



Lickey Hills Primary School and Nursery -
Our Curriculum
Dream - Believe - Achieve

We want our children to know and remember more about how the legacies of the past have shaped our world today, in order for them to become well rounded, global citizens in an ever changing world.



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Within this curriculum document, copies of the following are included for each subjects:

- Subject specific intent, implementation and impact statement*
- Whole school overview of subject coverage*

Please note that our core subjects: Maths, English, Science and our Early Years Framework have their own individual policies (including Intent, Implementation and Impact statements) and supporting documentation for coverage, sequencing and progression.

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Our Curriculum Vision - Intent, Implementation and Impact

Here at Lickey Hills, we are committed to ensuring that all of our pupils maximise their potential and achieve the best outcomes possible. We believe in developing the child in a progressive way through a creative but rigorous approach to teaching and learning, sharing a culture of collaboration to create and plan activities that challenge and inspire each child, whatever their level of ability. We believe that learning should be memorable and awe-inspiring, therefore we provide experiences to ensure our pupils value education and become lifelong learners. This is encapsulated in our vision statement: we want our children to know and remember more about how the legacies of the past have shaped our world today, in order for them to become well rounded, global citizens in an ever changing world. This clearly shows our shared belief that we are all empowered through knowing things. Our curriculum has been designed and planned especially for the children so that when they leave Lickey Hills they are creative, 'rounded and grounded' global citizens who are ambitious in their aspirations and believe they can achieve whatever they set their minds to: this is shown in our school motto of 'Dream together, Believe together, Achieve together.'

The Lickey Hills curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and an extensive understanding of the world as global citizens. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. As pupils learn the content of the curriculum they are making progress.

We make use of knowledge organisers to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. We believe that knowledge breeds curiosity - as pupils learn more about the world they become more curious. It is very difficult to be curious about something that you don't know anything about. We understand that knowledge is 'sticky', in other words, the more pupils know, the easier it is for them to know more. As a result, we carefully check and activate prior knowledge to assess how our pupils are able to understand and remember new things they are learning. As a school, we believe in our curriculum being powered by the mastery approach. This means that we break our learning down, in each subject, into small steps, in which our children 'linger longer' on carefully selected knowledge that we want them to know. We intend to give children the opportunity to ensure learning is deep, meaningful, relevant and long lasting by being clear about what children need to know and remember as they progress through the school, citing start points and end points for each part of our children's learning journey.

This is why we place particular emphasis on building in regular retrieval practice into our curriculum so that learning becomes instilled into long term memory. Across the curriculum, low stakes quizzing, use of mini whiteboards and use of knowledge organisers is purposefully planned so that the key knowledge we have selected for our children to know is frequently revisited and secured.

As a school we have been very precise in what pupils will know and be able to do in each subject. This means that we don't leave anything to chance. If we want pupils to know a specific piece of knowledge



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we specify when and how this is learned over time. Furthermore, we have thought carefully about the most effective order to learn new curriculum content in. We have planned the curriculum so that each unit of work in a subject builds directly on what has been learned before. This helps pupils understand and remember their learning more effectively. We have also ensured that the knowledge that we want our children to acquire is organised into subject disciplines. This means that we teach individual subjects such as History, Geography, Art, Design Technology and Modern Foreign Languages. We treat each subject separately so that pupils have a very clear understanding of what is important about each subject and that their knowledge and skills progress systematically over time (across year groups) in each area of the curriculum. We aim for children to have a good grasp of what it means to be a historian, a geographer or a designer for example and be able to analyse and apply these skills and knowledge to future learning. We engage with subject experts and subject associations to ensure that what we choose to include in our curriculum is the very best that it can be.

There are 4 key drivers within our curriculum which encapsulate an understanding which we aim to instil in all of our pupils. We have named these drivers 'Golden Threads' as, to support coherence, these drivers give an interweaving focus on similar concepts and contexts throughout and across each year group and programme of study. We aim for new knowledge to become connected by building on foundations of existing understanding.



The 4 Golden Threads are:

Knowledge - To know more, remember more and be able to do more.

Legacy - To study the footprints left behind after a group of people, time in history or a person's impact on different societies.

Global Citizenship - To understand our role and responsibility to each other and to our world.

Childhood, Home and Family - What different childhoods, homes and families are like and how they have changed over time, making connections through comparisons to our 'home' - the local environment of the Lickey Hills.

Our curriculum helps our children to develop the skills and knowledge they need for their future lives as well-rounded global citizens in an ever changing world. The LHPSN curriculum embraces research from cognitive science: memory, forgetting and the power of retrieval practice. Teachers build in spaced retrieval practice, formative low-stakes testing and plenty of repeated practice for



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automaticity and fluency. The curriculum aims to optimise opportunities for building secure and cohesive links; for example; a timeline for historical events and musical achievements, a sense of historical and geographical place in the Lickey Hills area and a framework for understanding cultural diversity in our wider multicultural society.

The LHPSN curriculum includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as a result of our values and nurturing ethos. We teach children how to grow into positive, responsible people, who can work and cooperate with others.

Curriculum Infrastructure ~ a joint endeavour through distributed leadership

The success of the LHPSN curriculum lies in the teaching and delivery. The role of the subject leader has been vital in ensuring that what is 'planned on paper is executed in the classroom'. Therefore, a strong model of distributed leadership has been necessary to ensure the shared vision/intention is sustained while individual subject development flourishes.

Shared leadership and empowering others have been most successful where there is:

- passion for the subject and striving for excellence
- strong subject 'leadership' to instigate coherence and a 'well planned expedition'
- collaboration between LHPSN staff, The Grove Schools and Bromsgrove School Partnerships, wider local authority partnerships and training, professional development through the NPQ programmes and links with professional partners in the wider community, including the GLOW Maths Hub, part of the DfE / NCEM National Maths Hub Programme
- candid conversation about the quality of the curriculum; what is working well, what can we do better for the children of LHPSN
- prioritisation and realistic action planning; developing a long game approach but recognising the need for proactivity in the short term towards these goals
- reflection, reaction and response, applying a growth mindset to developing our teaching as well as our learning

Our curriculum subjects - each subject leader produced the following supportive framework:

- *Subject specific intent, implementation and impact statement*
- *Whole school overview of subject coverage*
- *Whole school progression framework document of subject knowledge*
- *Yearly curriculum map for each year group*
- *Knowledge organisers for each year group*
- *Progression document of vocabulary development*



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Curriculum Infrastructure - Reading - a powerful driving force for learning

Research shows that there is a significant link between reading for enjoyment and attainment and that this is more significant than parents' socioeconomic status. Additionally, studies show that as pupils develop emotional literacy, their ability to learn improves. At LHPSN, we know that being able to read fluently and with understanding is the key to unlocking learning across the whole curriculum.

Therefore, reading is planned from EYFS to Year 6: starting with phonics > reading to understand > comprehending texts > integrating reading skills into other subjects.

Teachers ensure lessons make connections and allow the skills practised in literacy lessons to be transferred in other curriculum areas. The curriculum is planned to provide LHPSN readers with:

- Cultural literacy – local, national, international. For example: Pupils learn about climate change and the impact on the environment, they learn about how this impacts international and national decisions, such as reducing use of plastic and they link this to how this impacts on their own daily choices to reuse and recycle.
- Emotional literacy – empathising with others whilst reading enables pupils to understand and express their own emotions and self-regulate their responses. For example: Pupils are encouraged to explore injustice and courage through reading about Vlad and the Great Fire of London (Year 1) to Malala Yousafzai: My Story of Standing Up for Girls' Rights (Year 5).

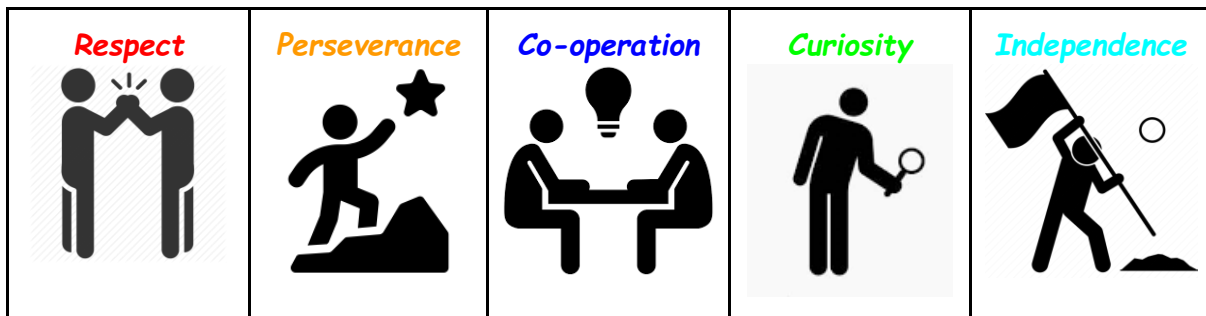
Character Education - LHPSN school values are caught, taught and sought

The school is committed to developing pupils' positive personal characteristics both implicitly and explicitly; personal qualities are caught, taught and sought so that pupils cultivate knowledge of themselves. At LHPSN, we believe that values such as perseverance, honesty and courage are teachable and essential for pupils to flourish in life. Whilst our school values permeate the ethos of the school in behaviours and attitudes, they are also well planned in assemblies, PSHE and in stories and literature as a vehicle to develop character. Pupils are given multiple opportunities over time to explore social concepts and exercise the school values in their day to day lives.

Additionally, we know that children 'do as they 'see' so all members of the school community model acts of kindness, trust and resilience to promote a consistently strong message aligned to the school motto; Dream together, believe together, achieve together. These values are reflected in our learning powers of perseverance, independence, cooperation, curiosity and respect.



Our Learning Powers:



Creating a culture for our vision to succeed, our 'Learning Powers' are the characteristics and behaviours we all share. The school is committed to developing pupils' positive personal characteristics both implicitly and explicitly; personal qualities are caught, taught and sought so that pupils cultivate knowledge of themselves. Our Learning Powers promote a consistently strong message aligned to the school motto; to dream, believe and achieve together.

Curriculum Implementation ~ joy, learning behaviours, pedagogy, assessment, connections

Love of learning and intrinsic motivation: teachers at LHPSN know that a number of conditions need to be in place to ensure the curriculum plans can be moved from paper to the classroom so that pupils know more, can remember more and do more. Teachers recognise that the true joy of learning drives pupils learning forward, heavily engrosses them in learning, creates endless questions and sends them home 'buzzing'. The teachers' own passion for teaching, enlivening the curriculum and setting clear learning goals are essential in creating the right conditions. Teachers know that the curriculum is part of a wider body of work viewed over years not six-week chunks.

Behaviours for learning: At LHPSN classrooms are safe and happy learning environments. Stringent boundaries, embedded routines and rituals and well communicated expectations ensure classrooms are productive, collaborative and comfortable for all pupils. Teachers have high expectations of all pupils but ensure mutual respect and empathy. Pupils feel nurtured and cared for and able to take risks in their learning, making and learning from mistakes and challenging themselves to step out of their comfort zones to try new experiences and challenges.

Pedagogical Approaches: Professional development and research-based approaches (mastery) ensure that teachers focus on key concepts rather than overloading pupils with overwhelming amounts of information. Teachers understand and consider cognitive load theory. They carefully choose where to elaborate and explain ensuring repetition and rehearsal: daily, weekly termly, so that knowledge is transferred and pupils know, can do and remember more.

Assessment for Learning/Knowing Our Pupils: Teachers utilise numerous ways of knowing where pupils' understanding lies and what next steps are: show me whiteboards, quick quizzing, formative data. Teachers anticipate misconceptions, provide impromptu mini plenaries and change the path of



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learning if necessary. Pupils are carefully grouped, and Teaching Assistants work seamlessly with pupils. Teachers know their pupils well: strengths, likes and dislikes.

Connections: Planning ensures that the curriculum is cohesive and that there are links between subjects (where appropriate) and within subjects. Teachers know that activating prior knowledge helps pupils engage in new learning and move forward. Teachers reinforce connectedness in discussion and dialogue and pupils react and articulate moments when learning reminds them of something from the previous week, term or year.

Include and thrive ~ absolute equity for all pupils

The curriculum at LHPSN raises the bar for all children. Teachers expect all children to reach the bar and know that some will need more help along the way, at different times. Teachers don't make assumptions about what children can and can't do and therefore use fluid differentiation and adaptive teaching; including worked examples, visual, kinaesthetic and aural teaching strategies, WAGOLLS, scaffolding, VCOP, marketplace, working walls, targeted group intervention (eg precision teaching) and multiple inclusive approaches to ensure all pupils thrive and are included in the curriculum. Teachers know that barriers to learning are broad and are not just pupils with SEND but also disadvantaged pupils and those with other external issues that may be impacting on their capacity to learn.

Continual improvement ~ navigating the ever-changing educational landscape

At LHPSN, we recognise that curriculum design is a journey and not a destination. We know that in collaboration with our partner schools, new research reviews, reflective leadership conversations and our conversations with pupils and colleagues we will need to make small ongoing adjustments. At Lickey Hills Primary School and Nursery, we believe in developing the child in a progressive way through a creative but rigorous approach to teaching and learning, planning activities that challenge each child whatever their level of ability. We believe that learning should be memorable and that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty.

Research Base:

Chris Quigley - Cognitive Load and Memory

Alex Quigley - Closing the Reading Gap

Jubilee Centre Birmingham University - A Framework for Character Education

Mary Myatt - Back on Track

Tom Sherrington - WalkThrus

"A knowledge-rich curriculum is packed with experiences and is driven by a strong set of values about what matters; it has soul, moral purpose, humanity." Tom Sherrington.

History



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'A people without the knowledge of their past history, origin and culture is like a tree without roots.' -
Marcus Garvey

Intent

At Lickey Hills we believe passionately about providing our children with a high quality history education that ensures they develop the skills and knowledge to understand Britain's past, and the past of the wider world. We aim to inspire our pupils' intellectual curiosity to learn about the history of the world and to understand how the world has changed over time. We want our children to deeply understand what it means to be a historian, developing their ability to understand, interpret and question the world around them. Through a coherent, chronological curriculum and the use of high quality primary and secondary sources, children are able to develop their historical skills, whilst cultivating their curiosity and desire to learn about the past.

Implementation

At LHPSN, our curriculum is underpinned by four 'Golden Threads' which weave through our school's history programme, these are: Legacy; Global Citizenship; Childhood, Family & Home; and Knowledge. Each history unit has a focus of one or two of these Golden threads which gives a clear direction for the historical knowledge being taught. Additionally, our History teaching is centred on an enquiry based approach, placing a high importance on the teaching of both substantive and disciplinary knowledge, which the children will build upon systematically as they progress through school.

EYFS and KS1 will learn about their place in the world around them, and the significant people/events in recent history. Continuing into KS2, the children then begin a chronological journey through time. LKS2 will learn about significant historical periods/groups of people within history, starting with the Stone Age - Iron Age. They will then progress on to more thematic historical topics in UKS2 such as Votes for Women. By learning History sequentially, the children will understand how past events can impact upon future events and how we have evolved and changed over time. The coherent learning journey for pupils will also provide them with a deeper chronological understanding of the world around them, and the ability to make comparisons, contrasts and connections between periods of study throughout history. Both KS1 and KS2 have a local history unit, showing the children how the past has shaped their lives, the local area, and wider society.

Impact

Our children will have the confidence and the knowledge to be able to understand, interpret and discuss the past, making links between periods of history. They will be able to apply their critical thinking skills to question and challenge the world around them, and will be able to use their historical vocabulary when talking about periods of history. As historians, they will have a curiosity to find out about the past, and will understand the responsibility we have as global citizens to shape and impact the world around us.



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Lickey Hills Primary School and Nursery - History Curriculum Overview

Key historical **themes**: A range of these historical themes are explored through each unit and provide lenses through which different aspects of history can be studied. These themes are revisited in different historical periods, as children move through the school and deepen their understanding.

- **Society & Culture** (settlements, trade, historical figures, religion/beliefs, civilisation, art/architecture, economy, class, entertainment, local area, language, education)
- **Conflict, Disasters and Peace** (conflict, invasion, war, peace, treaty, disaster, rescue, army, resistance, decline)
- **Exploration & Invention** (migration, technology, exploration, discovery, travel, industry, transport, invention)
- **Government & Power** (democracy, empire, monarchy, government, parliament, power, crime, punishment)

	Autumn 1	Spring 1	Summer 1
Year 1	Seaside Holidays: How have seaside holidays changed over the last 100 years? <i>Changes within living memory.</i> Economy, class, entertainment, travel, transport.	Great fire of London: Did the great fire of London make London a better or worse place? <i>Events beyond living memory.</i> Class, historical figures, architecture, monarchy, parliament, disaster.	Florence Nightingale & Mary Seacole: Why do we remember Florence Nightingale and Mary Seacole? <i>Lives of significant individuals.</i> Historical figures, travel, conflict.
Year 2	Victorians: What was life like in Victorian Birmingham compared to now? <i>Significant historical events, people and places in their own locality.</i> Historical figures, architecture, class, education, industry, transport, monarchy.	Pioneers: Why are Mary Anning and Neil Armstrong considered pioneers? <i>Lives of significant individuals.</i> Historical figures, technology, exploration, discovery, travel.	Titanic: Why do people still remember the events of the Titanic? <i>Events beyond living memory.</i> Travel, transport, class, disaster, rescue.
Year 3	Stone Age: How did people live during the Stone Age, and how do we know? <i>Changes in Britain from the Stone Age to the Iron Age.</i> Settlement, trade, migration, invention, technology.	Bronze Age - Iron Age: What were the most significant inventions/changes during this time? <i>Changes in Britain from the Stone Age to the Iron Age.</i> Settlement, trade, migration, invention, technology.	Egyptians: What was life like in Ancient Egypt compared to Ancient Britain? <i>The achievements of the earliest civilisations.</i> Civilisation, religion/beliefs, architecture, language, technology, invention, empire, power.
Year 4	Ancient Greeks: What was life like in Ancient Greece? What was the Ancient Greeks' influence on the Western World? <i>Study of Greek life and achievements and their influence on the Western world.</i> Civilisation, beliefs, art/architecture, language, government, democracy, power, invention.	Romans: How did Roman occupation impact life in Britain? <i>The Roman Empire and its impact on Britain.</i> Civilisation, settlements, invasion, army, resistance, decline, empire, power.	Anglo Saxons & Scots: What happened to Britain when the Romans left? <i>Britain's settlement by Anglo Saxons.</i> Migration, exploration, settlement, religion/beliefs, art/culture.
Year 5	Vikings How vicious were the Vikings? What does evidence tell us? <i>Viking and Anglo Saxon struggle for the Kingdom of England.</i> Invasion, conflict, treaty, resistance, army, power, migration, settlement.	Maya Who were the Maya and what happened to them? <i>Non-European society that provides contrast with British history.</i> Civilisation, religion/beliefs, culture, language, architecture, decline.	Crime and punishment How has crime and punishment changed over the last 1,000 years? <i>British history that extends chronological knowledge beyond 1066.</i> Power, crime, punishment.
Year 6	Tudor England Which Tudor Monarch had the most significant impact on Britain: Henry VIII or Elizabeth I? <i>British history that extends chronological knowledge beyond 1066.</i> Historical figures, art, religion, war, exploration, monarchy, government, parliament, power.	Industrial Revolution What was Birmingham's contribution to the Industrial Revolution? <i>A local history study.</i> Economy, local area, historical figures, industry, transport, invention, technology.	Votes for Women How did women gain the right to vote in Britain? <i>British history that extends chronological knowledge beyond 1066.</i> Historical figures, class, conflict, resistance, government, parliament, power, crime.



Geography

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it.' - Michael Palin

At Lickey Hills we agree with the above quotation, that *Geography* is a crucial part of our curriculum. 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. We are passionate about ensuring that our beautiful local area in the Lickey Hills is used to underpin our provision. Therefore we ensure that our children have rich experiences of fieldwork in the local area that deepens their understanding of geography.

Intent:

At Lickey Hills, we believe passionately about providing our children with a high quality geography education that ensures they have a comprehensive global understanding and knowledge of the world and the people and cultures that inhabit it. Through understanding geography and the complexity of our planet, we believe that our children will develop respect for the physical environment and the diverse range of cultures and beliefs that make up our world. Our children will be self-aware of the impact they can have on our planet. Our *Geography* curriculum allows children to be inquisitive about the world, open-minded and also responsible for the actions and choices they make. In the end, it's about using all that knowledge to help bridge divides and bring people together.

Implementation:

At LHPSN, our curriculum is underpinned by four 'Golden Threads' which weave through our school's geography programme. These are: *Legacy, Global Citizenship, Childhood, Family & Home* and *Knowledge*. Each geography unit has a focus of one or two of these *Golden Threads*, which gives a clear direction for the geographical knowledge being taught. Additionally, our geography teaching is centred around the four areas of geographical skills and knowledge. These are: *Local Knowledge; Place Knowledge; Human and Physical Geography; and Geography Skills and Fieldwork*, which the children will build upon as they progress through school.

EYFS will learn about their place in the world around them. In KS1 the children will explore the continents and oceans around the world. Also, they will learn about the U.K. and our local area, comparing them to other countries such as Peru and Costa Rica. Finally, they will understand the four point compass, follow and create simple maps. Progressing into the KS2, children will study the U.K. in more depth, including its counties and topographical features and compare it to other countries/states such as Nevada, Italy, Galapagos Islands and Alaska. Physical features will move learning onto areas such as volcanoes, earthquakes, biomes and the water cycle; and human features will include energy, trade and settlements. KS2 pupils will use eight point compasses and 6-figure grid references and place greater emphasis on *Global Citizenship* by looking at more complex issues, such as the environment and the impact of human activities.



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Impact:

Our children will have the confidence and knowledge to understand the world around them. This will enable them to acknowledge the complexity of our environment and connect this to the impact of human activities. They will apply critical thinking skills to question and challenge the world around them, and will be able to use their geographical vocabulary when talking about aspects of geography. Children will develop knowledge and curiosity about our wider world, its diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Lickey Hills Primary School & Nursery Geography Curriculum Overview



	AUTUMN	SPRING	SUMMER
EYFS	Ourselves Where do we live? <i>Local knowledge and Fieldwork</i>	Antarctica vs Lickey What are they like? <i>Local knowledge, Human and Physical Geography and Place Knowledge</i>	Coasts Around the World What are they like? <i>Human and Physical Geography and Place Knowledge</i>
YEAR 1	U.K What is the U.K. like? <i>Local knowledge, Human and Physical Geography and Fieldwork</i>	Costa Rica vs Lickey Would I rather live here or Costa Rica? <i>Human and Physical Geography and Place Knowledge</i>	Farming Are we farmers? <i>Human and Physical Geography, Place Knowledge and fieldwork</i>
YEAR 2	Our Wonderful World Which continent would I like to live in? <i>Locational Knowledge</i>	Hot Peru vs Cold Antarctica Are we meteorologists? <i>Human and Physical Places</i>	Weston-super-Mare Can we locate and explore the coast? <i>Fieldwork</i>
YEAR 3	Our Country, the River Severn and Us How do we impact floods? <i>Local knowledge and Human and Physical Geography</i>	The States vs U.K. Would I rather live in Birmingham or the Mojave Desert? <i>Fieldwork and Place Knowledge</i>	Map Experts Can we use a map and compass? <i>Fieldwork</i>
YEAR 4	Volcanoes Where and what are volcanoes? <i>Local Knowledge and Human and Physical Geography</i>	Italy vs U.K. Where do you prefer to live? <i>Fieldwork ,Place Knowledge and Physical and Human Geography.</i>	Plastic Planet Can we analyse the impact we have on our local environment? <i>Fieldwork</i>
YEAR 5	Cartographers What can I find on Earth? <i>Locational Knowledge</i>	Costa Rica Why is this biome crucial? <i>Human and Physical Geography, Local and Place Knowledge</i>	Living in a Sustainable World How can we make our local area more sustainable? <i>Fieldwork</i>
YEAR 6	Earthquakes Why is Nevada prone to Earthquakes? <i>Locational knowledge and Human and Physical Geography</i>	Alaska vs Galapagos Islands Is tourism good or bad? <i>Locational, Human and Physical Geography and Place Knowledge</i>	Economic Trade Why is global trade important with America? <i>Locational Knowledge, Human and Physical Geography and Fieldwork</i>



Art

'Every human is an artist.' - Don Miguel Ruiz

At Lickey Hills, we share the statements from the National Curriculum in believing that art, craft and design embody some of the highest forms of human creativity. Therefore, our art and design education aim to engage, inspire and challenge our pupils, by equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Intent

We intend for our children to understand how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation as well as other countries around the world. Our children will learn about great artists, craft makers and designers whose work falls into these skills, where we aim for our children to understand the historical and cultural legacy of their art forms. The artists that we study have been carefully selected to ensure our children study a diverse range of artists from around the world. We aim to engage, inspire and challenge our pupils, by equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design, allowing them to embody some of the highest forms of human creativity.

Implementation

Through the implementation of our Golden Threads that weave through our school's curriculum, our children will go on a journey through different periods of art and will develop knowledge of different historical and cultural traditions. Children will begin their art journey in 30,000BC in Nursery focusing on cave paintings which were developed during the palaeolithic period and will continue their journey all the way up to Year 6, exploring and discovering a range of periods such as 17th Century Realism, 19th Century Impressionism all the way up to 21st Century Contemporary art. Through their journey children will be introduced to and get to know a range of artists and their art styles and will use this information to inspire them to create their own works of art. Children will experiment and develop their drawing, painting and mixed media skills and will practise a range of artistic techniques. We will focus on self-portraits, observational drawing and landscape art as well as a range of sculptural and textile techniques such as embroidery, tie dye, batik and screen printing.

Impact

Our children will feel confident and comfortable to discuss different periods of art, artistic styles and historical and cultural traditions shown throughout famous works of art. Children will feel inspired by this and will relish on the opportunity to express their own creativity. After having opportunities to explore and practise a range of art skills, children will confidently discuss these using a wide and extensive range of artistic vocabulary. This artistic vocabulary will also be used to self-evaluate and peer evaluate different works of art. Children will be able to identify areas of improvement in their own works, giving reason and stating why some things could be adapted and modified in order to produce a piece of art to the highest forms of their creativity.



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Lickey Hills Primary School and Nursery – Art Curriculum Overview

NB: LB in mainstream	Autumn Term 1	Spring Term 1	Summer Term 1
Nursery-30,000BC Paleolithic Art	Drawing-Explore shapes, lines and representations when drawing to create a cave drawing/engraving inspired by family-ask families for a family photograph to inspire artwork and to use as a starting point for their drawing.	Painting-Printing -Explore ways of printing to create a family tree. Bottle spray a hand for the trunk, sponge print the leaves/tree and fingerprint the faces of family members before adding detail.	Textiles/Collage- Recycled Collage - Explore the artist Natasha Kerr as inspiration to create a collage that represents self and family using mixed media and recycled materials, i.e snippings from books/magazines etc.
Reception-5th Century Ancient Art	Drawing-Explore shapes, lines and representations . Use Egyptian hieroglyphic alphabet to create name cards and use traditional Egyptian shapes, patterns and colours to decorate.	Sculpture-Clay Diva Lamps - Children are to create a clay diva lamp that is inspired by Chinese art and culture. The clay diva lamp should show traditional Chinese shapes, lines, patterns and colours.	Painting-Self-Portrait -Explore different ways of using colour, practice colour mixing to create colours for a purpose. Use Manga Monday's picture by Miki Kato to create self-portraits.
Year 1-17th Century Realism	Drawing-Observational Drawing -Use the local area as a starting point, take sketchbooks out around school, to the monument or Lickey hills to create a landscape drawing of what children can see in their environment.	Painting-Landscape Painting -Explore the work of John Constable with focus on Wivenhoe Park Painting. Explore how landscapes have changed over time, encourage children to paint an imagined landscape.	Textiles/Collage-Natural Collage -Explore the sculptor Andy Goldsworthy and his natural sculptures. Evaluate his work before collecting natural resources from the local area to create own temporary collage, i.e. sticks, leaves, stones.
Year 2-17th Century Renaissance Art	Drawing-Still Life Drawing -Explore the work of artist Fede Galizia and her still life paintings. Think about scale, viewpoint, perspective and shading to draw own still life picture of objects, such as fruit, containers/bottles etc.	Painting-Printing -Explore the work of Leonardo Da Vinci and focus on Mona Lisa . Practice the skill of marbling to create a new, brighter background for the painting and consider colours and colour mixing to paint the Mona Lisa on top of this.	Sculpture-Plaster of Paris - Focus on Hands of God and Adam painting by Michelangelo and use this as inspiration to make a sculpture form. Create initial design in clay before moulding hands in plaster of paris to create own sculpture.
Year 3-19th Century Impressionism	Drawing-Self-Portrait -Explore the work of Vincent Van Gogh focusing on his self portrait. Use a picture of self to draw a self portrait, use the grid method to ensure drawing is to scale and in proportion.	Painting-Landscape Painting -Explore the work of Claude Monet focus on his paintings Water Lilies and The Truth of Nature . Take paint palettes outside to practice landscape painting, not as it is seen but the impression the landscape gives off.	Textiles/Collage- Recycled Collage & Sewing - Focus on Camille Monet and A Child by Monet , use recycled materials to create a collage of the painting. Notice the lady is sewing, begin to practice simple sewing techniques and stitches.
Year 4-20th Century Abstract Art	Drawing-Abstract Drawing -Explore the work of Picasso . Use a mirror to identify own features, use lines, shapes and representations to create abstract drawing of self. Use paint app on iPad to create a digital drawing using the shapes tool.	Painting-Painting Techniques -Explore the work of Kandinsky and focus on Colour Study . Begin using watercolours and experimenting with mixing them to create an alternative Colour Study painting using dots, dashes, blocks of colour and strokes.	Sculpture-Wire Models - Focus on the work of Barbara Hepworth and her sculptures. Use this as inspiration to create own 3D design from wire, using recycled materials to add detail, i.e newspaper to add padding.
Year 5-20th Century Pop Art	Drawing-Digital Art -Explore the work of Liechtenstein and focus on Look Mickey artwork. Identify the features of Liechtenstein's work, i.e. speech bubbles, dots and cartoon figures. Use iPads to create a comic strip of the same style.	Painting-Printing -Explore the work of Andy Warhol and his Marilyn Monroe piece. Experiment with printing techniques, such as roller printing, string printing and block printing. Choose a preferred printing method to create own pop art piece.	Textiles/Collage-Sewing -Practice different textiles techniques such as embroidery, tie dye, screen printing and batik. Use these techniques to create a t-shirt inspired by Andy Warhol's pop art artwork.
Year 6-21st Century Contemporary Art	Drawing-Op Art - Explore the work of Bridget Riley , use her work as inspiration to draw own optical illusion artwork. Focus on lines, shapes and representations as well as drawing techniques such as cross hatching and pointillism.	Painting-Painting Techniques -Explore the work of Banksy and use this as inspiration for own outdoor art using the bottle spray method. Explore acrylic paint and canvas to create own Banksy inspired painting on canvas.	Sculpture-Recycled Sculptures -Explore the work of Anthony Gormley and his famous sculptures. Design, create and evaluate a 3D sculpture of an abstract figure using a range of medium and every day materials.



The LHPSN Curriculum



'It's not just about ideas ... it's about making ideas happen!' - Scott Belsky

Here at Lickey Hills Primary School and Nursery, we fully echo the National Curriculum program of study, working to highlight the importance of this subject within our ever changing global society. Design and Technology, within our school, is an inspiring, rigorous and practical subject. Pupils are given the opportunity to use creativity and imagination to design, make and evaluate real life practical projects in order to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. These projects all link to the areas of: Mechanisms, Structures, Textiles, Cooking and Nutrition and Electrical Circuits and are organised so each year group will work on each area at least once in every two years.

The curriculum design within our school encompasses the Golden Threads of our teaching and learning. We aim for our pupils to be global citizens, designing and creating products that could help in a variety of world-wide contexts and cultures. Additionally, our Design and Technology curriculum makes explicit links to other curriculum subjects as pupils draw on other disciplines such as mathematics, science, engineering, computing and art.

Through Design and Technology, we aim for our pupils to be bold and ambitious; learning how to take risks, become resourceful, innovative, enterprising and capable global citizens within our ever changing world.

Intent

'Through creativity and innovation, Design and Technology continues to shape our lives.' - The National Curriculum

Design and Technology is an inspiring, practical and meaningful subject. At Lickey Hills Primary School and Nursery, Design and Technology will provide all pupils with opportunities to use their knowledge and skills of DT within real-life contexts. Pupils will aspire to be innovative and creative designers, using all of their STEM (Science, Technology, Maths and Engineering) experience to produce items with a real life purpose. They will identify and take on the roles of: designers, planners, engineers, architects and chefs, creating structures, mechanisms, textiles, electrical systems and food products which support the global community. Pupils will think creatively, solve problems as a team and design and make products that solve relevant problems. They will consider the needs, wants and values of consumers and evaluate their product against these needs. Additionally, pupils will be prepared to take risks and adapt their product to ensure it is the best it can possibly be for its purpose.

Implementation

Design and Technology will be taught every second half term opposite the Art Curriculum. Each half term project, lasting, on average, for a six week duration, will follow the 'Design, Make and Evaluate' model, exploring and investigating real life problems. Each project will specify the technical knowledge and skills to be taught including vocabulary and equipment skills. 'Projects on a Page' will form the basis



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of the projects with adaptations made to ensure our Design and Technology curriculum remains relevant to the pupils of our school.

A focus has been placed on ensuring there is continuity of progression within the Design and Technology Curriculum as pupils design, make and evaluate in all areas: structures, mechanisms, textiles, electrical systems and food products. This progression of key skills and knowledge for Design and Technology has been mapped out across the school years from EYFS to Yr. 6 and involves cross-curricular links with Mathematics, Science, Computing and Art to allow opportunity for Mastery to be worked towards.

Design and Technology lessons will be structured to allow pupils the opportunity to explore, investigate and research products that have been and are currently available; discuss their ideas within teams before generating plans; practise their skills of using key equipment and evaluate and critique theirs and others designs.

Impact

All pupils will develop the expertise of creativity, innovation and building to participate confidently in an increasingly technological world. They will apply their knowledge and understanding of design to build prototypes and products that meet the needs of a specific consumer and evaluate and test these products for effectiveness and efficiency. All pupils will become risk takers, acknowledging how ideas and products can always be refined to benefit the consumer. They will become innovative, resourceful and resilient designers as they continually seek to improve and perfect their ideas.



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Lickey Hills Primary School and Nursery Design and Technology Whole School Yearly Overview:



	AUTUMN 2	SPRING 2	SUMMER 2
EYFS - (Continuous Provision throughout each term)	Marvellous Me Design, make and evaluate a Diva Lamp. Make a 3D sculpture of a firework. Explore harvest to identify where our food comes from. Explore and understand hygiene when working with food and liquids.	All Things Bright and Beautiful Explore materials and how they can be used to make a collage - twist, scrunch. Explore different joining techniques to make a moving flower. Design, make and evaluate a 3D sculpture of a dragon using papier-mache. Explore the changing state of food when it is heated.	Underground, Overground, Wandering Free Use a variety of different materials to create a seaside collage. Use clay to create a 3D sculpture. Explore joining techniques to plan, make and evaluate a string puppet.
YEAR 1	Sliders and Levers Mechanisms Design, make and evaluate a moving Christmas card or tree decoration that uses sliders and levers.	Preparing Fruit Cooking and Nutrition Recognise Food Hygiene. Explore and understand the Eatwell Guide Food Plate - identify a balanced, varied diet. Create a healthy snack: Fruit Kebabs, Fruit Salads and Smoothies.	Freestanding Structures Structures Explore different materials and structure joins to design, make and evaluate a free-standing structure to replace the Lickey Hills Monument.
YEAR 2	Preparing Vegetables Cooking and Nutrition Recognise Food Hygiene. Explore and understand the Eatwell Guide Food Plate - identify a balanced, varied diet. Identify vegetables in season. Create a healthy meal involving vegetables: Vegetable soup and a Vegetable Casserole.	Wheels and Axles Mechanisms Explore construction of wheels and axles. Explore aerodynamics (NASA project) Design, make and evaluate a tourist mode of transport that could take visitors around the Lickey Hills Country Park.	Templates and Joining Techniques Textiles Explore and use a variety of joining techniques including: sewing, stapling, gluing, taping to create a hand held face puppet. Experiment with different materials for aesthetic purposes.
YEAR 3	Shell Structures Structures Investigate different materials and how they can be strengthened - corrugated, folded, laminated. Design, make and evaluate a Christmas Box to hold a Christmas present.	Healthy and Varied Diet - Fats, Sugars and Dairy Cooking and Nutrition Recognise Food Hygiene. Apply their knowledge of a healthy and varied diet. Explore different alternatives to sugar and dairy products. Design, make and evaluate a new fudge product. (Yr. 3 Science - Healthy Eating)	Levers and Linkages Mechanisms Explore different pivots: fixed and loose Design, make and evaluate a litter picker to use within the school grounds.
YEAR 4	Electrical Systems Electrical design Explore simple circuits including: electrical components, circuit symbols and circuit diagrams. Identify Electrical Safety. Design, make and evaluate a Christmas Light Up Sign. (Yr. 4 Science - Electricity)	Healthy and Varied Diet - Carbohydrates Cooking and Nutrition Apply their knowledge of a healthy and varied diet as explained by the Eatwell Guide Food Plate. Recognise Food Hygiene. