

# Crossflatts

PRIMARY SCHOOL

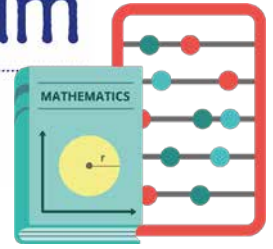


## OUR CURRICULUM



# The Crossflatts Maths Curriculum

## OUR INTENT – THE WHY



### The Thrill...

Maths is a fundamental corner stone of our curriculum. Our Maths curriculum is designed to engage and captivate our children; the importance of feeling confident and fluent in maths and understanding its context and relevance to their daily lives is instilled from the earliest age, in the Early Years, and achieved through a variety of ways; practical investigations, real world projects, role play areas and problem solving across the curriculum. These all play a part in igniting our children's interest in developing their mathematical fluency, problem solving and reasoning.

### The Will...

As a result of the thrill, the children's will is intrinsically motivated. All of our children are eager to acquire and build on their existing knowledge, skills and understanding so that they can know more today than they did yesterday. Our children ask questions, pose ideas, eagerly tackle a tricky problem, and recognise the power of possessing fluent maths skills, which they can apply to their lives. Our children are resilient to mistakes and persevere when the climbing becomes challenging and are unflinching when faced with multi stepped problems.

### The Skill...

We have a progressive and challenging curriculum which is sequenced to ensure new knowledge and skills are underpinned by what has been taught before whilst guiding our children towards clearly defined termly end points. This ultimately ensures our children leave our school having gained the fluency, problem solving and reasoning skills they need to be confident and able mathematicians. Through the assessment of Key Performance Indicators and formal summative assessment on a termly basis, we identify gaps which are swiftly overcome through precise teaching.

### ...To be Brill

Our children enjoy becoming mathematicians and understand that it is crucial for the next steps on their journey and, therefore, they possess highly positive attitudes towards the subject and are aspirational in their goals.

As a school, **every** pupil will:

- Undertake problem solving challenges as part of a targeted teaching sequence.
- Complete a Launchpad which identifies gaps in their understanding so that we are certain about the individual goals of each child. This way, we will endeavour to achieve good, if not outstanding, progress for all.
- Have access to the concrete, practical resources/representations of number necessary to support a deep understanding of concepts.
- Have access to a working wall which reflects the current learning.

EYFS	<ul style="list-style-type: none"> <li>• Use the language of size, weight, position, distance and time and will pattern spot.</li> <li>• They will count throughout each and every day and will have at least 2 weekly inputs.</li> <li>• Be able to add and subtract with single digit numbers.</li> <li>• Understand doubles, halves and sharing whilst also understanding 1 more and 1 less.</li> <li>• Understand the ordinal value of the digits up to 20, or beyond where appropriate.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Read, write and count with numbers to 100.</li> <li>• Count in 2's, 5's and 10s whilst understanding the following symbols: + - =</li> <li>• Add and subtract with 1 and 2 digit numbers up to 20.</li> <li>• Recognise, find and name a half as one of two equal parts (shapes, objects, quantities)</li> <li>• Recognise and order money: 1p, 2p, 5p, 10p, 20p, 50p</li> <li>• Know the days of the week, months and year and tell the time (o'clock and half past)</li> <li>• Recognise 2D (circle, square, rectangle, hexagon, pentagon) and 3D shapes (cuboids, cubes, spheres, cylinders).</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Count in 3s, 4s and therefore 30s and 40s.</li> <li>• Recognise the place value of 2 digit numbers and understand 0 is a place holder.</li> <li>• Recall number bonds to 100 and mentally add and subtract 9 and 11, using their knowledge of 10.</li> <li>• Write simple fractions (<math>\frac{1}{2}</math> of 6 = 3)</li> <li>• Estimate and measure (cm/m, kg/g and l/ml)</li> <li>• Find different combinations of coins with the same value and reason with money.</li> <li>• Identify vertical lines of symmetry.</li> <li>• Undertake simple surveys and construct pictograms, tally charts and block diagrams.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Count in multiples of 2, 3, 4, 5, 8, 10, 50 and 100 as well as counting in 1/10ths.</li> <li>• Recognise the place value of 3 digit numbers.</li> <li>• Read and write numbers up to 1000 in numerals and words.</li> <li>• Add and subtract numbers with up to 3 digits.</li> <li>• Know their 3, 4, 6 and 8 times tables by heart.</li> <li>• Know fractions (<math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math>) of a length, shape or object and mentally quarter.</li> <li>• Add and subtract fractions with same denominators.</li> <li>• Measure the perimeter of 2D shapes in cm and mm.</li> <li>• Read a clock to the nearest minute and compare time (seconds, minutes and hours).</li> <li>• Identify right angles and know that 2 right angles make a half turn.</li> <li>• Identify horizontal, vertical, perpendicular and parallel lines.</li> <li>• Interpret bar charts, pictograms and tables</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Round any whole, 4-digit number to 10, 100 or 1000.</li> <li>• Count in multiples of 7 and 9.</li> <li>• Know all of their tables to 12 x 12.</li> <li>• Multiply a 3-digit number by a 1-digit number</li> <li>• Place fractions on a number line and recognise decimal equivalence to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</li> <li>• Find the area of shapes by counting squares.</li> <li>• Convert units of measure (km to m, hours to minutes and m to cm)</li> <li>• Identify acute and obtuse angles and compare and order angles up to <math>180^{\circ}</math>.</li> <li>• Describe movements between positions as translations (left, right, up and down)</li> <li>• Interpret and present data in line graphs.</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 1,000,000.</li> <li>• Round to the nearest 100,000</li> <li>• Understand the vocabulary of factors, multiples, prime, composite, square and cube numbers.</li> <li>• Multiply and divide by 10, 100 and 1000 confidently.</li> <li>• Multiply a 4-digit number by a 2-digit number and divide a 4-digit number by a 1-digit number.</li> <li>• Recognise mixed numbers and improper fractions and convert from one to another.</li> <li>• Know that <math>1\% = 1/100</math>, <math>50\% = 50/100</math> and <math>25\% = 25/100</math></li> <li>• Calculate the area of rectangles and estimate the area of irregular shapes and volume of cuboids.</li> <li>• Draw angles using a protractor.</li> <li>• Calculate missing angles in rectangles and along <math>180^\circ</math></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Round any number including numbers with 1, 2 or 3 decimal places.</li> <li>• Confidently add and subtract with negative numbers.</li> <li>• Apply their knowledge of multiplication tables (<math>13 \times 1.5 = 19.5</math>)</li> <li>• Add and subtract fractions with different denominators and multiply and divide fractions by whole numbers.</li> <li>• Find percentages of a number and apply their understanding (money, measures, area, angles)</li> <li>• Calculate the area of compound shapes, triangles and parallelograms.</li> <li>• Confidently draw 2D shapes using given dimensions and angles.</li> <li>• Calculate missing angles in along <math>180^\circ</math>, quadrilaterals, triangles and around a point.</li> <li>• Name and illustrate the parts of a circle.</li> <li>• Describe positions within 4 quadrants.</li> <li>• Interpret pie charts, line graphs and know how to calculate and the purpose of the mean.</li> <li>• Express missing number questions algebraically whilst understanding that <math>a \times b = b \times a</math></li> <li>• Generate linear number sequences and find numbers to satisfy equations (<math>a + a + a = c</math>)</li> </ul>

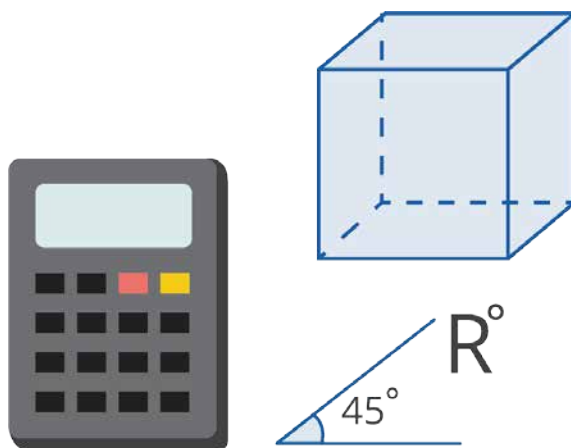
# How do we do it?

