



**ARDLEIGH GREEN**  
INFANT AND JUNIOR SCHOOLS

# **Curriculum, Learning & Teaching Policy**

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# Our School

Imagine an Adventure Park for the mind that keeps on growing and improving. The park belongs to a community of people who are responsible, caring, considerate and committed to learning.

Notice how adults and children respect and value each other and how well they work together as a team. Notice how they relate positively with one another through their work, the problems they solve together and the hopes and dreams they have for the future. Marvel at the music, drama and artwork on display and be amazed at the talents of adults and children as they are encouraged to develop their abilities and achieve their personal best.

Feel the calm, purposeful atmosphere of the park and smile as you hear the children, happy and confident as they play, learn and achieve together. Notice the high expectations, the fun, laughter, the high standards of work and behaviour. Notice the awards received the special events and celebrations of achievement and the appreciation of visitors and the general public. Notice the infectious enthusiasm, dedication and commitment of adults and children who are proud to be associated with the Adventure Park.

This is Ardleigh Green School! An Adventure Park for the mind, with staff, children, parents and governors, Working Together, Learning Together and Growing Together as lifelong learners. Admission is free, opening hours are 8.00am to 6.00 pm Mondays to Fridays, with special evening and weekend events throughout the year. Activities take place throughout term time but the lessons learnt, the friends made, and the memories created last a lifetime.

## Our Values

Excellence, Enjoyment, Respect and Equality.

## Our Vision

Working Together, Learning Together, Everyone Grows.

## Our Learning Behaviours

Resilience, Reflectiveness, Readiness, Resourcefulness and Responsibility.

## Our Mission

To put children **FIRST** to ensure that they are:

Fit for Life.

Inspired to Learn.

Ready to participate.

Safe and Secure.

Trained for Work and Play.

# Curriculum statement of intent

Ardleigh Green Schools seek to develop our children's learning potential so that they become resilient, resourceful, respectful and reflective learners. Our vision, aims and values seek to develop caring,

considerate, compassionate individuals who aim to achieve their personal best in whatever they do. As a school we are passionate about teaching and learning, committed to children achieving their full potential and determined to provide innovative and inspirational learning opportunities to ensure that our pupils can become the best that they can be.

As a school we recognise that our aims and values can only be achieved through parents, children, staff and governors, “Working Together, Learning Together and Growing Together.”

**Working Together:** This involves maintaining a **Learning Climate** based on high expectations, trust, respect and mutual understanding, ensuring our vision and values permeate the life of our school.

**Learning Together:** This involves maintaining a **Learning Culture** that builds on the past, learns from the present and embraces the future, ensuring that teaching and learning continues to be characterised by high expectations, excellence and enjoyment.

**Everyone Grows:** This involves maintaining a **Learning Ethos** where high expectations, positive relationships, together with appropriate support and encouragement, ensures that pupils and staff achieve their full potential.

The curriculum at Ardleigh Green Schools is planned as a stimulating, creative and progressive learning journey. Working together and learning together staff and pupils engage in purposeful learning experiences designed to develop responsible, reflective and resilient learners fully prepared for the next stage of their learning journey. Collaboration, communication, creativity and critical thinking are at the heart of all that we do, encouraging children to take risks and to develop positive relationships to support their own learning.

Our broad and balanced curriculum seeks to develop the knowledge, skills and attitudes necessary for our pupils to thrive in the ever-changing world in which we live. The curriculum, which is constantly under review, provides opportunities for all pupils to learn and to achieve irrespective of social background, ethnicity, gender or ability. As schools we place an emphasis on the development of the whole child recognising the importance of spiritual, moral, social and cultural development alongside academic success. Our values of excellence, enjoyment, respect and equality permeate the whole curriculum which aims to:

- Develop and foster creativity, confidence and motivation.
- Develop a Growth Mindset in staff and pupils.
- Develop the intellectual and physical potential of every child.
- Develop spiritual, cultural, moral and social values.
- Promote excellence, enjoyment and high achievement across the curriculum

# Curriculum map

## Intention

- Ensure national curriculum coverage.
- Plan a progressive and sequential learning journey from Reception to Year 6.
- Plan the knowledge and skills that will be taught in each lesson.
- Ensure that prior knowledge is taught before a unit of work.
- Plan experiences which support and broaden the curriculum.

## Implementation

- Annually, the curriculum for each year group is mapped out.
- Subject co-ordinators ensure coverage and progression within their subject area.

## Impact

- Ardleigh Green's curriculum is broad and balanced.
- A full national curriculum is delivered.
- Lesson objectives focus on the development of skill and application of knowledge.
- Children leave Ardleigh Green as well-rounded individuals ready for the next stage in their education.

# Pupil Passports

## Intention

- The Pupil Passport communicates core curriculum expectations to pupils and parents.
- All pupils receive a printed Passport to which they can refer as they make progress on their journey through the year.
- We encourage parents will also read the Passports so they can support their children more effectively.



## Implementation

- Passports are issued at the beginning of each school year.
- A mid-year review of the passport targets ensures that all parties are aware of the progress being made towards the end of year expectations.

## Impact

- Pupil passports inform pupils and parents of the key end of year expectations in the areas where parents will be able to have the greatest impact supporting their child.

### YEAR 6 PUPIL PASSPORT

*On a seven year journey, from Reception to Year 6, it is important that you know where you're going, every step of the way.*

*We believe that pupils, parents and teachers need clear guidance on what is expected at each stage of the Ardleigh Green voyage. We believe that we should support parents in helping extend their child's learning at home. We believe that by working in partnership, our children will be able to achieve and exceed our high expectations.*

*This pupil passport informs pupils and parents of the key end of year expectations in the areas where parents will be able to have greatest impact supporting their child. Now you know the destination and have the support that you need, get ready to enjoy the journey!*

★ Use negative numbers in practical contexts (temperature) and solve problems including calculating intervals across zero.

★ Compare, order, read, write and round (to the nearest 10, 100, 1000, 10,000 and 100,000) positive, negative, decimal and whole numbers up to 10,000,000.

★ Add and subtract whole and decimal numbers up to 3 decimal places using formal column methods (understanding the place value of each digit).

★ Fluently multiply numbers up to 4 digits by a two digit number using the long multiplication method and apply it alongside other operations to solve multi-step problems.

★ Use long division with two digit divisors and apply it alongside other operations to solve multi-step problems.

★ Understand cube numbers and cube roots.

○ Read a range of texts for enjoyment but with a developing sense of which genre or style you particularly enjoy - and be able to provide reasoned justifications.

○ Participate in discussions about books, building on and challenging the ideas of others in a courteous manner.

○ Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters) within and across more than one text.

○ Use technical language to discuss authorial devices used in text (analogy, imagery, alliteration, personification) and be able to explain the purpose and effect of them.

○ Demonstrate skill at information retrieval across a range of texts for a variety of purposes: geographical information, timetables, leaflets for museums, theatre programmes etc.

**MATHS**

**READING**

✦ Use a range of punctuation accurately and appropriately (including semi-colons, colons and dashes) to mark the boundary between clauses as well as inverted commas to indicate direct speech.

✦ Spell most of the Year 5 and Year 6 words correctly.

✦ Maintain joined handwriting ensuring that it is legible when writing at speed.

✦ Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

✦ Use verb tenses consistently and accurately.

✦ Write for a range of purposes and audiences selecting language that shows good awareness of the reader.

**WRITING**

# Boarding Pass

## Intention

- To plan an 'experience entitlement' that will serve to enrich pupils' learning at Ardleigh Green and provide opportunities to develop a stronger social, moral, spiritual and cultural understanding.
- The pass is a reminder of authors studied for the year.

## Implementation

- Boarding passes are issued at the beginning of each school year to outline the experience entitlement for each year group.
- Boarding pass texts are available in class libraries.
- Year group authors are displayed and promoted around school.

## Impact

- Children are involved in experiences outside of the national curriculum.
- Children leave Ardleigh Green as well-rounded individuals who are ready for the next stage in their education.
- High quality, age-appropriate texts are read.

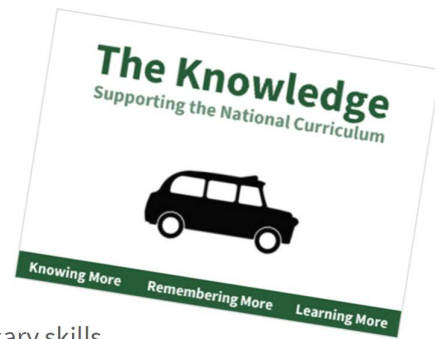




# The Knowledge

## Intention

- To outline the knowledge required for each unit of work.
- To share curriculum content with parents.
- To build upon prior learning in content and chronology.
- If children have the knowledge required for each unit of work, lessons are able to focus on developing and applying the necessary skills.



## Implementation

- At the beginning of each unit of work, booklets are issued to children to take home and share with their parents.
- Each booklet outlines the knowledge that children need to be able to draw upon in order to be successful in any given unit of work.
- Booklets are referred to throughout a unit of work as the content relates directly to the knowledge required to access lessons.

## Impact

- At the beginning and end of each unit of work, children are tested on the 'knowledge'.
- Progress in knowledge is evidenced through increased test scores; therefore, ongoing foundation assessments focus on how skills are implemented.

### Key Facts

**Protein:** help your body grow and repair itself examples include red meat, yoghurt and beans.

**Carbohydrates:** They give you energy e.g. potatoes and pasta.

**Fats:** Give you energy e.g. nuts and oils

**Vitamins:** keep your body healthy e.g. sweetcorn and spinach

**Fibre:** helps you digest food e.g. cereals and lentils

**Water:** helps to move nutrients in your body

### Key Facts



### Key facts

**Anatomy** is the study of the bodies of living beings. This can be people, animals, or plants. It is like taking the body apart, and looking at its parts (organs, muscles and bones). People who study *anatomy* then look where a certain organ (or bone, or muscle) should be, or where it normally is.

The history of anatomy dates back to 1600 BCE when Egyptians began studying human anatomy. They discovered the functions of many organs like the liver, spleen, kidneys, heart etc. and were the first to discover the structure and functions of the lymphatic system.

### Key Vocabulary

**Skeleton:** The set of bones on a human or animal, joined together to make our structure.

**Tendon:** A tough, elastic tissue which connects the muscles and bones.

**Involuntary muscles:** Muscles not controlled by an individual's will.

**Voluntary muscles:** Muscles whose actions are controlled by an individual's will.



# Worldly Wise

## Intention

- For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing 'a little about a lot' they will be able to place events and ideas in context.
- To provide a learning experience that goes beyond the limits of the National Curriculum.
- Broadening the range of topics covered will maximise pupil's natural curiosity as they seek to become 'worldly wise'.





## Implementation

- A whole school approach launches each booklet.
- Using videos, images and text we aim to make it as accessible as possible for all pupils.
- Parents have access to the materials via the school website - or a paper copy sent home.
- Subject specific vocabulary - and the idioms in which they are applied - will be explored in each unit.
- Each half term there will be a new focus to the 'Worldly Wise' booklets. These will be published on our websites and provided to pupils.

## Impact

- Pupils have an increasingly wide general knowledge.
- Pupils are exposed to topics and ideas outside of their experience which they can draw upon in different contexts.
- Half termly quizzes enable pupils to showcase their newly widened knowledge.

<p><b>Theseus and the Minotaur</b> Deep beneath Crete, in a <b>labyrinth</b>, lived a ferocious creature. To free his people, Theseus would have to kill the Minotaur.</p>  <p>To stop attacks by King Minos, Athens had been forced to send young people to Crete to be <b>sacrificed</b> to the Minotaur - a half bull, half man beast. The Prince of Athens, Theseus, vowed to save the people and kill the Minotaur.</p> <p>Helped by a Cretan princess - Ariadne - Theseus survived the labyrinth, killed the Minotaur and freed Athens.</p>	<p><b>The Legend of Prometheus</b> The Gods believed that fire was too powerful for humans, but Prometheus thought it should be shared - so he stole it.</p>  <p>Greeks thought Prometheus was a <b>Titan</b> - a race of giants who existed on Earth before mankind. Titans helped to create man, but they didn't have a gift to give him. Birds could fly... what could man have?</p> <p>Prometheus stole fire from the Gods, giving it to man. For this, he was punished for <b>eternity</b> by Zeus, King of the Gods.</p>
<p><b>Daedalus and Icarus</b> In Greek <b>mythology</b>, Daedalus was an amazing inventor who worked for King Minos of Crete designing a <b>labyrinth</b> that was used to imprison the Minotaur.</p>  <p>Minos imprisoned Daedalus and his son, Icarus, to prevent them from working for anyone else. Daedalus had to flee to give his son a proper life. Inspired by seagulls, he created wings so they could fly down from their prison tower.</p> <p>As they soared out of their prison, Icarus ignored his father's warning and flew too close to the sun.</p>	<p><b>Pandora's Box</b> When Pandora was married, Zeus gave her the gift of a closed jar or <b>urn</b>. Pandora was told not to open it. When she peeked inside, something terrible happened.</p>  <p>Zeus wanted to punish Man for accepting the gift of fire. His Gods created a beautiful woman - Pandora. Sent to marry a man, Pandora was given an <b>intriguing</b> wedding gift: a jar that she must not open. Of course, she couldn't resist.</p> <p>When she opened the vase, horrible things came out: envy, sickness and hate. Last of all was a fairy called Hope.</p>
<p><b>King Midas</b> Midas was a king who wished that everything he touched would turn to gold. However, he hadn't realised the terrible consequences of his <b>insatiable</b> appetite for wealth.</p>  <p>Dionysus - God of Wine - visited Midas and was impressed by his generosity. He granted the king one wish. Midas asked for everything he touched to turn to gold.</p> <p>When the wish was granted, tables, roses and bread all became gold. Just after he hugged his beautiful daughter, Midas realised he was <b>curse</b>d.</p>	<p><b>The Labours of Hercules</b> In a fit of madness, Hercules (known by the Greeks as Heracles) killed his own wife and child. As a punishment, he had to complete 12 incredible challenges over 12 years.</p>  <p>Sentenced to serve King Eurystheus, Hercules' first task was to kill the lion of Nemea. Its hide was <b>impenetrable</b>, so our hero had to choke it to death. In his second labour, Hercules <b>strangled</b> the Hydra - a nine-headed serpent. After completing nine more tasks, Hercules was required to capture Cerberus - the dog guarding the underworld. Once this was achieved, Hercules was free.</p>

# Times Table Journey – Key Stage 2

## Intention

- For pupils to learn and recall multiplication facts up to 12x12.
- For small steps to be taken so pupils can link multiplication facts making them more memorable.

## Implementation

- An evidence informed Times Table programme which provides structure and depth to times tables teaching.
- Times table booklets used daily in Year 3 and 4. Each booklet introduces new facts in small steps with consolidation built in to recap previous learning.
- Daily Times Table sessions to provide opportunities for pupils to rehearse and recall as a class and independently.
- Regular assessment opportunities to help monitor the progress of each child and additional interventions can then be planned for.



## Impact

- Pupils are motivated to learn multiplication facts and they can be recalled confidently.
- Pupils are prepared for Year 4 MTC and future Maths learning.
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- Pupils are prepared for Year 4 MTC and future Maths learning.

Times Table Journey	Destination: Mastery	Extend your learning journey
<ul style="list-style-type: none"> <li>Doubles Facts</li> <li>2 Times Table</li> <li>Square Facts</li> <li>5 Times Table</li> <li>4 Times Table</li> <li>8 Times Table</li> </ul>	<ul style="list-style-type: none"> <li>12 Times Table</li> <li>11 Times Table</li> <li>7 Times Table</li> <li>9 Times Table</li> <li>6 Times Table</li> <li>3 Times Table</li> </ul>	<p>Hop aboard these coloured challenges to test yourself and see how many of the multiplication facts you can recall.</p> <ul style="list-style-type: none"> <li> Red</li> <li> Orange</li> <li> Yellow</li> <li> Green</li> <li> Blue</li> </ul>

# My Personal Best

## Intention

- To enhance our curriculum and encourage our children to “compare performances with previous ones and demonstrate improvement to achieve their personal best”, so that it is more pupil-focused, and links with a short block of athletic skills lessons.



## Implementation

- All Infant and Junior classes use the My Personal Best card in lessons once per term. Each pupil has their own recording card, and works as a group to practise, perform and record a number of key running, jumping and throwing skills. In addition, pupils achieve 'stamps' as they demonstrate leadership skills within a lesson or to younger pupils and take part in new PE-related experiences specific to each year group.

## Impact

- Pupils are more excited and motivated to practise, demonstrate and improve their physical skills. Teachers are more focused on developing and celebrating the personal improvements of every child. Progress in Physical Education is evidenced in a meaningful way
- For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing 'a little about a lot' they will be able to place events and ideas in context.
- To provide a learning experience that goes beyond the limits of the National Curriculum.
- Broadening the range of topics covered will maximise pupil's natural curiosity as they seek to become 'worldly wise'.

**My Active Life**

My clubs and activities in school:

My clubs and activities outside of school:

This year, I have:

- Achieved a personal best
- Competed in my first inter-class sport tournament

**My Skills**

Skill	Attempt 1	Attempt 2	Attempt 3
Speed bounce (amount in 20 seconds)			
Standing long jump (cm)			
Vortex / Soft javelin throw (m)			
Five strides (m + cm)			
50m sprint (seconds)			
Push throw			

**One-Minute Challenges**

Star jumps	Hoop rush
Skipping rope jumps	5m shuttle runs
3m bean bag target throw	Backward weave

**My Leadership**

- I led a whole-class stretch warm up.
- I demonstrated a skill to the class in a PE lesson.
- I was group leader during the My Skills or One-Minute Challenges circuit.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# ART & DESIGN

## Curriculum Overview

Our Art and Design curriculum is carefully designed to foster a love of creativity, to fully engage children and to equip them with the knowledge and skills needed to experiment, invent and create their own works of art, craft and design. Children are able to develop their confidence, imagination and ability to express their thoughts and feelings. In addition, children are given the opportunities to develop a wide range of art and design techniques throughout our 'Kapow' scheme of work. This enables effective progression of skills throughout each year group from Reception to Year 6. As a school, we strive to go above and beyond and in Art & Design we do this through various enhancements throughout the year.

## Our FIRST Ethos in Art & Design

### Fit for Life

Our Art & Design curriculum provides our children with a range of creative outlets to explore and express their emotions. We build resilient and reflective attitudes through our design, creating and evaluating processes.

### Inspired to Learn

Children display a true love of learning in Art lessons. The artists and artwork they explore develops a sense of wonder and inspires them to create their own masterpieces.

### Ready to Participate

All children partake in engaging and inspiring Art & Design lessons. Children approach new art techniques with a keen and positive mindset.

### Safe and Secure

Children are taught throughout their Art & Design learning journey that each piece of artwork is individual and special to the creator. They are encouraged to develop their artwork in their own image, further highlighting and promoting our subject mantra "Every Child is an Artist".

### Trained for Work and Play

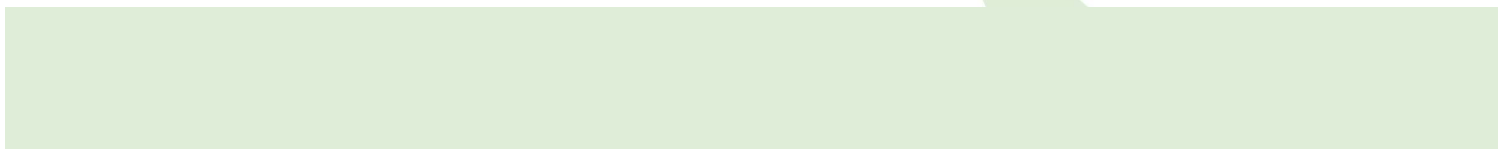
Children leave KS1 with a vast range of art and design techniques and a knowledge of different artists, illustrators, craft makers and designers. These skills and knowledge are used to develop and evaluate their own artwork as they progress into KS2. This is embedded from the beginning of our children's learning journey in EYFS, where they implement their art skills and knowledge through play and continuous provision. Throughout KS2 children explore and refine their knowledge and skills through the Kapow program, allowing them to explore and master more detailed and intricate levels of art & design.

## How this learning prepares for the future

Our Art & Design curriculum cultivates well-being and inclusivity. The opportunity to be creative, curious and imaginative allows children to explore the world around them in a variety of ways. It allows all children to experiment and express themselves. Creating a piece of artwork helps children to build resilience and determination. Life can present many challenges so equipping children with a variety of skills to navigate and deal with these is paramount.

## Wider Opportunities

- Art Club
- Competitions (within school and external)
- Summer Gallery Competition



# COMPUTING

## Curriculum Overview

At Ardleigh Green, we intend to develop pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we model and educate our pupils on how to use technology positively, responsibly and safely.

We want our pupils to be creators, not just consumers of technology, and our broad curriculum, which encompasses computer science, information technology and digital literacy, reflects this thoroughly. Our intent is for pupils to understand that there is always a choice with using technology and, as a school, we utilise technology (including social media) to model positive use. We recognise that education is the best prevention for many issues we currently see with technology/social media.

At our school, technology allows pupils to share their learning in a range of creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge-rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively, which in turn will help our pupils become skilful computer scientists.

We encourage staff to embed computing across the whole curriculum to make learning engaging, creative and accessible, so pupils become fluent with a range of tools to best express their understanding and by the time children leave our school at the end of Year 6, they have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

## Our FIRST Ethos in Computing

### Fit for Life

Children are taught skills and knowledge related to wellbeing and healthy digital lives.

### Inspired to Learn

Use of new and exciting technology to motivate learning across the curriculum.

### Ready to Participate

Skills learned in computing lessons are transferred to other subjects with cross-curricular links.

### Safe and Secure

Children take part in online safety lessons which are interwoven into computing lessons, to promote responsible use of technology.

### Trained for Work and Play

Pupils are equipped to use a range of digital resources in a multitude of ways to engage and enhance their learning across the curriculum and for entertainment.

