recall and apply
- Communicate learning; solve problems, reason, think logically and to work systematically and accurately.
- Provide opportunities for frequent and varied practise of reasoning and problem solving
- Allow children to gain and use a range of transferable key skills both in mathematics and across the full curriculum
- Offer opportunities for varied mathematical problem solving activities
- In line with our Growth Mindset philosophy, develop independent learners, who are confident and inquisitive to tackle mathematical problems.

## Statement of Mathematics Implementation

The statutory programmes of study from the National Curriculum are taught through the long term plan, supported by Department for Education non statutory progression guidance for mathematics. The curriculum is implemented through:

- Daily mathematics lessons, consisting of key skills, practise, development and evaluation.
- Quality first teaching, designed to meet the needs of all children.
- A range of resources to support teaching and learning, including White Rose Hub, NCETM and nRich.
- Regular and focused times tables practise.
- An ongoing and developing working environment, including working walks and challenges.
- Support for those children with additional needs, through interventions such as First Class at Number and Success at Arithmetic.

## Key Stage One

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value Y1 – numbers to 20 Y2 – numbers to 100			Number: Addition and Subtraction Y1 – numbers within 20 (including recognising money) Y2 – numbers within 100 (including money)						Number: Y1 – place value to 50 and multiplication Y2 – multiplication		
Spring	Number: Y1 – division and consolidate Y2 – division		Year 1 – place value to 100 Y2 – statistics		Measure: length and height	Geometry: Y1 – shape and consolidation Y2 – properties of shape			Number: Y1 – fractions and consolidation Y2 – fractions		Revise	
Summer	Geometr y: position and direction	Measurement: time		Problem solving and efficient methods		Measurement: Y1 – weight and volume Y2 – mass, capacity and temperature			Consolidation and investigation			

## Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measure : Money	Statistics		Measure: Length and Perimeter			Number: Fractions		Revision
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity		Revision	

## Year 4/5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Number: Multiplication and Division			Measurement: Length, Perimeter and Area	
Spring	Number: Multiplication and Division		Number: Fractions						Number: Decimals (including Y5 percentages)			
Summer	Number: Decimals (including Y4 money)		Measure: Time	Statistics		Geometry: Properties of Shape			Geometry : Position and Direction	Converting units and volume		Revise

## Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction					Number: Multiplication and Division			Measurement: Length, Perimeter and Area	
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measure: Converting units	Measure: Perimeter, Area and Volume		Number: Ratio		Revision
Summer	Statistics		Geometry: Properties of Shape			Consolidation and themed projects						

# Science at Sleights

**“The most important thing is to never stop questioning”**  
Albert Einstein

**Science at Sleights is exploratory and investigative. It poses questions, as well as prompt children to consider questions of their own. We aim to develop a passion for science and a lifelong interest in the subject. Children are posed with statements or questions to explore and investigate, taking the lead in discovering ideas and findings.**

The science curriculum is organised into discrete units across the whole school. Each Key Stage group at Sleights will explore the same unit at the same time in the school year. This is carefully planned and the content to be taught in each year group is mapped out progressively.

Underpinning our science curriculum is a set of core scientific skills. These skills are designed to be taught within a unit of work, but are transferable, lifelong skills that children can utilise across the full curriculum and beyond.

Teaching the specific skills needed for investigation is also a vital element of our core science offer. These skills and investigations as a whole drive the curriculum, providing children with practical questions to explore and investigate, with increasing ownership and leadership as they move through school.

## Core Scientific Enquiry Skills taught at Sleights:

Plan, Do, Review through:

- Identify, Classify and Grouping
- Observing over time
- Pattern seeking
- Research using secondary sources
- Comparison and Fair Testing

## Science Long Term Planning Overview

Science in Key Stage One operates on a one year cycle. In Key Stage Two, this is a two year cycle, using Year A and Year B.

Year	Key Stage	Autumn		Spring		Summer	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year A 2021 2023	One	Earth and Space	Seasonal Change	Animals, including humans	Living things and their habitats	Materials	Plants
	Two	Earth and Space	Rocks and evolution and inheritance	Animals, including humans	Living things and their habitats	Materials	Plants

Year	Key Stage	Autumn		Spring		Summer	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year B 2022 2024	One	Animals, including humans	Seasonal Change	Forces, Magnets and Motion	Light and Sound	Living things and their habitats	Electricity
	Two	Animals, including humans	Forces, Magnets and Motion	Light	Sound	Living things and their habitats	Electricity

## Statement of Science Intent

The children at Sleights will be provided with a science curriculum offer designed to:

- Instil a love of science.
- Inspire children to ask questions and explore ideas.
- Equip children with the skills needed to investigate an idea, before drawing conclusions.
- Teach children to take the lead in planning investigations.
- Facilitate rich, exploratory investigations of all science topics.
- Support children to make links with the taught science curriculum and the wider world.
- Utilise core skills from across the curriculum, for example, mathematics skills when recording or analysing results from an investigation.