**Learning Journey – throughout the class (and year group) a progressive thread of learning – underpinned by our termly KPIs - will be taught to all abilities.**

This will begin with a 'Launchpad' assessment, where gaps will be identified and entry points will be defined resulting in the children being placed on a continuum of learning appropriate to the unit, based upon our agreed KPIs and end of year expectations. Following the acquisition of the necessary fluency, ALL children will demonstrate 'mastery' of the skills via the completion of problem solving and reasoning challenges, which directly link to the real-world. Evidence of this journey will appear on working walls, under clear headings and within maths books.

## The Journey/teaching sequence

1. Launchpad to assess and inform the starting points linked directly to previous learning.
2. Children are flexibly and transiently grouped.
3. Teaching of skills including a demonstration of WAGOLLS.  
(The above will include: clear use of pictures, models and concrete resources to ensure a deep understanding of concepts that are transferable to abstract scenarios.)
4. Children will be provided with the opportunity to practise the skill independently and grapple with mistakes to ensure that we continue to build resilience.
5. Mastery challenges will then be completed to demonstrate deeper and clearer understanding, thus demonstrating secure knowledge acquisition.
6. Children will complete a Showcase, where appropriate, which then informs the new learning during the next spiral and also allows the children to self-assess.



# The Crossflatts Science Curriculum



## OUR INTENT – THE WHY

### The Thrill...

All pupils at Crossflatts Primary School are entitled to be taught the key knowledge and skills in the scientific disciplines to develop understanding of the world around them at an age-appropriate level and in line with the National Curriculum.

We aim to harness children's natural excitement and curiosity and inspire them to pursue scientific enquiry. Throughout the primary years, children should learn to explain and analyse phenomena, make predictions and solve problems.

Teachers aim to nurture a love for the natural world, excitement for future possibilities in science and provide many opportunities for pupils to respond creatively in their learning.

### The Will...

As a result of the thrill, the children's will is intrinsically motivated. Our children are fascinated by the natural world and processes around them. They ask questions, make predictions, solve problems and test out hypothesis with great enthusiasm and willing. The want to find things out for themselves is innate and is harnessed by high quality and thought provoking teaching, which does not give them the answer, but guides the children into discovering phenomena for themselves.

### The Skill...

- The National Curriculum statutory requirements must be taught and assessed in each year as a basic minimum. Teachers are familiar with previous and subsequent year groups' content in order to link learning and build on previous knowledge. They are also aware of where a unit of work fits in with the bigger picture of the science curriculum across the primary school – this is essential in ensuring key knowledge is taught and assessed to maintain progression through the curriculum.
- Scientific enquiry is question-led and (over the academic year) must include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. In order to secure conceptual understanding, key knowledge and skills must be taught prior to engaging in enquiry. The subject leader can be consulted for help in identifying and planning suitable opportunities for enquiry in each topic.
- Time is taken to identify and teach the specialist vocabulary associated with each topic (bank of key words for each topic in every year group to be taken from the Curriculum progression documents. Particular attention is paid to identifying possible misconceptions or confusion with language when a familiar word has a specific meaning in science, e.g. 'conductor, key, theory, law, reliability, solution, prediction etc.' Children learn to spell and pronounce scientific vocabulary correctly, at an age appropriate level.
- Assessment for learning is used continually to adapt teaching to meet the needs of the pupils, however, only the KPIs are expected to be completed with data placed on O Track. To gain a more accurate picture of a child's grasp on science subject a variety of assessment tools are used as indicated in the Crossflatts' Science Assessment Guide. Teachers plan regular opportunities for pupils to check how well they are learning what they have been taught (for example through no-

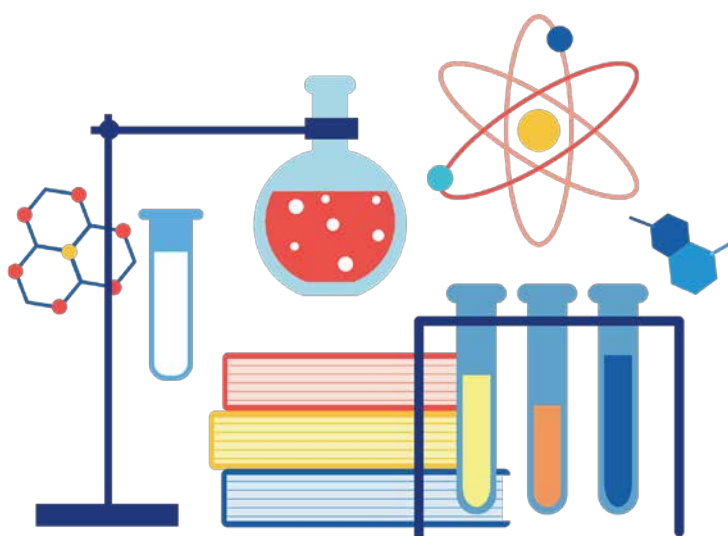
stakes quizzing, vocabulary checks, concept cartoons, multiple choice hinge questions). This develops metacognitive awareness and self-regulation strategies in pupils and informs the teacher in planning next steps in learning, making adjustments as needed.

- <https://www.ase.org.uk/plan> can be used to support teacher assessment of pupils' learning with exemplifications of every topic in each year group. Teachers can use this document to support moderation of children's work when assessing.
- Teachers are expected to cover the non-statutory content of the National Curriculum, which goes beyond the KPIs listed, therefore teachers refer to the Crossflatts Curriculum progression documents when planning. To further links between science and maths, the Crossflatts' Maths in Science Curriculum is consulted, and lessons are planned to give children a further opportunity to use maths in a context other than maths lessons. This is to be used when topic links are clear as indicated on the curriculum.

## ...To be Brill

Science, when taught well, naturally prepares children for life. It has a huge academic value in developing pupils knowledge of the world around them and provides children with the skills to lead their own investigations and to test their own hypothesis not only in the classroom but to future employment and life as a whole.

We build on our children's intrinsic will to discover more about the world around them and prepare our children with the key knowledge they will need to succeed to play and active role in society in the future, whilst developing highly employable skills such as : problem solving, teamwork, listening, creativity, presenting and investigative skills.





# The Crossflatts English Curriculum

## OUR INTENT – THE WHY



### The Thrill...

To engage our children in their learning and to develop a love of English within them, we choose reading and writing opportunities that will be meaningful, exciting and linked to the theme for that half term. Each topic is based around a book that has been carefully chosen to hook the children's attention. Writing links to the class book to make sure that children are motivated to write and are bursting with ideas. Our whole school events, including our Reading Advent Tree, Extreme Reading Challenge and World Book Day, give our children the chance to read and write for pleasure. Within classrooms, our inviting reading corners act as mini libraries for the children to choose and share books as well as providing an exciting place to read for pleasure.

### The Will...

Our curriculum creates exciting opportunities for reading and writing which then provide our children with the desire and motivation to improve. The importance of reading and writing in real life situations are understood by the children and this gives them the drive to improve in their own reading and writing. We use challenge within lessons to encourage the children to reach for the skies. Our children are aware of their targets for reading and writing as well as what they need to do to achieve them.

### The Skill...

Reading and writing skills are taught through our English Journey and are closely linked to our class topic. Starting with a writing Launchpad, we can pinpoint the skills that will need to be taught for a particular text type. Teaching is tailored to individuals' needs to make sure that progress is rapid. We recognise that reading skills need to spiral throughout school as the texts become more challenging and opportunities to practise these skills are provided throughout the curriculum.

### ...To be Brill

By providing a varied and challenging foundation in reading and writing, we are preparing our children for the future and for the next steps in their education. We aim for all of our children to be confident, independent readers, writers, speakers and listeners who can apply their skills to many different subjects and situations. Having mastered the primary English curriculum, they will be well prepared to successfully take whichever future path they choose.