## How this learning prepares for the future

Time in lessons is dedicated to developing skills and knowledge across the three areas of computer science, information technology, and digital literacy, and links are made

between them where appropriate to encourage a connected understanding. Each of these areas are important to pupils being able to navigate the digital world and be prepared for the future. Children are also encouraged to link their computing learning with real world applications and consider how they could use it in the future.

## Wider Opportunities

In the Junior School, Digital Leaders are trained to support their peers and teachers with computing lessons, and Year 6 children also run a coding club for the Infant School.





# DESIGN & TECHNOLOGY

## Curriculum Overview

At Ardleigh Green School, our Design and Technology curriculum is ambitious for all. Our children have numerous opportunities to design, make and evaluate products which are purposeful and meaningful to them. Through well planned lessons and high-quality resources, our pupils are encouraged to build upon their prior learning and experiences. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Our pupils will achieve the fundamental principles of design and technology in the study of materials and structures, mechanisms, textiles and, cooking and nutrition. Children will put their knowledge into action through design and build projects. Focused tasks within each unit ensure the rehearsal of key skills that are essential for producing a quality finished product. Our pupils will have the opportunity to follow a brief when participating in design and build projects that link to the world in which we live. Working both collaboratively and independently, they will explore skills and apply them creatively to their own design; evaluating successes and areas for improvement throughout the making process.

## Our FIRST Ethos in Design & Technology

### Fit for Life

Children will have the opportunity to research key designers and develop their understanding of the role Design and Technology plays in the world around them. This enables our children to become critical thinkers, developing resilience and reflectiveness, as they learn to both offer and receive feedback and grow in their learning. Through cooking and nutrition experiences, pupils will develop their knowledge of where the food that they eat is sourced and how the food they eat affects their body. They will apply their knowledge of a balanced diet when preparing food for themselves using a range of tools.

### Inspired to Learn

Children study the work of designers and inventors who have greatly influenced the world. They can use this stimulus to develop their own ideas, considering their role in an ever-advancing technological society. Our ambitious curriculum and wider opportunities inspire pupils to broaden their understanding of the role designers, engineers and technicians play, and have numerous opportunities to explore a breadth of resources when bringing their own ideas to life.

## **Ready to Participate**

All pupils will be given experience of the product they are to design and make. Additionally, they will be taught the skills needed to produce a product of this type. Pupils will be given time to collaborate, explore and prepare their design ideas so that everyone has an equal opportunity to be successful. Our children will develop their resilience, reflectiveness and resourcefulness, exploring new ideas and considering how they can work together effectively to further improve their designs or products.

## **Safe and Secure**

Pupils will be taught how to use equipment safely, respecting how to look after themselves, their peers and staff around them, and the equipment they are using. During the designing process, pupils should feel confident enough to have their work analysed by others, as we develop critical and reflective learners who respect the opinions of others.

## **Trained for Work and Play**

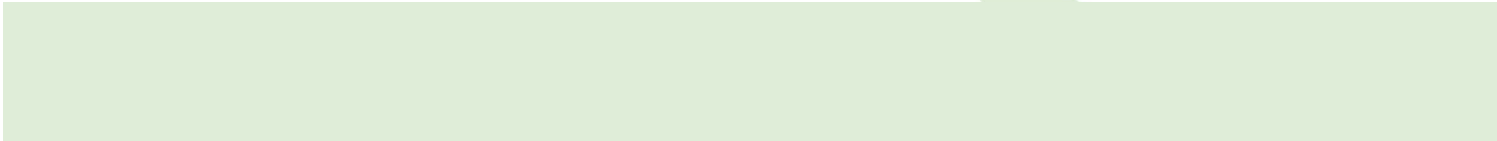
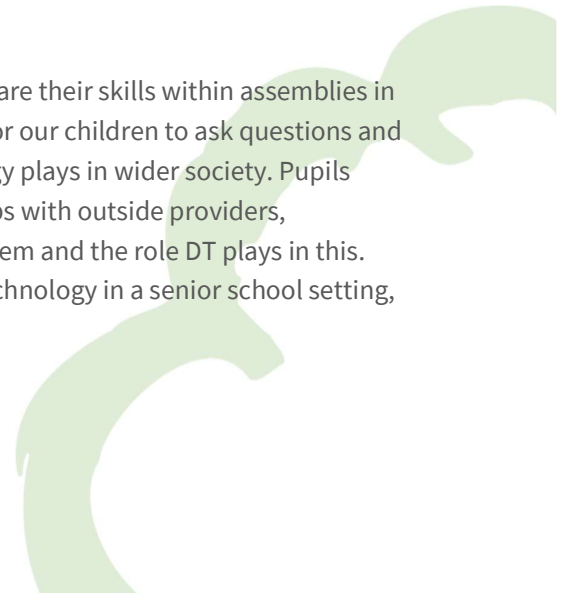
Design and Technology provides pupils with life skills that are transferable into the home and work environment. Collaborative work in DT develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for their environment, for their own health and safety, and that of others.

# **How this learning prepares for the future**

Design and Technology is an ideal learning platform for pupils to develop their cultural capital and gain a broad experience of career opportunities in the wider world. They are given the opportunity to explore the fields of hospitality, catering, engineering, architecture and design. This experience is provided through visits from practitioners in these fields of work; as well as class research of innovators and innovations that have previously changed and shaped our world or are current and relevant today. Design and Technology also allows for independent critical thinking, teamwork and analysis; all crucial working skills that are vital in a fast changing employment environment.

## **Wider Opportunities**

To engage our school community, we encourage parent visitors to share their skills within assemblies in both the Infant and Junior Schools. This is a wonderful opportunity for our children to ask questions and further develop their understanding of the role Design and Technology plays in wider society. Pupils throughout both schools have the opportunity to complete workshops with outside providers, developing their sense of awe and wonder about the world around them and the role DT plays in this. Our Year 6 pupils have the opportunity to engage with Design and Technology in a senior school setting, to prepare them for the next stage of their learning journey.



## Curriculum Overview

At Ardleigh Green, our vision is 'Everyone Grows' and to enable this we have a progressive and ambitious curriculum for all. As the children progress along their learning journey, they acquire new skills, knowledge and understanding to become proficient speakers, readers and writers. The curriculum is built upon the foundations of the Literacy Strategy; it seeks to cover a range of genres in each year group which are revisited and built upon in subsequent year groups.

We aim for all our pupils to be reflective listeners who are willing to articulate thoughts and share ideas. We cultivate readers who understand the way that texts are built and who can answer questions about them. In the Early Years the children begin to develop phonic knowledge and this is progressively built upon as the children move throughout their learning journey. Single sounds and common digraphs are taught. This knowledge grows, in Year One, as the children revisit, secure and learn all alternative graphemes for the most widely used phonemes. Year Two maintains the momentum by revisiting and identifying spelling and grammar patterns to create more fluent readers and writers. Whilst on this journey all staff complete termly reviews of progress to ensure any gaps in learning are addressed and all our children are prepared for their schooling journey ahead - being able to read and write.

As the children progress through junior school, they develop an understanding of how different texts are built, learners will explore grammar and punctuation features and will consider how sentences can be constructed to achieve different effects which reflect the purpose of the text. As pupils grow as writers, they will be taught to plan, draft, re-read and edit their own and others' writing and apply the phonic knowledge and the spelling rules that they have learnt. Children will also be taught the skills needed to join their handwriting consistently and neatly.

