

Art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Intention	Implementation	Impact
<p>A high-quality art and design education provides an opportunity to engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We want all our children to be able to think critically and develop an increasingly confident understanding of art and design. Our children should know how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>We follow the National Curriculum for art and design and all classes have timetabled art & design lessons. We have an approach that enables children to collect works of art in their sketch books so they can build up a collection of work over time. Children will draw, sculpt and paint, sharing their ideas, experience and imagination. They will have the opportunity to develop a wide range of art and design techniques. Children will learn about the works of a range of artists, craft makers and designers. They will develop their skills, including their control and use of materials. They will achieve this through experimentation alongside developing an increasing awareness of different kinds of art, craft and design. Much of their work will link in with other subjects, specifically history, where they will learn about great artists, architects and designers from the UK and around the world.</p> <p>The teaching of art and design will be enriched with visits to places of architectural interest and local and national art galleries. Children's art and design work will be prominently displayed in the school. They will also learn how to use technology to support their art and design ideas.</p>	<p>We believe that every child should have an opportunity to express their creativity and be given the chance to develop their knowledge and grow their talents. We aim for the children to be ready to engage in more sophisticated art and design work at secondary school. Teachers use assessment for learning strategies as well as engaging in conferencing activities. At the end of each unit of work children from year 1 to year 6 are assessed for their progress and understanding in art & design lessons, by the teacher, and this is tracked over time.</p>

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Intention	Implementation	Impact
<p>A high-quality art and design education provides an opportunity to engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We want all our children to be able to think critically and develop an increasingly confident understanding of art and design. Our children should know how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>We follow the National Curriculum for art and design and all classes have timetabled art & design lessons. We have an approach that enables children to collect works of art in their sketch books so they can build up a collection of work over time. Children will draw, sculpt and paint, sharing their ideas, experience and imagination. They will have the opportunity to develop a wide range of art and design techniques. Children will learn about the works of a range of artists, craft makers and designers. They will develop their skills, including their control and use of materials. They will achieve this through experimentation alongside developing an increasing awareness of different kinds of art, craft and design. Much of their work will link in with other subjects, specifically history, where they will learn about great artists, architects and designers from the UK and around the world.</p> <p>The teaching of art and design will be enriched with visits to places of architectural interest and local and national art galleries. Children's art and design work will be prominently displayed in the school. They will also learn how to use technology to support their art and design ideas.</p>	<p>We believe that every child should have an opportunity to express their creativity and be given the chance to develop their knowledge and grow their talents. We aim for the children to be ready to engage in more sophisticated art and design work at secondary school. Teachers use assessment for learning strategies as well as engaging in conferencing activities. At the end of each unit of work children from year 1 to year 6 are assessed for their progress and understanding in art & design lessons, by the teacher, and this is tracked over time.</p>

Computing is an ever-evolving, inspiring and practical subject. Pupils should be online-safe, online-inspired and online-confident and able to use computational thinking and creativity to understand and change the world.

Intention	Implementation	Impact
<p>A high-quality computing education provides an opportunity to engage, inspire and challenge children, equipping them with the knowledge and skills to live and thrive in a world increasingly dependent on computing, and one in which the role of computing will play an immeasurable part in their lives. As computing technology underpins today's modern lifestyle, it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world in which they must be able to remain safe and respectful.</p> <p>Our computing aims to ensure that our pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. We aim to also expose children to the wider world of technology and want all our children to use computational thinking and creativity to understand and change the world. We understand the responsibility to educate our pupils (and other stakeholders) on online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.</p>	<p>Our computing programme offers a broad and balanced curriculum that aims to teach pupils how digital technology works but also offers the practical experience of safely creating a range of digital content. We follow the National Curriculum for Computing and all classes have timetabled Computing lessons. Computing concepts will be taught discretely but also applied cross-curricularly to give greater purpose, context and make deep links with mathematics, science and design and technology. Computing will be used to enhance learning and there will be a range of opportunities to share and celebrate within the school via assemblies and workshops. Our Computing provision covers a wide range of concepts and resources including web-based and mobile learning. Planning involves teachers using the suggested framework and creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children in lessons to identify those children with gaps in learning. We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, they become more proficient in selecting and using technology purposefully to create, retrieve, organise, manipulate and present data; they become increasingly confident in their growing ability to collaborate with others and use critical thinking, logical reasoning skills to problem-solve.</p>	<p>All children, regardless of their needs, will have equal access to a range of technologies in their classrooms and be given opportunities to use their computing skills to create digital content, code, express themselves, explore and research various topics. We believe that the children's computational thinking skills will have improved and allow them opportunity to participate effectively and responsibly in this digital world.</p> <p>It is important that pupils develop an understanding of computing concepts that influence everyday life, think critically and problem solve. We aim for the children to be digitally literate for the future; to have a greater understanding of the principles of information and computation, how computer systems operate, and then to apply that understanding to become creators of digital content. Teachers use assessment for learning strategies, share exemplar models of computing and celebrate pupil achievements with a wider audience. At the end of each unit of work children from year 1 to year 6 are assessed for their progress and understanding in computing lessons, by the teacher, and this is tracked over time.</p> <p>It is also important to recognise the constant and fast-paced evolution of IT within our society as a whole so the goal is that our pupils and staff are more confident, responsible and effective users of technology.</p>

Geography education should inspire in pupils a curiosity and fascination about the world and its people. It should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Intention	Implementation	Impact
<p>Our Geography Curriculum aims to provide opportunities for all pupils to develop their geographical thinking of space, place and environment through a wide range of experiences. The curriculum aims to encourage pupils' critical thinking and to make a positive contribution to their social, moral and cultural development. We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p>	<p>Teachers plan and deliver lessons using a progression of knowledge and skills approach that ensures the curriculum is covered and the knowledge and skills are taught in a progressive way throughout the school from year 1 to year 6. Our geography curriculum enriches the learning for children enabling them to gain 'real-life' experiences through educational visits and fieldwork. The children will learn to investigate and make enquiries about our local area of Greenwich, in London. They will learn to use maps to follow routes and aerial images to achieve basic locational knowledge about places and environments. They will increasingly be able to compare similarities and differences in environments and communities. Children will learn about local and national geographical features and they will debate current issues such as climate change. The children will have experiences to broaden their understanding and knowledge with trips to places of interest both within the local area and further into London. In year 5 their residential trip will take them further afield whereby the children will have a fantastic opportunity to experience first-hand in Norfolk! Children will learn about the UK's place in Europe and on a global scale, comparing and contrasting different cultures, landscapes, biomes and climate.</p>	<p>We believe that through our high quality delivery of geography, every child will have experiences to enable them to be curious and inspired. The impact of their learning over time is for our children to want to learn about geography in more depth when transferring to secondary school. We aim for the children to be ready to engage in more sophisticated discussion of the world both locally and globally. Teachers use assessment for learning strategies as well as engaging in conferencing activities to identify and to address any misconceptions immediately. Each half term children from year 1 to year 6 are assessed for their progress and understanding in geography lessons, by the teacher, and this is tracked over time.</p>

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Intention	Implementation	Impact
<p>Our History Curriculum aims to provide opportunities for all pupils to develop their knowledge and understanding of Britain’s past and that of the wider world. We want our children to be curious and to want to find out more about the past. Our aim is to equip our children to ask perceptive questions, think critically, weigh evidence, and sift arguments to develop their perspective and judgement. We want our children to develop an increasing understanding of the complexities of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identities and the challenges they face in the current times.</p>	<p>Teachers plan and deliver lessons using a progression of knowledge and skills approach that ensures the curriculum is covered and the knowledge and skills are taught in a progressive way throughout the school from year 1 to year 6. Our history curriculum enriches the learning for children enabling them to gain ‘real-life’ experiences through educational visits both locally and further afield. As a school situated in London, the children will have the opportunity to go to museums to see for themselves artefacts and to learn from the past. The children will know and understand significant aspects of the history of the wider world. The children will be taught about continuity and change, cause and consequence, difference and significance. They will be taught to apply their knowledge and skills to make connections, draw contrasts, analyse trends, frame historically, ask valid questions and create their own accounts. The children will be taught to understand methods of historic enquiry, including how evidence is used, how reliable the evidence is and how interpretations have been constructed.</p>	<p>We believe that through our high quality delivery of history, every child will have experiences to enable them to be curious and inspired. The impact of their learning over time is for our children to want to learn about history in more depth when transferring to secondary school. We aim for the children to be ready to engage in more sophisticated discussion of the world both locally and globally. Teachers use assessment for learning strategies as well as engaging in conferencing activities to identify and to address any misconceptions immediately. Each half term children from year 1 to year 6 are assessed for their progress and understanding in history lessons, by the teacher, and this is tracked over time.</p>

Modern Foreign Languages: At Plumcroft, Spanish is a fully immersive experience for pupils. We believe that languages should be taught as soon as possible which is why we go over and above the expectations of the National Curriculum and begin Spanish teaching from Key Stage One preparing the pupils to be fully immersed in the language in Key Stage Two.