# How do we do it?

**Reading, writing, speaking and listening, drama, spelling, punctuation and grammar are all closely woven together through our English Learning Journey.**

Starting with a writing Launchpad, we predict, read and analyse our class text, focus on our VIPERS reading skills (vocabulary, infer, predict, explain, retrieve, summarise/sequence), study a WAGOLL (what a good one looks like), learn the skills that are required for writing, use drama to gather ideas, practise writing, edit and re-draft then finally produce our end product – the Showcase write.



## Reading

At Crossflatts, we aim to give our children a strong foundation in the skills that are essential to reading:

- Decoding (being able to read words)
- Fluency (decoding with confidence to enable good comprehension)
- Comprehension (being able to understand what is read)
- Enjoyment (reading for pleasure to become a life-long reader)

### Our Aims:

- Place reading and books at the centre of the curriculum.
- Promote reading for pleasure.
- Provide reading environments that are appealing and make children want to read.
- Teach reading strategies and skills to ensure that each child makes good progress.
- Teach phonic skills in Foundation Stage and Key Stage 1 to provide a strong foundation for decoding and fluency.
- Provide children with a wide range of purposeful, cross-curricular reading opportunities that have links with everyday life.
- Involve parents in their child's reading so that the school reading culture extends into the home.
- Provide consistency throughout the school in our approach to the teaching and learning of reading.

## Writing

At Crossflatts, we aim to give our children the skills to become independent, creative writers, focusing on the main skills of writing:

- Transcription (handwriting and spelling)
- Punctuation and Grammar
- Composition (word choice, structure and organisation)
- Audience and purpose (knowing who you are writing for and why)

### Our Aims:

- Provide writing opportunities that are meaningful, linked to the topic and that motivate children to want to write.
- Have high expectations of handwriting and presentation to ensure every piece of writing is the best that it can be.
- Place vocabulary at the centre of the writing journey.
- Write for real life audiences to give a purpose to writing.
- Teach writing skills in context by linking them to class books.
- Develop independent writers who can plan, write, edit and re-draft.
- Provide consistency throughout the school in our approach to the teaching and learning of writing.

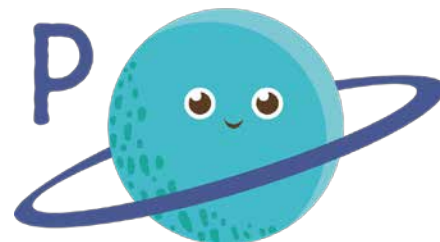
# The Crossflatts Phonics Curriculum

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## OUR INTENT – THE WHY

*“Teach a child to read and keep that child reading and we will change, everything. And I mean everything”*

– Jean Winterton



### The Thrill...

Our Phonics programme is designed to ensure our children learn to read quickly and accurately and to have the intrinsic desire to keep on reading. Our teaching sequence is rooted in our practitioners' passion and clear understanding of the pivotal part phonics plays in a child's ability to read. This understanding ensures that every one of our children can read fluently by the end of KS1 and access the wonderful world of literature. We instil in our children the belief that phonic skills are not just a task to achieve, but as a skill which promotes pleasure in reading and escape from every day.

### The Will...

From the excitement of 'the thrill' our children are intrinsically motivated to want to develop their own phonic skills. Pupils use their specific phonic skills to decode, segment and blend new words. Because of this skill they are able to read fluently at their level. Due to their embedded phonic skills our children do not give up when faced with trickier words. They have the confidence to apply their decoding skills, allowing them to read. Our quality phonics teaching goes hand in hand with daily exposure to high quality texts which only further builds on our children's love of reading.

### The Skill...

We follow RWI phonics which is a systematic, consistent, rigorous and dynamic phonics programme. Using this synthetic approach is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

### ...To be Brill

Phonics, when taught well ensures that by the time our children leave Crossflatts they are competent fluent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are

measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and children.

## Phonics – The Crossflatts Way

Our team of phonics practitioners are well trained and equipped with the skills needed to deliver high quality phonic sessions. As a school we believe in the five core principles which underpin the successful delivery of a RWI phonic session.

- Purpose- know the purpose of every activity and share it with the children
- Passion – Emotional engagement is essential for children to learn something new- Show your passion!
- Preparation and Pace – devoting every moment to teaching and learning- no time wasted
- Participation- ensure that every child takes part every time
- Praise –effort and progress not ability

### How we teach phonics

Each session consists of an introduction to a new sound, review of previous sounds, reading the sounds and applying the new and previous sounds to words.

We follow the RWI order of sounds:

SET 1 SOUNDS	SET 2 SOUNDS	SET 3 SOUNDS
m a s d t i n p g o c k u b f e l h sh ck r j v y w th z ch qu x ng nk	ay ee igh ow oo oo ar or air ir ou oy	ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ire ear ure tion tious/cious

Our Year 2 children accessing phase 6 have phonic sessions using the Year 2 RWI spelling books. These sessions consist of a recap on phonic sounds , spelling rule and an application of the spelling rule.



# The Crossflatts Drama Curriculum



## OUR INTENT – THE WHY

### The Thrill...

To engage our children in their learning and to develop a love of Drama within them, we choose cross-curricular opportunities that will be meaningful, exciting and linked to the theme for that half term. We ask the children which topics they are interested in and carefully choose an area which the children are hooked into. We understand that when children are interested and engaged, they are more likely to want to learn. Drama can link to characters, real life scenarios, debates and an understanding of life itself. Our whole school events, including World Book Day, Rose Day, class performances, Remembrance Day and Big Starts all give children the opportunity to be involved in drama. Within classrooms, our creative and exciting reading corners give the chance for children to take part in drama activities such as role play, small world, dressing up and story making.

### The Will...

Through drama, the understanding of a topic, character or scenario creates the desire and motivation to improve understanding and create a willingness to want to learn more. Drama can bring the outside world to the classroom; creating real life situations, questions and opinions. Drama creates a challenge to think outside the box, to problem solve and to consider contrasting opinions. We take pride in giving our children the chance to perform in front of an audience; giving them the will and the motivation through Nativities, KS1 performances, leavers' performances, class assemblies and singing performances. The more children are exposed to drama, the more they build confidence, self awareness and motivation to improve their stage presence. Showing professional performances also gives the children a goal; they could also be successful in the arts.

### The Skill...

Drama is a part of the English curriculum and is woven into the English learning journey in many cases as well as linking to the class topic. The class book plays a part in how drama is taught. Character work, story understanding and creativity come before we begin the writing journey. Children play, speak and interact with peers before they create any writing in order to generate ideas, plot and structure. We recognise that drama skills need to spiral across the curriculum, becoming more advanced and challenging as children move through school. Drama is closely linked to music and art in a cross-curricular way, often to create a performance to give the children a purpose and an audience for their work. Children design their own costumes, props, scenery and music through interaction and planning with each other.

### ...To be Brill

We understand that the Performing Arts industry is one of the most successful industries in the country. It does not only include the performers themselves, but stage managers, lighting and sound technicians, scenery, costume and props designers as well as the advertisement, business and financial aspects of theatre. As a school, we teach children how to put on a performance and include them in all of the above. Children take responsibility for their own learning and drama gives them the confidence, teamwork skills and motivation to do so. We give the opportunity to practise speaking skills in front of an audience. Children learn how to speak in a clear and confident manner, building self esteem and the essential skills that will help them to succeed in the future.

# How do we do it?

**The National Curriculum for English includes Drama therefore reading, writing, speaking and listening are all closely linked within the learning journey.**

The English journey begins with a launch pad where children predict, analyse and read the class text. This then moves onto studying the piece of text, the grammatical aspects and plot or structure. It also includes looking at other similar texts to gather ideas and differing thoughts and opinions. This is where we teach drama: children can play with a text, build characters, think of ideas and exciting vocabulary. Children can edit their ideas, perform and listen to other people's ideas and learn the skill of creating an original product. Children learn through play and interaction with others, therefore drama should always be a tool for writing and comprehension. This then leads onto the children producing a Showcase write.