## Our FIRST Ethos in English

### Fit for Life

Children learn to engage with the written world before developing this further in KS2. Our aim is for children to become confident speakers, communicators, readers and writers, ready to embrace the challenges of the world around them.

### Inspired to Learn

Children are inspired through learning about key authors, the adventures literature can take you on and the knowledge non-fiction can bring. We ensure an inspiring curriculum through continual school improvement and review of our current planning.

## Ready to Participate

All children participate in systematic processes throughout the school that helps to guide their growth to read and write independently. The children gain the skills to be confident speakers, listeners, readers and writers giving them the tools that they need to participate in life.

## Safe and Secure

We have fostered an ethos of learning through drafting and making mistakes. All progress is celebrated and every journey is supported. Through being able to read, comprehend and communicate in both written and verbal form, children are enabled to become adults who are safe and secure.

## Trained for Work and Play

Children leave school with the skills needed to speak, read and write successfully enabling children to thrive, whatever the future may bring.

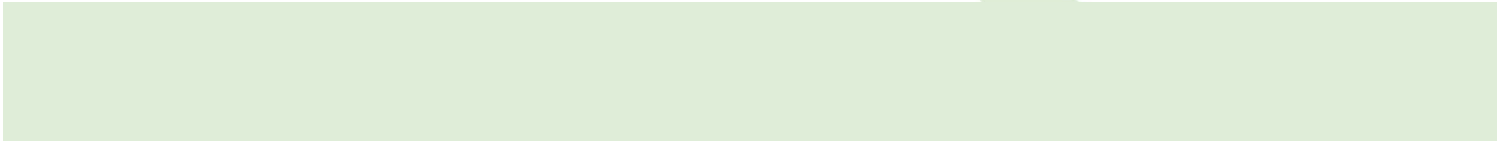
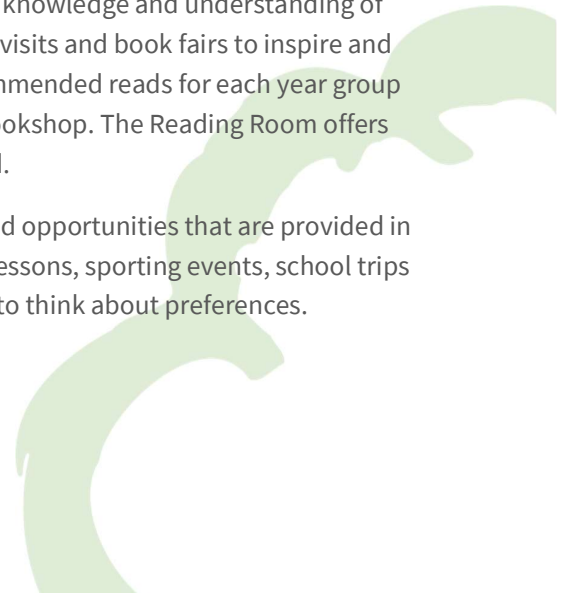
# How this learning prepares for the future

We believe that teaching children English skills at Ardleigh Green gives them a voice and empowers them. Speaking, reading and writing underpins much of what we do in life and who we are. By teaching the skills needed to speak, read, write, spell and punctuate successfully we are preparing children for their future.

## Wider Opportunities

The knowledge and skills taught in English are key to success across the curriculum as well as in the wider life of the school. Teachers offer wider opportunities for children to engage in reading by sharing high-quality fiction and non-fiction texts to model good intonation and expression, and broaden the children's vocabulary. High-quality texts are available in classrooms, corridors, and our school library. During our weekly library visits, the children have the opportunity to select free-choice texts to foster a love of reading and challenge themselves with higher-level texts. We introduce a half-termly author focus to raise the profile of classic and modern authors and to expand their knowledge and understanding of literature. We also participate in national events and organise author visits and book fairs to inspire and motivate the children to read and write. In the juniors there are recommended reads for each year group and the book of the month is chosen for each year group by a local bookshop. The Reading Room offers children a place to recommend books to others or find their next read.

English extends beyond the curriculum and this is evident in the varied opportunities that are provided in school such as music lessons, singing assemblies, performances, PE lessons, sporting events, school trips and visits. Children are surrounded by literature and are encouraged to think about preferences.



# GEOGRAPHY

## Curriculum Overview

The intention of geography at Ardleigh Green is to provoke questioning and provide answers to questions about the natural and human aspects of the world and its people. It inspires in children a curiosity and fascination about the world around them. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum at AG enables children to develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

## Our FIRST Ethos in Geography

### Fit for Life

Children will acquire geographical skills such as mapping, identifying features of different places, observing, recording, measuring, compass use, and thinking critically.

### Inspired to Learn

Children learn about their local community and environment as well as inspiring places around the world. Creating a thirst for knowledge and sparking a curiosity about where they live and the world around them.

### Ready to Participate

Children participate in fun, engaging lessons with trips and visits to reinforce what they have learnt in class. They take part in first hand observations to enhance their local awareness.

### Safe and Secure

We encourage an enquiry led curriculum which gives children the confidence and security to ask questions they are curious about. A positive classroom ethos allows the children to feel safe to do so.

### Trained for Work and Play

Children leave KS1 able to use key geographical vocabulary and with a range of knowledge and skills to carry them through to KS2. This has been reinforced through knowing more and remembering in fun and memorable activities and lessons.

## How this learning prepares for the future

We provide our children with a sense of place and belonging, both to the locality and the wider world. Children gain a curiosity about the world around them and ask questions about how and why things happen, including the Earth's physical and human processes. The local area is fully utilised so that children are familiar with their surrounding environment. We teach children to be environmentally responsible and take care of the place they live. Children learn the life skills of forming an opinion and being able to debate sensitive issues and respect other people's thoughts and ideas. Through our geography curriculum children learn about landmarks, nationalities, countries, transport, festivals and famous people. Geography instils a sense of awe and wonder in our children that is transferable to many other areas of learning.

## Wider Opportunities

To enhance our Geography curriculum, children plan for and participate in a variety of trips. We value our local community and ensure that the children have many opportunities to explore the local area.



# HISTORY

## Curriculum Overview

The aim of History teaching at Arleigh Green is to stimulate the children's curiosity and interest in events and the lives of people in the past in Britain and the wider world.

The children develop an understanding of how this has impacted on our world today alongside developing the skills of sequencing and awareness of chronology, enquiry, analysis and interpretation. They will be able to apply these skills and experience what it is to be a Historian.

The aims of history in our school are:

- to foster in children a fascination and interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- to enable children to know about significant events in British history and its links to the wider world.
- to develop a sense of sequencing and chronology to therefore understand change and continuity over different periods of time.
- to help children understand our society and their place within it, so that they develop a sense of their national and cultural heritage.
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## Our FIRST Ethos in History

### Fit for Life

Children learn how beliefs and culture have influenced how people have behaved in the past and how these past events have impacted on today. This helps develop an understanding of diversity and therefore promotes mutual respect, understanding and tolerance of those with different cultures and beliefs.

### Inspired to Learn

Children learn about different periods of history not just in our country but across the world. A wide range of teaching methods and resources (particularly 'enquiry' questions) along with cross curricular themes, visits and workshops engage and fascinate the children.

### Ready to Participate

All children participate successfully in stimulating and engaging lessons, trips, and workshops. Work is adapted where required to enable all children to access the curriculum.

### Safe and Secure

We've created a safe culture for children to feel confident to ask questions about the past or the world around them and are not afraid to give a different opinion and point of view.



## **Trained for Work and Play**

Children will learn lessons from the past which might affect or influence their decisions in the future. They are able to ask historical questions, understand different perspectives, broaden their knowledge and understand that sources of information can be interpreted in many different ways and should not be taken at face value.

## **How this learning prepares for the future**

Our children will understand that throughout their life experiences they will be challenged by different views and perspectives of their own and that it is important to show respect, understanding and tolerance for others.

They will have experienced how to articulate their own viewpoint in a considered and respectful way and will be inspired by the significant individuals we have studied.

Through our stimulating curriculum we will encourage them to develop effective questioning, interpretation and debating skills. In addition, they will gain the skills of sequencing and placing events in a chronological order with a greater sense of awareness of different periods of time.

Furthermore, through a wide range of enrichment activities and experiences such as trips and workshops, they will have a keen interest in learning about and acknowledging the impact that past events have had on our world today.

## **Wider Opportunities**

We offer our children a wide range of opportunities to further develop their sense of awe and wonder and fascination with this subject. We have trips that enhance our themes and topics throughout the school year and visitors that help bring History to life. These experiences really support our children with embedding the History knowledge and skills that we teach in class and provide ample opportunities for recall and discussion. We have additional experiences such as whole school celebrations for national events and History features regularly in our whole school assemblies, in particular our assemblies that focus on our school Worldy Wise themes.



# MATHEMATICS

## Curriculum Overview

Our Maths curriculum is centred around a mastery approach to Maths, with children's prior learning at the forefront of the planning process. It provides a platform for future Maths learning with each lesson containing elements of fluency practice, exploration of ideas and reasoning. We aim to develop a deeper understanding and reasoning skills through challenges both in and out of the classroom using a mastery approach.

- We promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- We promote confidence and competence with numbers and the number system
- We develop the ability to solve problems through decision-making and reasoning in a range of contexts
- We develop a practical understanding of the ways in which information is gathered and presented
- We explore features of shape and space, and develop measuring skills in a range of contexts
- We become fluent, reason mathematically, and solve problems.

## Our FIRST Ethos in Mathematics

### Fit for Life

Maths is essential to everyday life. High quality maths teaching and learning therefore provides a foundation for understanding the world and the ability to reason mathematically.

### Inspired to Learn

Children will be encouraged to appreciate the beauty and power of mathematics, and to develop a sense of enjoyment and curiosity about the subject.

### Ready to Participate

Pupils will be taught at broadly the same pace. Decisions about when to progress will be based on their level of confidence, understanding and independence. Pupils who grasp concepts rapidly will be challenged within the topic to deepen their understanding. Those who are not sufficiently fluent will consolidate their understanding through additional practice before moving on.

### Safe and Secure

We have fostered an ethos of learning through experimenting and making mistakes. All progress is celebrated and every journey is supported.

## **Trained for Work and Play**

Children leave with a secure understanding of the fundamentals of mathematics; they are fluent and have the ability to reason and solve problems. They are encouraged to use manipulatives to explore their thinking and reasoning.

## **How this learning prepares for the future**

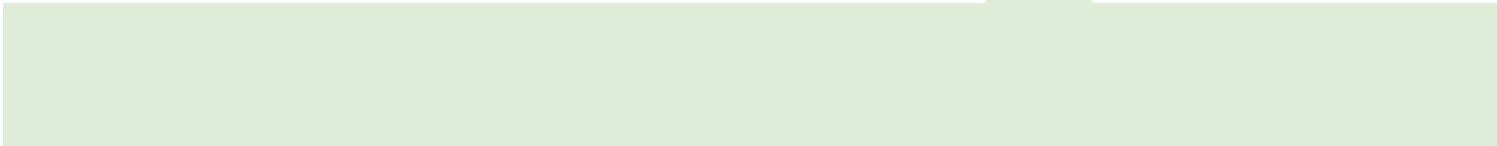
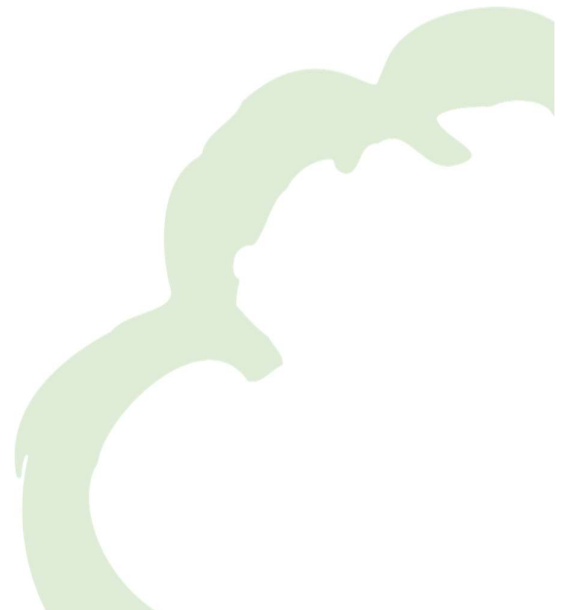
At Ardleigh Green, children are encouraged to apply mathematics to everyday life. Mathematics gives children a range of transferable skills they can use in life including problem solving, reasoning, explaining and justifying. A strong grasp of maths equips our children with a range of maths skills essential to addressing real world challenges and preparing for diverse career opportunities. It establishes the groundwork for a lifelong pursuit of knowledge, fostering critical thinking skills and a curious mindset.

## **Wider Opportunities EYFS and KS1**

Across the school there are a range of weekly maths quizzes and problem-solving challenges. Within our maths week celebrations, we invite visitors to the school who inspire our children by demonstrating real life experiences of maths. We encourage children to challenge themselves by using RMEasimaths as a home learning tool.

## **Wider Opportunities KS2**

Each year, we celebrate Maths Week and, in the past, have invited visitors into school to inspire children about the use of maths in the wider world. Our children often take part in maths challenges and a STEM day helps children to connect their maths understanding with a real life context.



# MUSIC

## Curriculum Overview

At Ardleigh Green we believe music is one of the highest forms of creativity and we aim to engage and inspire children to develop a love of music and singing and to develop their talent as musicians.

In line with National Curriculum requirements, we aim to ensure that all pupils:

- learn to perform and sing songs from memory using both their voices and instruments.
- listen to and appraise music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians, answering simple questions.
- learn to improvise, compose and perform their own compositions with increasing self-confidence.
- have knowledge and musicianship of the elements of music and have explored these elements through a practical and technical approach to playing a wide range of instruments.

## Our FIRST Ethos in Music

### Fit for Life

Children learn how areas of the brain light up when listening to and playing music. They are explicitly taught that music can help people relax and that singing either on your own or in groups can make you feel happy. Through our 'Ardleigh A Songbook' we place children's wellbeing at the centre of the singing participatory experience.

### Inspired to Learn

Children learn about key, inspiring composers and go home and listen to their music. They watch talented children play instruments in termly concerts which inspires some of them to learn an instrument too. With regular creative composition projects in our scheme of work, children are invited to become composers in their own right.

### Ready to Participate

All children, regardless of ability, participate in fun, creative and memorable music experiences such as Music Festivals and Singing Assemblies. These moments are at the heart of the values and ethos of Ardleigh Green.

## **Safe and Secure**

Children are taught how to handle both their voices and their instruments correctly and carefully. Children are encouraged to be creative and reminded that Music is a non-judgmental subject that is also fundamentally subjective in that there is no definitively good or bad music, just the preferences and opinions that we project.

## **Trained for Work and Play**

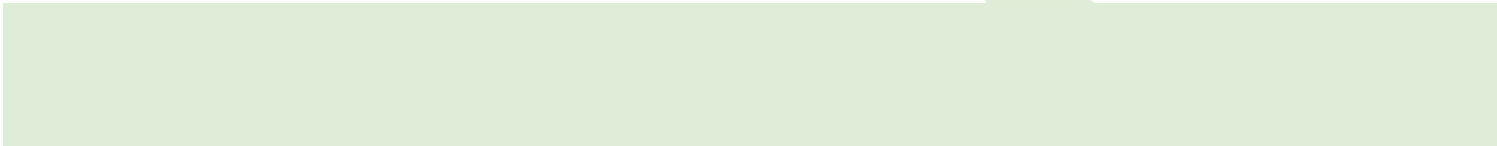
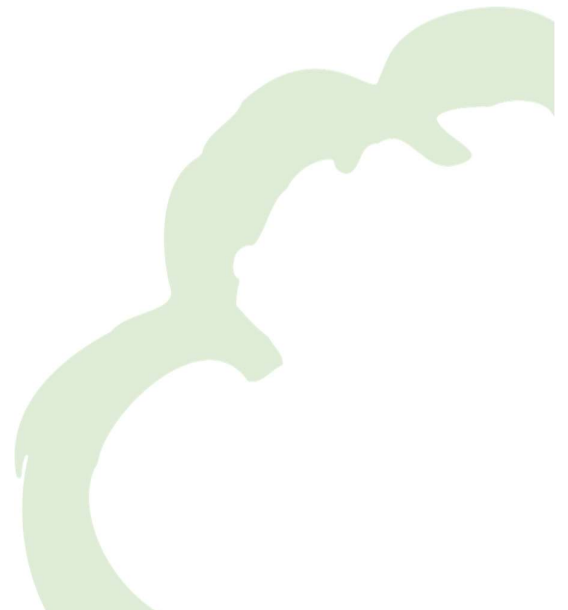
Children leave Ardleigh Green equipped with a love and passion for music combined with a detailed understanding that exceeds the requirements of the National Curriculum that empowers them for the rest of their lives.

## **How this learning prepares for the future**

Music is an integral part of children's experience both during school and in school clubs at Ardleigh Green. These experiences and acquired skills equip children with a love of music and value for the subject that they will take into adulthood. They leave with an understanding of music that allows them to actively participate in musical activities when they leave our school that goes far beyond the guidance of the National Curriculum.

## **Wider Opportunities**

At Ardleigh Green, we offer many opportunities and experiences beyond our broad curriculum. Alongside a plethora of performance opportunities both internally and externally, there are regular clubs in both schools allowing all children to engage with music in fresh and interesting ways. Regardless of ability, all children are encouraged and welcome to attend these clubs. In turn, this supports a more rounded and holistic approach to education.



# PHYSICAL EDUCATION

## Curriculum Overview

Physical Education at Arleigh Green aims to embed physical activity and promote the benefits of a healthy and active lifestyle. We want to provide sport and physical challenges that build personal development and act as a tool for all our children to use as a transformative power to allow them to develop resilience and set them up for a happy and healthy future. PE builds skills that can be used across all subjects and teaches more than just the rules or techniques of sports, it develops resilience, communication and respect which are all values that need to be adopted in later life. We want to engage all our children in this mentality and way of thinking. Our PE Curriculum offers a wide range of activities which develop participation, skills and techniques. The objectives of each lesson are in line with the National Curriculum for both Key Stages and our plans contain skills progression across all topics of study. The PE units for each year group are designed to offer a range of experiences for all individuals and provide new and varied sports for all to engage with. There is an extensive menu of sports units to choose from which are available to tailor to a year group or even individual class's needs.

## Our FIRST Ethos in Physical Education

### Fit for Life

Children learn the importance of how to lead a healthy and active lifestyle through fun and engaging lessons where effort and perseverance are rewarded.

### Inspired to Learn

Children are introduced to inspirational performers throughout their learning. We value effort and participation.

### Ready to Participate

All children participate in fun, active and memorable physical experiences which develop their understanding, competence and ability to articulate skills.

### Safe and Secure

We've created a safe culture for children to participate in a well organised structured environment.

### Trained for Work and Play

Children leave KS2 able to perform a range of gross and fine motor skills. They have the physical strength and coordination to participate in a range of active challenges and can articulate their learning through a range of processes.

## How this learning prepares for the future

Children learn the role that sport and physical activity plays in the promotion of a healthy and active lifestyle. PE is about developing life skills, motor competency and the confidence to articulate learning through physical demonstration as well as through concise expression of rules and tactics. All of these skills are valuable in any learning environment and we aim to equip the children with these skills to help better their education.

## Wider Opportunities

Children get to take part in Personal Development challenges throughout their lessons in KS1 and KS2. We offer a wide range of extra-curricular activities to cater for all children's interests and offer an inclusive approach to participation. Children can engage with a range of competitive experiences across a variety of sports. A local network of schools works with us in delivering additional sport fixtures to accommodate less experienced and less confident children wanting to get involved. Our school trains and develops leadership through our play leader scheme. Here the children take on a duty to provide games and skills workshops during lunchtimes and lead these activities, independently, for other children in the school.





## Curriculum Overview

PSHE follows a progressive scheme that builds on the areas of the EYFS and early teaching of Personal, Social and Emotional Development. Themes are revisited throughout Key Stage One and Two, using Jigsaw materials adapted, to build on prior knowledge and develop further age-appropriate discussions on issues of importance. Our teaching is also underpinned by our core values and communicated to pupils at any given opportunity.

- Excellence – We teach them how society is organised and governed. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.
- Enjoyment – We ensure our planning is purposeful and reflects the needs of our pupils, in order to create a safe learning environment where all children feel there is always someone to listen to them and who values them and the challenges they face.
- Respect – We ensure that they experience the process of democracy in school through our nominations of Play Buddies and School Ambassadors. We teach them about rights, respect and responsibilities.
- Equality – They learn to appreciate what it means to be a positive member of a diverse multicultural society. In doing so we help develop their sense of self-worth.

## Our FIRST Ethos in PSHE

### Fit for Life

Our children develop key skills such as communication, independence, team building, health and fitness, safety, and decision making to support them in becoming confident individuals throughout their education and beyond. This is underpinned in our Five Rs.

### Inspired to Learn

Through our topic themed approach to the curriculum, the children thoroughly enjoy school trips, meeting visitors and sharing books and videos which inspire and support pupil-led discussions in PSHE.

### Ready to Participate

All children participate in fun, creative and memorable learning experiences that follow a routinely structured session to support all learners to access key learning points.

### Safe and Secure

We have created a safe culture for children to ask any of their questions about themselves or the world around them. Pupils have class identity, belong to the school community and many call this the 'Ardleigh Green Family'!

## **Trained for Work and Play**

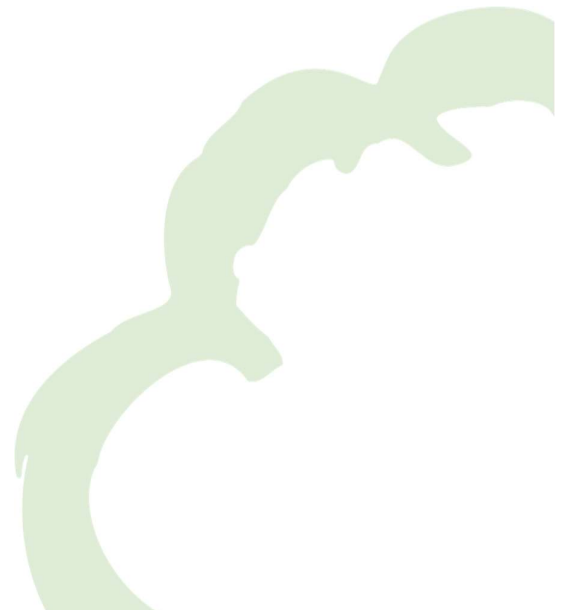
Throughout their PSHE journey, our children develop their independence and communication skills. They have opportunities to explore a wide range of faiths, cultures and celebrations to develop respect for others. They learn key skills such as turn taking, sharing, listening to others and asking questions to develop their understanding. This is further developed during team building and problem solving activities which help to foster collaboration skills and respect.

## **How this learning prepares for the future**

At Ardleigh Green the impact of learning PSHE develops our school idea of 'An Adventure Park for the Mind'. Many elements of our PSHE curriculum support our pupils to have lively, enquiring minds, acquiring knowledge to help them be 'Fit For Life' during reflective discussions and tasks. We help pupils to foster an appreciation for their environment and understand the interdependence of individuals, groups and nations. We strive to teach self-discipline and resourcefulness so that they reach the highest standards of which they are capable; taking responsibility in their own learning. We hope on this journey pupils grow self-esteem and resilience when celebrating their personal achievements and learn to respect their own and their peers' strengths and talents.

## **Wider Opportunities**

Above and beyond our curriculum planning we develop children's application of skills through National Events, invite visitors into our school and arrange visits to broaden children's personal and social learning beyond the classroom. Our nominated School Ambassadors support the Headteacher to deliver important messages and set positive examples across the school week to their peers and the wider community. Events and celebrations of these can be found on our school blog.



# RELIGIOUS EDUCATION

## Curriculum Overview

Our Religious Education curriculum engages pupils in exploring and responding to challenging and thought provoking questions raised by religion and world views. Pupils are invited to explore, question and develop their own beliefs, values and attitudes. They are given opportunities to reflect on these beliefs whilst making connections with those who may hold different beliefs from their own. Our RE curriculum provides pupils with the skills to be inquisitive, knowledgeable, and mindful learners who understand that everyone should be included in the quest to find answers to life's ultimate questions.

## Our FIRST Ethos in Religious Education

### Fit for Life

Pupils learn how to respect other cultures, religions and their environment so that they can participate and be encouraged to enjoy being in a diverse community.

### Inspired to Learn

Pupils learn about the great spiritual leaders who are role models for their followers and who have done much to inspire children today.

### Ready to Participate

Pupils engage in fun and intriguing activities, discussions, surveying, music, art and trips and have the opportunity to ask questions.

### Safe and Secure

Children feel safe to explore their views and ask questions in an environment that respects diversity and encourages discussion.

### Trained for Work and Play

children develop the skills to be an individual yet a team player through studying the ethos and life skills that world religion and world viewpoints promote. In addition, children develop the skills to be both an individual and part of a wider school community through assemblies and R.E lessons which teach key values such as responsibility, honesty and kindness.

## How this learning prepares for the future

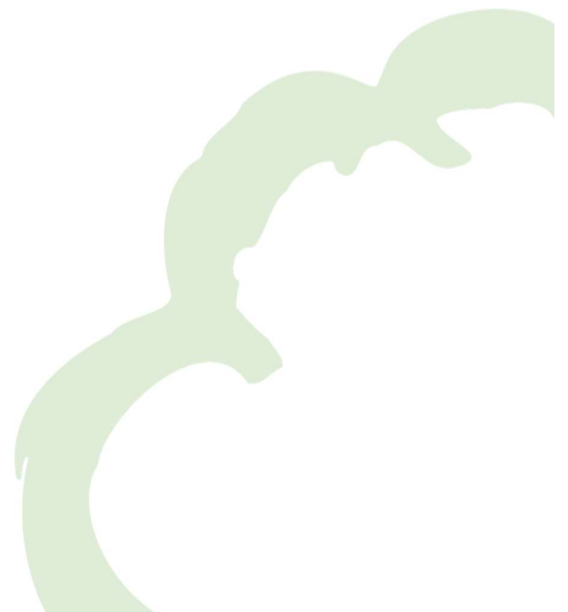
Our Religious Education Curriculum aims to prepare our pupils for the future by:

- Ensuring that they know about and understand a range of religions and world views
- Enabling them to express their own ideas and insights about the nature, significance and impact of religions and world views

- Allowing our pupils to gain and use the skills needed to engage seriously with religions and world views
- Enabling pupils to explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Allowing pupils to enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Offering distinctive opportunities to promote pupils' spiritual, moral, social and cultural development
- Promoting 'British Values' and preparing our pupils for life in modern Britain by teaching mutual respect between those of different faiths and beliefs

## **Wider Opportunities**

To enhance our Religious Education curriculum the children participate in a range of first hand experiences and visit different environments linking to the religions and topics that they are learning about, such as places of worship.



# SCIENCE

## Curriculum Overview

Science teaching at Ardleigh Green aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them think scientifically, gain an understanding of scientific processes and also an understanding of the uses and implications of science, today and for the future.

**Knowledge:** Substantive knowledge and specialist vocabulary are taught and developed in all topic areas, building on prior knowledge and developing new concepts. Embedded within topics, children learn about important scientists and their achievements and contributions to science.

**Skills:** Scientific enquiry skills are embedded in each topic studied and these skills are developed as children make their way through their science learning journey.

Careful curriculum planning ensures that our pupils build on existing knowledge and skills over the course of their Ardleigh Green learning journey. This leads to better understanding, knowledge retention and engagement.

## Our FIRST Ethos in Religious Education

### Fit for Life

From EYFS though to year 6, the children learn about the human body, progressing in knowledge and understanding each year. They are taught the importance of maintaining a healthy lifestyle.

### Inspired to Learn

Our curriculum at Ardleigh Green is based upon the awe and wonder of science in the real world. Children learn about key, inspiring scientists, particularly during science week, who have greatly influenced all we know. Additionally, visitors from a STEM background inspire the children by speaking to them about their job roles.

### Ready to Participate

All children participate in fun, creative and memorable science experiences through hands-on activities which are accessible to all learners.

### Safe and Secure

We have created a safe culture for children to ask any of their questions about themselves or the world around them. Through teaching the key skills of being a scientist, the children are taught how to be reflective and resilient learners by making mistakes in a safe and secure environment.

### Trained for Work and Play

Throughout their science learning journey, children become equipped with fundamental skills which they can transfer into their future. For example, using scientific equipment (ie. To measure), being resilient, reflective, resourceful, ready and responsible individuals.

## How this learning prepares for the future

The curriculum at Ardleigh Green encourages children to question how things work and gives them a strong understanding of their environment. Not only do they learn a wide knowledge base about the world around them, science exploration nurtures children to be responsible for their own learning, fostering skills in critical thinking.

## Wider Opportunities

Key concepts are reinforced through hands-on activities and investigations, so that pupils learn to use a variety of approaches to answer relevant scientific questions. In doing so, children become familiar with scientific equipment and measuring tools to observe and make findings. Additionally, visiting workshops and school trips help engage and build upon work in the classroom.