## Statement of Science Implementation

- Meaningful links will be made with science topics and other areas of the curriculum. However, where links are tenuous, science will be viewed discreetly.
- Children will engage in well planned science lessons that have clear intent and skills to be taught.
- Science will be practical and enable children to use real life opportunities to draw conclusions and discover science in action.
- Children will engage in thorough practical investigations, with a clear process for investigation, regularly throughout the study of any topic.
- Science outcomes will be recorded through photographs, discussions, written evidence etc. across individual pieces of work and class 'Big Books'.



# Religious Education at Sleights

*“The exciting learning challenges of Religious Education support pupils of all abilities and viewpoints to grow in understanding of major world faiths and respect for contrasting personal beliefs”*

March 2019 SIAMS inspection report

*The principal aim of the Religious Education at Sleights is to explore big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.*

As a Church school, we consider Religious Education as a core subject in our curriculum. Children of all faiths and non explore the similarities and differences of worldviews and religions, asking questions, making links and drawing comparisons from the content they learn or investigate.

At Sleights, Religious Education is taught following the North Yorkshire Agreed Syllabus (2019), which combines resources from ‘Understanding Christianity’ materials.

## Religious Education Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	F5 Being Special: Where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christians?	F3 What places are special and why?	F1 What times/stories are special and why?
Year 1	1.7 What does it mean to belong to a faith community?	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?		UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world, for others, and why does it matter?
Year 2	Who is a Muslim and what do they believe?	Why does Christmas matter to Christians?	What is a Muslim and what do they believe? (Part 2)	Why does Easter matter to Christians?	UC 1.4 What is the ‘good news’ Christians believe Jesus brings?	1.5 What makes some places sacred?
Year 3	What do Christians learn from the Creation story? What is it like for someone to follow God?		Why do people pray?	Why are festivals important to religious communities?	What kind of world did Jesus want?	What can we learn from religions about deciding what is right and wrong?
Year 4	What is the Trinity and why is it important to Christians?	What does it mean to be Hindu in Britain today?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died ‘Good Friday’?	What was the impact of Pentecost?	Why do some people think that life is a journey and what significant experiences mark this?
Year 5	What does it mean if Christians believe God is holy and loving?	Why do Christians believe Jesus was the Messiah?	What does it mean to be Muslim in Britain today?		Christians and how to live: ‘What would Jesus do?’	What matters most to Humanists and Christians?
Year 6	Why do some people believe in God and some people not?	Creation and science: conflicting or complementary?	Is it better to express your belief in arts and architecture or in charity and generosity?	What do Christians believe Jesus did to ‘save’ people?	For Christians, what kind of King is Jesus?	What do religions say to people when life is hard?

## Statement of Religious Education Intent

The children at Sleights will be provided with a Religious Education curriculum offer designed to teach pupils to:

- **Know about and understand a range of religions and worldviews, so that they can:**
  - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
  - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- **Express ideas and insights and nature, significance and impact of religions and worldviews, so that they can:**
  - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
  - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and valuing, including ethical issues.
  - Appreciate and appraise varied dimensions of religion.
- **Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
  - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## Statement of Religious Implementation

- Religious Education will be taught as a discrete subject and will allow children to comment, question or explore the viewpoints and ideas of others.
- Religious Education will be taught using practical, hands on tasks, as well as discussions, resources, debates and visits, or visitors.
- Religious Education outcomes will be recorded through photographs, discussions, written evidence etc. across individual pieces of work and class 'Big Books'.



# Foundation Subjects at Sleights

**Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn.**

Benjamin Franklin

**Designing the curriculum to have context for our families, make connections with other topics and provide crucial take away learning, underpinned by key skills, is a key driver for the Sleights curriculum.**

Our entire curriculum has a clear statement of intent, implementation and impact. However, ensuring the relevance and purpose of each individual curriculum area at Sleight is also vital to us.

## Context, Connections and Crucial Learning

### Art and Design

Key skill progression underpins the teaching of art and design. Children are taught the discrete key skills within the context of a topic or work of an artist. This context is carefully planned and considered. Artists and art history is never 'just chosen', but instead linked to focus and purpose. Children are taught to make connections between artists, subjects or periods of time to build meaningful relationships with curriculum content. The key skills taught are always transferable crucial learning points, enabling children to take away a taught skill and use again in another unit of work or subject.

### Key Skills taught:

- Painting
- Printing
- Paper and paste
- Clay
- Drawing
- Textiles

## Context, Connections and Crucial Learning

### Computing

Computing is taught by a specialist teacher across Key Stage Two. The school uses iPads, Beebots, laptops and a range of programmable software to support its curriculum delivery. Ensuring that children understand how to stay safe online is a key driver and curriculum connection for all children. Skill delivery and progression in computing is undertaken both discretely and in context, enabling for crucial learning to be completed and then connections be made to other curriculum areas, for example, learning skills needed to programme a game and then designing a game linked to the current history topic.

### Key Skills taught:

- Digital Literacy
- Coding
- E-Safety

## Context, Connections and Crucial Learning

### Design and Technology

Each term of work in Design and Technology begins by recapping key skills needed for any project (design, make, evaluate and improve). This provides an ongoing connection being made to crucial learning, before embarking on new topics. Context is given to Design and Technology topics by making purposeful links to the topic being studied and the skills to be developed.

### Key Skills taught:

- Design, Make, Evaluate and Improve
- Cooking and Nutrition
- Structures
- Electronics
- Mechanisms
- Textiles
- Inspiration

<b>Geography</b>	<b>Context, Connections and Crucial Learning</b>	<b>Key Skills taught:</b> Geographical Skills Fieldwork Human Geography Physical Geography Locational Knowledge Place Knowledge
	Each new term of Geography begins in the same way as Design and Technology, by revisiting key skills needed to access the full curriculum. Context is given to this crucial learning, by making relevant links to current learning opportunities at that time, for example, map skills focus on particular areas of the world being studied through a unit, or changes made to a location based on historical actions. Connections are also made to local context, to provide further relevance and purpose to children.	

<b>History</b>	<b>Context, Connections and Crucial Learning</b>	<b>Key Skills taught:</b> Chronology Interpreting Investigating Knowledge Understanding Vocabulary
	Providing context and connections in history is achieved through careful planning and approach towards a period of time. By identifying crucial learning in advance, practitioners can plan to progressively explore a time in history by building up children's knowledge and understanding. For example, beginning by looking at a child who lived in that era, before looking at their family, then their home, their village etc. Everything is linked and built upon, rather than simply gathering and piecing together disconnected facts.	

<b>Modern Foreign Languages</b>	<b>Context, Connections and Crucial Learning</b>	<b>Key Skills taught:</b> Listening Speaking Reading Writing Intercultural Understanding
	At Sleights, children study French from Year 3 onwards. The skills taught in Modern Foreign Languages are relevant to the French language, but explicit reference is made to how they could be made transferable to any other language. Sleights follows the North Yorkshire County Council Scheme of Work for French.	

<b>Music</b>	<b>Context, Connections and Crucial Learning</b>	<b>Key Skills taught:</b> Pulse and Beat Rhythm Pitch Singing Improvising Composing Performing Instruments Describing and Discussing
	The school access a number of specialist providers to support the teaching of music, including choir, recorders and strings. Children also engage in the Eskdale Festival of the Arts, a local competition designed to showcase the key skills listed in music.	

<b>Physical Education</b>	<b>Context, Connections and Crucial Learning</b>	<b>Key Skills taught:</b> Health and Fitness Evaluating Performance Multi Skills Hockey Tennis Gymnastics Basketball Football Rounders Netball Tag Rugby Athletics
	Physical Education sessions are taught by class teachers and visiting coaches with particular expertise. Throughout the year, children enjoy swimming sessions at the Whitby Swimming Pool, building on skills and progression throughout the school. Children enjoy the competitive nature of sport and, as such, participate within the Whitby Schools Cluster sporting competitions.	

# Outdoor Learning at Sleights



*The best classroom  
and the richest cupboard  
is roofed only by the sky*

Margaret McMillan

*Learning outdoors is a key tool for learning and engagement at Sleights. With our own onsite forest, our curriculum benefits from rich opportunities to learn outside and utilise and develop a range of skills.*

Learning outside is valued as a resource for teaching, not simply another lesson. Our forest is used to support all areas of the curriculum, as well as provide a hub for developing outdoor education and adventurous skills.

Staff are trained in Forest School Education.

*Learning outside the classroom at Sleights is firmly underpinned by the principles of Early Years practice:*

<b>We are explorers and learn through play</b>			<b>We are motivated and involved in active learning</b>			<b>We are creators and critical thinkers</b>		
We find out and explore	We play with what we know	We are willing to 'have a go'	We are involved and concentrate	We keep trying	We enjoy achieving a goal	We have our own ideas	We make links with learning	We choose ways to do things



# Sleights Church of England (Voluntary Controlled) Primary School

*Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.*

**Ingham Close, Sleights, Whitby, North Yorkshire, YO22 5DN**

[www.sleights.n-yorks.sch.uk](http://www.sleights.n-yorks.sch.uk)

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