It is not only through English that drama is taught. We often link drama to music, dance, art and DT under the umbrella of Performing Arts. We teach the children how each subject links well together to create a performance; music adds mood and tension, art and DT can be used to create costumes, scenery and props. Dance is drama through movement and can tell a story without using speech. Children create their own performances through the use of real life situations, current affairs, a class topic or a musical story.

## The National Curriculum (Drama)

### Our Aims:

- All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
- They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.
- Pupils should be taught to listen and respond appropriately to adults and their peers.
- Pupils should speak audibly and fluently with an increasing command of Standard English.
- Pupils should participate in discussions, presentations, performances, role play, improvisations and debates
- Pupils will learn specific drama skills to improve acting and performance.
- We will provide acting opportunities that are meaningful, linked to the topic and that motivate children to want to write afterwards.





# The Crossflatts Art Curriculum



## OUR INTENT – THE WHY

*“Art has the role in education, of helping children become like themselves, instead of more like everyone else.”*

– Sydney Gurewitz Clemens

### The Thrill...

Our Art Curriculum is created with the intention of providing all of our children with a platform to express their individual creativity. Art is an intrinsic part of our pupils’ entitlement to their broad and balanced curriculum and aims to maximise the potential of our young artists in terms of their skills, capabilities and freedom of expression.

It is designed to inspire children to think innovatively, with high quality art provision from Early Years to Year 6, offering the development of skills through immersive, cross curricular opportunities. Children take part in creative arts days, spend time with professional artists, create art inspired by well-known artists and from various periods of time. In our school, the art curriculum is designed to encourage children to express individual thoughts, interests and ideas.

### The Will...

The ‘thrill’ ensures that our children are naturally motivated artists. All of our children have the desire to create with the confidence and freedom of a safe environment. By linking art, wherever possible, to our wider curriculum, children are encouraged and comfortable to share and express their ideas with confidence to experiment, creating resilience in the pursuit of their end goal. By using art to bring topics to life, children’s love of art transcends beyond designated art lessons.

Children are motivated by personal drive to improve and enhance their skills.

### The Skill...

Our progressive and rich Art Curriculum provides the children with opportunities to create art using a range of media including; pencils, charcoal, pastel and watercolour. They are taught to draw, paint, sculpt design and evaluate their ideas, challenging these through individual and collaborative work. Children from Year 2 onwards, use sketchbooks to record their observations, review and further develop their art.

Young artists are taught a range of techniques in colour, shape, space, patterns and texture. By Key Stage 2, mastery of these skills is at work through further refinement.

Our Art Curriculum affords revisitation of skills throughout their time as artists within our school.

Children are taught about the work of famous artists from the past, and in the present day. They learn about career opportunities for artists and art in real life.

### ...To be Brill

Art, in our school, positively prepares children for life's blank canvas. It encourages creative thought, inventive ideas, confidence to experiment, a strong resilience and will to improve, developing ideas and seeking to enhance them, of their own volition. Having followed our programme of study, children will have greater skills in art, be aware of the works of great artists, how people in the past expressed themselves artistically, they will create works in the styles of others, and ultimately, in the styles of themselves, as an artist.

By giving children the confidence to create their own art, express themselves and feel proud of their individuality, while teaching greater proficiency in artistic skill; we are equipping our children for the world beyond our doors and sending them into the wider world with a stronger sense of self.



*“Creativity is as important as literacy.”*

– Sydney Gurewitz Clemens



# How do we do it?

Our Crossflatts community is as individual and vibrant as each of our children. Through passionate commitment to excellence, our dedicated teaching and non-teaching staff, strive to deliver the highest quality art provision.

## Who are we?

Upon entering our Nursery, the creative journey of our children begins. By teaching our children to be observers, exploring their natural world and granting the safety of individuality within art – which can never be ‘wrong’ – we are teaching our young artists to have faith and trust their own ideas.

Art is taught through cross curricular opportunities, often linked to topics, but also as a stand alone subject. Artistic skills have the flexibility to be applied to most things and our staff use art to enhance and bring to life many other areas of the curriculum. For example; Polar Biomes in Geography, The Water Cycle in Science or Stone Age Dioramas for English. However, we also teach Art as a distinct subject, in a skills-based manner, providing rigour and clear progression.

Our Art Curriculum is guided by the following main areas;

- **Drawing.** By providing a range of varied drawing materials, pupils are encouraged to practice traditional and more experimental drawing skills. Children are encouraged to explore drawing on a variety of scales. They are empowered to take risks, while learning to appreciate and grasp form, shape, lines and shade.
- **Sketchbooks.** Sketchbooks are used to collect, explore and revisit ideas. They are filled by momentum (The Will), and children refer to them for guidance in future pieces. Although the National Curriculum advises sketchbooks are introduced from KS2, we advocate for earlier introduction, and therefore all children from Year 2 onwards own a sketchbook.
- **Printmaking.** Printing begins with the creation of a masterplate from which multiple prints can be made. Strategies vary by Key Stage but the simplicity of the process does not mean that it will not be revisited later on. Relief printing, lithography and mono printing are all taught, with materials ranging from the every day potato, to more specialist materials.
- **Sculpture.** In encouraging children to design through making, pupils access opportunities to use a wide range of materials to create sculpture. They begin to understand the processes involved in sculpture, such as addition (junk modelling, construction), to removal (carving). Sculpture is used to convey intent and teaches our children to work with materials on different scales, through a range of processes.
- **Design.** Children are taught to design and evaluate a process for creation. However, they are also taught to design by exploration and by doing. Children may not be able to grasp the concept of materials, shape, space or form, without experiencing the process itself. Children are taught at an early opportunity to proficiently use the appropriate tools for design; scissors, glue guns, saws, and so on.
- **Painting.** Children are taught from the earliest opportunities to master brush techniques and the differences in strokes, texture and effects made by brushes and, rollers, other painting tools. Children are taught to mix colour; exploring shades, the colour wheel and the impact of colour choice. Exposed to a wide and varied range of paint types, such as; powder, watercolour, poster and oil, our children learn to choose proficiently and appropriately for their artistic expression and intent.

# The Crossflatts Computing Curriculum

## OUR INTENT – THE WHY



**Developing computing and technology skills which enable pupils to become active participants in a digital world.**

### The Thrill...

Crossflatts Primary School recognises that that computers are essential to our children's lives both at home and here at school with us. Being able to think and work with computers will play an integral role in the children's development as they grow through our school and head into later education, and eventually, the workplace. Crossflatts Primary School seeks to equip the children, staff, governors and parents with the skills and knowledge they need to learn and use technologies safely and responsibly. All pupils at Crossflatts Primary School are entitled to be taught the key knowledge and skills in the computing disciplines to develop understanding of the world around them at an age-appropriate level and in line with the National Curriculum. We aim to deliver a computing curriculum which focuses on five main strands: E-Safeguarding, Computer Science, Media, Data Handling and Information Literacy. Computing at Crossflatts has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

### The Will...

Crossflatts Primary School follows the National Curriculum Computing Programmes of Study. We use the Bradford Computing Curriculum which has been written to reflect the three aspects of the programmes of study. The curriculum is split into three main strands: Digital Literacy, Computer Science and Applying Technology. E-Safeguarding is included within all of these areas.

#### Information Literacy

This strand covers the ability to safely, responsibly and critically navigate, evaluate and create information using a range of digital technologies.

#### Computer Science

This strand covers the principles of information and computation, how digital systems work and how they are applied to the real world through many means including coding and programming.

#### Media

This strand aims to share with children an ability to use our computers in different ways to share differing media, from videos to cartoons. The children will be made aware of the variety of uses that technology has.

#### Data handling

This strand covers the idea of being able to use our computers to help gather, share and interpret data that we come across in the world that surrounds us.

#### E-Safeguarding

E-Safeguarding can be linked to all areas of the Computing Curriculum but has direct links with the objectives taught within Digital Literacy.

## The Skill...

At Crossflatts, we teach a curriculum that enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation;
- Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology analytically to solve problems;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

To ensure that we cover the objectives set out by the national curriculum, the Crossflatts' Computing Curriculum and <https://www.ticbradford.com> can be used to support teachers planning and assessment of computing within each year group.

## E-Safety

The school strives to use technology effectively and creatively to engage learners across all areas of the curriculum. The school recognises that with the increased use of technology children are becoming more exposed to a variety of E-Safety risks. Thinking with technology is something that will be taught progressively through Crossflatts Primary School to allow our children to grow and change with the ever- developing digital world. The school endeavours for all our children to leave our school 'Digitally literate' in order to enable their progression into this 'digital world' smoothly and with ease.

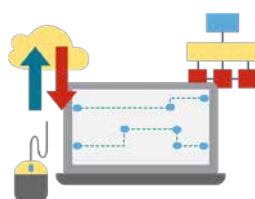
Through our Computing and E-Safety Curriculums, we aim to build pupils' awareness to the risks which they may be exposed, so that they have the confidence and understanding to seek advice and to deal with any risks in an appropriate manner.

Crossflatts Primary School takes E- safety extremely seriously. We have an E- Safety Policy that provides guidance for teachers, children, governors and parents about how to use the internet safely. Every year group participates in lessons on e-safety and children understand how to stay safe when using technology and staff, parents, governors and children annually are requested to complete acceptable use policies. Additionally, in KS2, all children participate in bi-annual visits from West Yorkshire Police covering the issues of cyber-awareness and cyber-bullying.

## ...To be Brill

Computing, when taught well, prepares children for life in the present and the future. By providing our children with skills of reading, writing and analysing code, knowledge of a range of software and technology, knowledge of computation systems and logical thinking we are preparing them for future employment and life as a whole. The subject has a huge academic value in developing pupils' knowledge of the world around them, especially when linked to different areas of the curriculum successfully.

Through our Computing and E-Safety Curriculums, we aim to build pupils' awareness to the risks which they may be exposed, so that they have the confidence and understanding to seek advice and to deal with any risks in an appropriate manner and can enjoy the benefits that technology can provide us with safely, successfully and skilfully.



# The Crossflatts Design Technology Curriculum



## OUR INTENT – THE WHY

The teaching of Design & Technology at Crossflatts aims to embed key life skills such as cooking and making alongside developing design skills, learning about electronics, computing, engineering, robotics, materials, food technology and textiles technology. Children also develop critical life skills in problem solving, innovation and teamwork.

### The Thrill...

Our Design & Technology Curriculum provides our children with a clear understanding of the design – make – evaluate process and the skills and passion to be able to design, make and evaluate their own purposeful, aesthetic products.

Children are given problems to solve and taught the skills and techniques needed to complete progressively complex projects through a spiralling curriculum.

### The Will...

The ‘thrill’ ensures that our children are naturally motivated designers and problem solvers. A clear understanding of the design process and necessity of each stage (including planning, evaluation, revision) in order to create high quality, purposeful and aesthetic products provides the will.

After careful and thorough instruction, children are given increasing independence with tools (handsaws, cooking apparatus etc.) which gives them wider scope and freedom to let their imagination run wild in the design process. By creating a safe and open environment, children are confident to experiment, make mistakes and revise designs. They become resilient and adaptable in the pursuit of their end goal.

### The Skill...

Our Design & Technology Curriculum continuously spirals through key skills with children building on what they already know at each stage. As well as re-visiting key skills at each stage in order to embed them, it offers new opportunities to take risks, be bold and experiment with new materials and techniques.

In addition, children learn about the work of famous designers and makers from the past and in the present day. They learn about career opportunities for designers and makers in real life.

### ...To be Brill

Our Design & Technology Curriculum gives our children the skills and abilities to engage positively with the designed and made world. As a uniquely cross curricular subject, it gives children an opportunity to apply what they have learnt in maths, science and art (amongst other subjects) to the real world and to real problems which is deeply engaging for them.

Our children leave Crossflatts having learned how products are designed and manufactured, how to be innovative, how to harness the benefits of technology and to make creative use of a variety of resources in order to solve problems in the world around them.

# How do we do it?

**Design and Technology is taught primarily as a standalone subject in order to ensure rigorous skills progression however where possible, cross-curricular opportunities are built into the curriculum.**

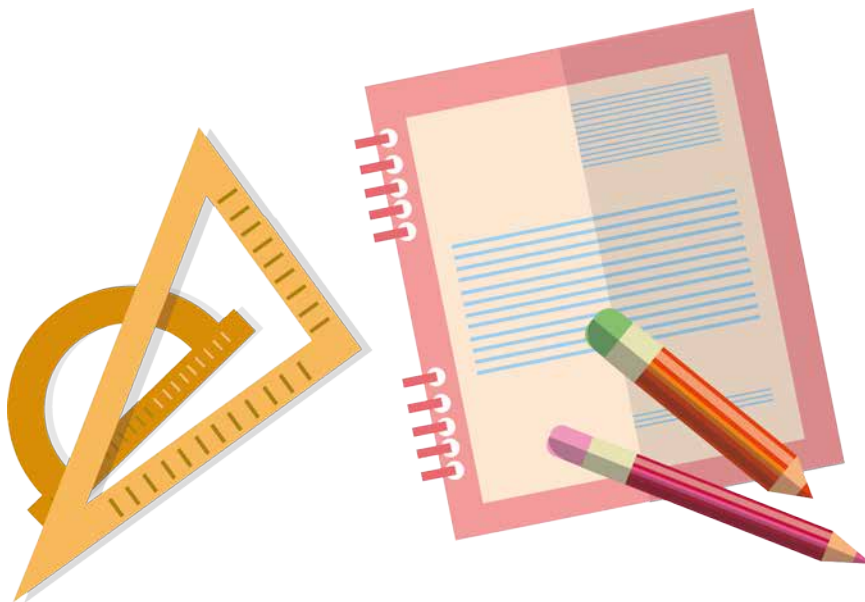
For example:

- In **Year 2**, a salads and dippers project is taught alongside the 'animals including humans' unit in science, focussing on healthy eating.
- In **Year 3**, a mechanical systems project focusses on recycling and is taught alongside the 'materials' unit in science.
- In **Year 4**, a battery operated light project is taught alongside the 'electricity' unit in science.

Our Design and Technology Curriculum is guided by the following main areas:

- **Design.** In EYFS, children learn what a design is and why it is an important step in the making process. The expectation is then raised in KS1 to include annotated drawings, amends, prototypes and planning of the make. By the time children leave Crossflatts at the end of KS2, they know how to follow a design process which includes generating ideas by collecting and using various sources of information, communicating ideas (using discussion, labelled sketches, models and templates), costing products and thinking about making them sustainable and innovative.
- **Make:** When they begin their Crossflatts journey in EYFS, children are encouraged to make for the sheer pleasure of creating. They have access to various resources and materials in the Nursery and Reception settings which encourage them to explore how they can make structures taller and more stable; join materials together with increasing success; solve problems such as making water flow from point A to point B. They are taught simple techniques to ensure what they are making challenges their ability and is of a high quality. In KS1, as children have a greater understanding of materials, they are explicitly taught building and joining techniques. Children are encouraged to think about the aesthetic look of their finished product and to be patient and precise during the making process. In KS2, children are expected to assemble, join and combine materials and components in different ways. They work independently with a variety of materials, paying attention to quality of finish and function. They work from their own detailed plans, checking their product as it develops and modifying their approach if required.
- **Evaluate:** In EYFS, teachers use questioning to encourage an evaluative thought process. Children are encouraged to think about how they would make their finished design better next time or what materials they might use if they were to make it again. In KS1, the evaluation process begins to look more formal and the vocabulary of 'evaluation' is introduced. Children can clearly explain exactly what they have done well, whilst also explaining what they would like to improve next time. By KS2, children evaluate by testing their products to ensure their suitability according to the design criteria. They can also identify where evaluation has led to improvements.
- **Textiles:** In EYFS, children explore different textures and textiles through play. This could be in role-play, sensory play or through using different materials (including textiles) in crafts and junk modelling. They thread strings with pasta tubes and beads. As they move into KS1, and learn how to define materials more accurately, textiles and their properties are explored in more detail. They choose fabrics for a purpose based on their aesthetic and functional qualities. Children also learn basic sewing and joining techniques. By the end of KS2 children can make a functional and aesthetic 3D textile product for a specific purpose. They know how to create an accurate prototype and pattern, measure and cut fabric accurately, use appropriate sewing techniques and follow cutting lines and sewing lines.

- **Structures, Mechanical and Electrical Systems:** When children begin their Crossflatts journey in EYFS, they are given open-ended opportunities to explore structure through play. They use small construction and big construction; they play outside with open-ended materials such as milk crates and logs; they build dens using foraged natural materials in Dingley Dell; they use dough in play; they create structures using craft materials and junk modelling. As they move into KS1 they are taught about moving mechanisms (for example, levers, sliders, wheels and axles) and how to make and use them in their own designs. They are taught how to use a wider range of tools and equipment and explore making structure stronger, stiffer and more stable. In KS2 children are expected to measure, mark out and cut materials accurately and safely to the nearest centimetre whilst using a wide range of tools and equipment. They use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) and can apply their understanding of computing to program, monitor and control them.
- **Cooking and Nutrition:** Children begin in EYFS by learning the basics of food and hygiene. In KS1, they are encouraged to prepare simple snacks for themselves, and to choose healthy options. As they move further up school into KS2, they are taught increasingly complex food preparation skills. The expectation is for children to leave Crossflatts, able to cook healthy, well-balanced and seasonal meals safely and within a budget.





# The Crossflatts Geography Curriculum

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## OUR INTENT – THE WHY



### The Thrill...

The Geography curriculum ignites a curiosity and fascination about the world and supports pupils understanding that Geography is intrinsic to our daily lives. Children are taught about diverse places, people, resources and natural and human environments. This journey begins in the Early Years Foundation Stage as children are encouraged to question and understand the world around them by creating maps, visiting the local area and comparing where we live to the seaside. As children progress through the school their experiences widen through residential which take place across the country, seasonal visits to the Leeds Liverpool canal as well as comparison studies between where we live, Europe, India, North and South America, Africa and Asia.

### The Will...

From the excitement 'the thrill' generates pupils are intrinsically motivated to develop their own questions and to think critically. Pupils use their moral compass to form their own view of the world and as the curriculum develops, understand that the distribution of natural resources such as energy, food, minerals and water affects where and how people live. Thus developing an understanding of how they can make a positive contribution to the world.

### The Skill...

Geography is woven through our curriculum with links to Science, Computer Technology, Literacy, Maths, Art, Design Technology, History and PSED, supporting the acknowledgement of Geography being everywhere. Our Geography curriculum is progressive and starts from when pupils enter our school in EYFS. By the end of Key Stage 1 pupils will have a first-hand experience of the local area and will begin to use geographical skills to enhance their locational awareness. This is built upon in Key Stage 2 where pupils extend their knowledge of the United Kingdom, Europe, North and South America and the wider world as well as developing confidence to compare human and physical features of the world and how these contribute to changes over time. The ability to use paper and digital maps, graphs, compasses and atlases occurs through frequent exposure throughout year groups and prepares pupils for learning beyond primary school.

### ...To be Brill

The Geography curriculum seeks to encourage pupils' natural curiosity of the world and to understand the differences between cultures, countries socio-economic backgrounds and how the world continues to change over time. We open pupils' minds to a world that extends far beyond Crossflatts and hope to inspire travel aspirations, a moral obligation to make a positive contribution to the world and life-long geographers.

# How do we do it?

Our teaching staff are passionate about teaching Geography. They share their own experiences and interests with pupils and seek to teach Geography to a high standard. We teach Geography through cross-curricular topics but teachers also acknowledge the need to teach some curriculum content discreetly, therefore not every topic has a Geography element but nevertheless all the curriculum objectives will be covered by the end of the year.

In order to make learning more relatable and current we enhance learning with hands on experiences, out of school visits and residential.

## Our curriculum covers:

- **Locational knowledge:** This begins in EYFS looking at our school environment and progresses to the local environment in Key Stage 1, with an introduction to the world's 7 continents and 5 oceans. This continues in Key Stage 2 with a more detailed analysis of the British Isles, Europe and the wider world including North and South America, Africa, Asia and Oceania.
- **Place Knowledge:** In EYFS Pupils are able to describe their immediate surroundings and later in the year will compare to the seaside, during a visit to St Annes. Pupils in Key Stage 1 compare the 4 countries in the UK, compare hot and cold places in relation to the North and South Pole and the Equator. In Key Stage 2 pupils compare a region in the UK to a region in Europe, North or South America, Africa or Asia.
- **Human & Physical Geography:** Discussions in EYFS stem from pupil observations of their local environment and the seaside. Key Stage 1 pupils identify patterns and changes within the seasons. They identify the hot and cold areas of the world and the differences between cities, towns and villages. In Key Stage 2 pupils begin to understand why and how early settlements were formed in Britain. Pupils will describe and understand the key aspects of coasts and rivers, with links to Science and the water cycle. Pupils will also look at plate tectonics in relation to earthquakes and volcanoes. There will also be study into eco power, exploring the use of energy and the distribution of resources such as Fair Trade.
- **Geographical Skills and Fieldwork:** Maps are introduced in EYFS with pupils encouraged to create their own. Throughout KS1 and KS2 pupils continuously revisit map reading, building from simple maps with a key in KS1 through to reading up to a 6 figure grid references by the end of KS2. Pupils in KS1 are introduced to the 4 compass points and they use these to navigate around the local area. In Key Stage 2 pupils use fieldwork to observe, measure and record human and physical features using sketch maps, graphs and digital technologies.

To ensure progression and attainment in Geography termly book scrutinies take place with a focus on differentiation and challenge.

We are currently using Key Performance Indicators as an assessment tool and pupils are assessed at the end of each term.

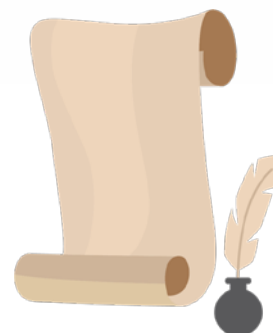




# The Crossflatts History Curriculum

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## OUR INTENT – THE WHY



### The Thrill...

Our History curriculum aims to deliver high quality teaching that allows children to develop their own skills as historians. It will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Beginning in The Early Years Foundation Stage, pupils develop their understanding of past and present events in their own lives. As they progress through the school, their historical knowledge and understanding will develop through educational visits and residential both locally and nationally, along with studies of how historical events have shaped the world that they currently live in.

### The Will...

The Thrill will inspire children's curiosity to learn more about the past and equip them to ask questions, think critically, weigh evidence and develop perspective and judgement. This will support and enable children to evaluate and challenge their own and others' views using historical evidence and create a desire to embrace challenges. Furthermore, it will help children to understand the changes in the world throughout history, the diversity of societies as well as gain a sense of their own identity with a social, political, cultural and economic background.

### The Skill...

History is woven through topics and throughout our curriculum with links to Science, Art and DT, English, Maths, R.E and Computer Technology. Our History curriculum is progressive, and it begins in the EYFS. Here they gain further understanding of history within their own lives, learning about traditions and festivals celebrated around the world and within their families. By the end of Key Stage One, children will have begun to gain an understanding of some of the local history through hands on experiences, learning about events beyond their living memory and beginning to compare aspects of life in different periods. Throughout Key Stage Two, children will expand their knowledge of the local history in addition to how the history of Britain has influenced and been influenced by the wider world. This includes studies such as ancient civilisations and empires from the Stone Age, Egyptians and the Mayan Civilisation to the Roman Empire, the Vikings, Anglo Saxons, and World War II.

### ...To be Brill

Our history curriculum aims to excite and ignite children's curiosity to know more about the past and expand their understanding of the world around them. Children will develop enquiry skills to pursue their own interests within the topics and further questioning. The skills gained will prepare them for life beyond Crossflatts Primary School, encouraging them to undertake new life experiences now and in the future.

# How do we do it?

At Crossflatts Primary School, we mainly teach History through cross-curricular topics although teachers also acknowledge the need to teach some curriculum content discretely where needed. Teachers make it explicit to the children that they are learning history skills and encourage them to think like historians. Children are given a variety of experiences both in and outside the classroom. School visits and residential also enable the children to gain first-hand experiences to support their learning.

## Our curriculum covers:

- **Areas of Study:** This begins in EYFS where children remember and talk about significant events, past and present in their own lives. In Key Stage 1, children follow on from this with learning about the lifetime of their grandparents and significant changes and events beyond living memory. This includes local, national and international historical periods and events, which sees children compare aspects of life in different periods. This is developed further throughout Key Stage 2 where children learn about ancient civilisations such as The Stone Age, the Egyptians and the Mayans as well as the Vikings, Saxons and World War II.
- **Chronological Understanding:** Children in EYFS begin with talking about past and present events in their own living memory and begin to order these. Key Stage 1 learning builds relevant vocabulary such as 'then, now, a long time ago, before I was born' when talking about the past and present and changes in living memory. They begin to place events on a timeline in order of when they happened. Key Stage 2 continue with using timelines that are divided into BC and AD to order events, understanding how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
- **Knowledge and Understanding of events, people and changes in the past:** By the end of Key Stage 1, children should be able to use the information they have researched to describe the past, make comparisons between the past and present, recount the main events from the topics that they have studied, and give reasons as to why some people acted in the way they did. In Key Stage 2, this knowledge and understanding will develop with children being able to give reasons as to why changes may have occurred and back this up with evidence, describe culture and leisure activities and compare people, events, artefacts and historical buildings. Children will also be able to describe how some of the things studied have affected and influenced life today.
- **Organisation and communication:** From Early Years and throughout the school, children will build on the relevant historical vocabulary when describing, comparing and evaluating the historical aspects of their learning. Through Key Stage 1, children will tell stories about the past and communicate their ideas through speaking, drawing, writing, role-play and using ICT. Key Stage 2 follows on with developing the skills previously learned along with using diagrams and data handling. This leads on to children planning and presenting self-directed projects or research about the periods they study.



- **Historical Enquiry:** Children in Key Stage 1 begin with exploring events and looking at objects and pictures to answer questions, encouraging children to ask their own questions and being able to identify different ways in which the past is presented. As children progress through Key Stage 2, they use a wider range of sources such as documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs etc and learn to choose reliable sources of evidence in order to answer questions and investigate their own lines of enquiry.
- **Historical Interpretation:** The use of books and pictures, stories, eyewitness accounts, artefacts, historic buildings, museums, galleries, historical sites and the internet in Key Stage 1 are used in order for children to find out about the past. Moving into Key Stage 2, children explore the idea that there are different accounts of history and give reasons as to why evidence is biased and how this can affect interpretation as well as evaluating evidence in order to choose the most reliable form.

# The Crossflatts Modern Foreign Languages Curriculum

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## OUR INTENT – THE WHY

### The Thrill...

The intention of the MFL curriculum at Crossflatts Primary School is that children are taught to develop an interest in learning another language, French, in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries, primarily France. We embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts, and lay the foundations for future language learning.

### The Will...

Our MFL curriculum is designed to develop children's skills in languages through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children enjoy developing their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

Children at Crossflatts enjoy using and embedding their skills during our Curriculum Enhancement events which run throughout the school year. These include the 'European Day of Languages' celebrations (an event originally established by the council of Europe and the EU), a pet show, a café, a fashion show and more!

### The Skill...

Our exciting and challenging MFL curriculum takes the children on a learning journey which incorporates the key skills necessary to acquire another language. This ensures our children leave the school with the skills to be confident linguists with a strong awareness of cultural differences and a curiosity about the wider world.

Teaching enables pupils to make substantial progress in one language. An appropriate balance of spoken and written language lays the foundations for further foreign language learning at key stage 3. Pupils are taught to communicate facts, feelings and ideas in speech and writing, using their knowledge of phonology, grammatical structures and vocabulary.

Children are assessed using Key Performance Indicators and ongoing formative assessment, in line with curriculum requirements.

Bonjour!



## ...To be Brill

We strive to ensure that our pupils' attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges used to plan and teach MFL ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher level objectives.

Children will have the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. As linguists, children will learn lessons from MFL to influence the decisions they make in their lives and their understanding of different cultures.

At Crossflatts we know it is a big, wide world out there and we encourage our children to explore and embrace it!

### THE CROSSFLATTS FRENCH LEARNING JOURNEY

**Phase 1 – Speaking and Listening.** Introduce vocabulary orally. Focus on nouns, depending on ability. Children play lots of games to encourage spoken language.

**Phase 2 – Vocabulary.** Begin to introduce sight vocabulary and match with the words spoken and listened to in phase 1.

**Phase 3 – Phrases.** Begin to add words such as adjectives or positional vocabulary, to make noun phrases

**Phase 4 – Sentences.** Build on the phrases in phase 3 to produce sentences.

**Phase 5 – Showcase.** Give the children a purpose – a piece of work that will bring together all their learning



Comment  
ça va?

Je vais  
bien merci!

# The Crossflatts Music Curriculum

## OUR INTENT – THE WHY

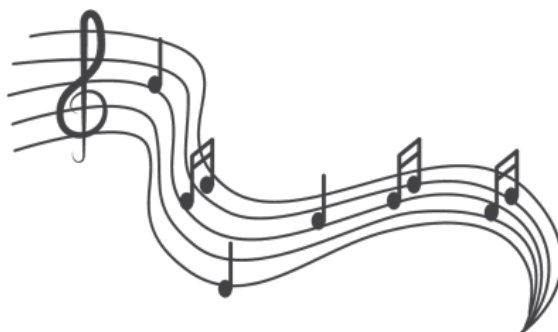


### The Thrill...

At Crossflatts Primary School, our music curriculum promotes creativity and expression which is accessible to all learners. Children gain a firm understanding of what music is through listening, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. Through the teaching of music, we aim to develop a curiosity for the subject, as well as an understanding and importance of all musical styles. Furthermore, learners will develop an awareness of musical diversity, often reflecting culture or religion. We take a pride in ensuring that all pupils understand the value and importance of music in the wider community and can readily access musical activities of their choosing.

### The Will...

Through music, pupils are delivered a high-quality curriculum which ensures learners sing, listen, play, perform and evaluate. This is cross-curricular so it is embedded in classroom activities as well as assemblies, school events and performances. At Crossflatts Primary School, this includes our annual Rose Day event; religious services celebrating Harvest Festival and Christmas; musical ensembles involving our choir; and workshops delivered by Bradford Music Service. Due to the nature of our music curriculum, all learners- regardless of ability- are provided with the chance to express themselves creatively. At Crossflatts Primary School, we take pride in giving the children the chance to perform in front of an audience, giving them the will and the motivation through Nativities, KS1 performances, leavers' performances, class assemblies and singing performances.

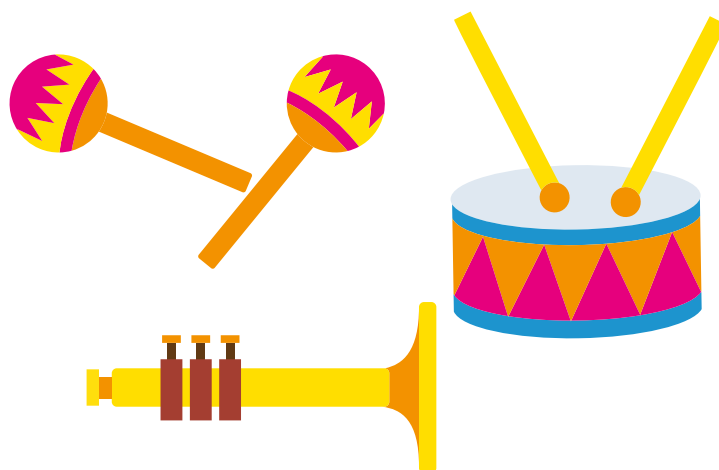


## The Skill...

The elements of music are taught in classroom-based lessons so that children are able to use the 'language of music' in order to dissect and analyse a piece of music. They also learn and understand how it is made and played so that they can appreciate and analyse it. Pupils are taught how to read basic music notation so that they can learn how to play an instrument. Our music curriculum is progressive and starts from when pupils enter our school in EYFS where music interweaves through all areas of learning and development. By the end of Key Stage 1, children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes aswell as experimenting with, creating, selecting and combining sounds. In Key Stage 2, learners will build on these skills, playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Furthermore, they will also learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## ...To be Brill

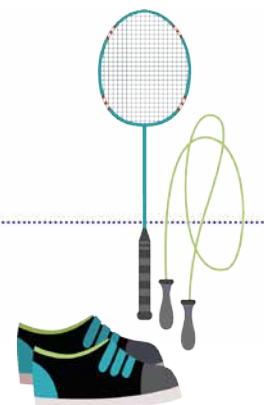
A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. At our school, our music curriculum allows pupils to discover areas of strength and enjoyment. The benefits of music on self-confidence, mental well-being and self-awareness have been proven. Music develops an understanding of culture and history around the world.





# The Crossflatts Physical Education Curriculum

## OUR INTENT – THE WHY



### The Thrill...

Physical Education at Crossflatts Primary School aims to develop a fun, high-quality and inclusive curriculum that inspires and engages all pupils to succeed and excel. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have the chance to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE at Crossflatts is an imperative element of the curriculum, which develops a need for healthy lifestyles, a balanced diet, a growth mindset, and the resilience to persevere with activities that maybe once felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

### The Will...

As a result of the thrill, the children's will is intrinsically motivated. Our children develop a tactical and analytical understanding which not only allows them to employ imagination and creativity in their techniques but also to be able to improve their own and their peers' performances. They ask questions, work both as a team and independently without the need for guidance or support and they are willing to practise skills with both enthusiasm and dedication. The want to improve is harnessed and supported through high-quality teaching, which allows the children to observe a skill, attempt it and implement the new skill into a range of situations.

### The Skill...

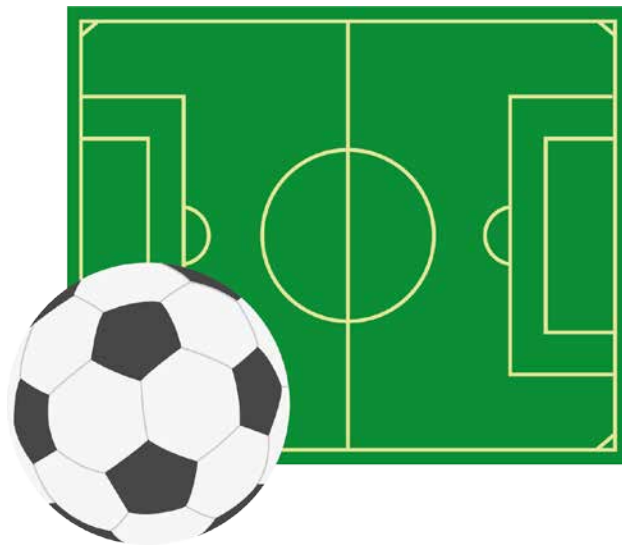
- Each child receives 2 hours of PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are delivered by class teachers during PE lessons.
- Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics.
- In KS2, pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work.
- Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. There are many opportunities across the year for children to take part in competitions through the Bradford School Games where our children compete against other primary schools in the Bradford district. This allows children to compete in a competitive events and allows the children the opportunity for their success to be celebrated.
- Children in Year 5 attend swimming lessons at the local swimming pool where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes. Our children are also able to compete in Bingley Swimming Club's Swim Gala event which is held each year and again allows our children to implement their skills in a competitive manner.



- In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs.
- We also encourage active playtimes through the use of playground leaders.

### ...To be Brill

PE, when taught well, naturally prepares children for life. It develops a range of skills that our children will be able to use in their everyday lives. From teamwork to analysing and improving performance, the PE curriculum is built to equip our children with lessons that they can use not only in the classroom but also in the wider world. We increase our children's knowledge on what physical education encapsulates and the values to take from it.



# The Crossflatts PSHE Curriculum



## OUR INTENT – THE WHY

### The Thrill...

Our PSHE curriculum intends to encourage all children to have an excitement for life and a confidence and belief in themselves. We want them to have a certainty that they can not only achieve their goals but also have resilience to face challenges and take risks in our increasingly complex world. Children will be encouraged to investigate who they are and who they want to be, celebrating diversity and learning from others. We desire for our children to become successful and happy adults who will make a meaningful contribution to society and as soon as they begin their Crossflatts journey in the Early Years Foundation Stage, PSHE lessons will begin to develop the skills to allow this.

### The Will...

Our children at Crossflatts Primary School will be driven to be the very best they can be. Each individual already brings to our school a suitcase of life experiences completely unique to them and it is our responsibility to ensure they add to this the extra equipment needed to complete their own personal journey. We encourage children to develop the positive attitude needed for them to take responsibility for their learning and cultivate the desire to get the most they can out of each learning experience.

### The Skill...

PSHE consists of the 3 strands 'health and wellbeing,' 'relationships' and 'living in the wider world' and these themes are woven throughout the whole curriculum. This will put in place the key building blocks of developing the whole person, ready not only to succeed at school, but prepared for life ahead. By the end of Key Stage 1 the PSHE curriculum will have covered important topics such as feelings, staying safe and healthy, what makes us special, and behaviour. Moving into Key Stage 2 all children will investigate diversity, what makes a community, managing risk, human rights, economic wellbeing and how to cultivate healthy respectful relationships in all contexts including online.

### ...To be Brill

Quite simply, PSHE prepares children for life. Regardless of ability, character or background, PSHE is essential for equipping each child with the knowledge and vital skills they will need for their journey throughout school and for the rest of their lives, to be a successful member of society and the very best they can be.

## How do we do it?

The PSHE curriculum builds upon the central themes with concepts repeated across the year groups and ideas developing over time. Some key themes are intended to be spread across two terms. Each unit is posed as a question based on one of the six key themes.

**Rights and Responsibilities** **Feelings and Friendship** **Money** **Safety and Risk** **Health** **Identity**

<b>Foundation Stage</b>	<p>What is good behaviour? How can I stay clean? What is family? Am I safe? What makes me me?</p>	
<b>Year 1</b>	<p>How do we decide how to behave? What can we do with money? How do we feel? How do we keep safe? What makes us special?</p>	
<b>Year 2</b>	<p>How can we help? How can we be healthy? What is bullying? How can we keep safe in different places? What is the same and different about us? How do we show our feelings?</p>	
<b>Year 3</b>	<p>What are we responsible for? What jobs would we like? How can we eat well? What can we do about bullying? How can we describe our feelings? What are the rules that keeps us safe?</p>	
<b>Year 4</b>	<p>What is diversity? How can we be a good friend? How do we grow and change? How can we keep safe in our local area?</p>	
<b>Year 5</b>	<p>What makes a community? What does discrimination mean? How can we manage our money? What choices help health? How can we be safe online and using social media? What makes us enterprising?</p>	
<b>Year 6</b>	<p>What makes a healthy and happy relationship? What are human rights? How can money affect us? How can we stay healthy? How can we manage risk?</p>	



# Crossflatts

PRIMARY SCHOOL