Intention	Implementation	Impact
<p>A high-quality Spanish curriculum provides pupils with the opportunity to not only speak the language but listen to the language. It also enables pupils to read the language in a variety of ways and write using their knowledge of this language. Our Spanish curriculum will comprise of well-structured lessons which ignite a passion for languages in our pupils from a young age. The well-structured immersive experiences will begin in Year One where pupils will be taught the basic language skills through a variety of activities. This will continue and as they develop confidence in using the language they will be taught about the culture of Spanish speaking countries by drawing on the five senses. In Key Stage Two, pupils will leave Plumcroft confident to hold a conversation in Spanish as well as read, write and listen to basic Spanish.</p>	<p>We follow the National Curriculum for Modern Foreign Languages and all classes from Year One to Six have timetabled Spanish lessons. Each lessons comprises of consolidating previous teaching and practicing key skills to ensure that the language teaching and learning is embedded in the children's long term memory. We then have an approach where we solidify the foundations of a child's Spanish knowledge so that when they transition to Key Stage Two they are able to refine their conversational skills and access a wider range of texts in Spanish. They will develop skills in basic conversation so that they can hold and understand a conversation in Spanish. As well as this, they will be able to understand and use 100 basic Spanish words by the time they leave Key Stage One. In Key Stage Two pupils will be immersed in the language by listening to the language and picking out answers to key questions as well as voicing their opinion by writing in the language to discuss specific topics.</p> <p>The teaching of Spanish will be enriched by drawing on the pupil's five senses and allowing them to explore Spanish speaking countries through tasting foods and listening to Spanish music. Pupils will also learn about Spanish culture and its history.</p>	<p>We believe that every child should have an opportunity to learn a foreign language and believe that they can be bilingual. We aim for the children to be ready to deepen their knowledge of foreign languages in secondary school and be confident in their ability to speak and understand another language. Teachers use assessment for learning strategies as well as engaging summative assessment strategies to ensure that pupils are making progress in Spanish throughout Key Stage Two.</p>

At Plumcroft we believe that our religions and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of both our own and the wider community.

Intention	Implementation	Impact
<p>A high quality RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.</p> <p>We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity. We all share a common humanity and we share our view of the world with an understanding of others' views.</p> <p>We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division..</p>	<p>We follow the National Curriculum for RE and all classes have timetabled RE lessons. Teachers plan and deliver lessons using an approach that ensures the curriculum is covered and the knowledge and skills are taught in a progressive way throughout the school. We have lessons that enable children to visit different places of worship ensuring they develop a deep and enriched understanding of a variety of religions. Through the progressive and informative lesson content children will be given the knowledge and skills to flourish both within their own community and as members of a diverse and global society.</p>	<p>We believe that every child should have the opportunity to question the world around them, develop an understanding of religions and issues that influence everyday life, think critically and reflect on all they have learnt. We aim for the children to be ready to engage in more sophisticated discussions reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and thinking and understanding at secondary school. Teachers use assessment for learning strategies as well as engaging in conferencing activities. At the end of each unit of work children from are assessed for their progress and understanding in RE lessons, by the teacher, and this is tracked over time.</p>

Science is an inspiring, innovating, investigative and practical subject. Pupils explore the world around them, asking questions, proposing ideas, developing theories and testing key questions, developing subject specific vocabulary and reinforcing literacy and maths skills.

Intention	Implementation	Impact
<p>A high-quality Science curriculum provides an opportunity to engage, inspire and challenge children, equipping them with the knowledge and skills to question, experiment, problem solve and debate about the world around them. The curriculum aims to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We want our pupils to be equipped with the scientific skills required to understand the uses and implications of science, today and for the future.</p>	<p>We follow the National Curriculum for Science and all classes have timetabled Science lessons. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning. We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, making observations and discovering patterns, they become increasingly confident in their growing ability to come to conclusions based on real evidence.</p>	<p>We believe that every child should have the opportunity to question the world around them, develop an understanding of scientific processes that influence everyday life, think critically and problem solve. We aim for the children to be ready to engage in more sophisticated scientific thinking and understanding at secondary school. Teachers use assessment for learning strategies as well as engaging in conferencing activities. At the end of each unit of work children from year 1 to year 6 are assessed for their progress and understanding in science lessons, by the teacher, and this is tracked over time.</p>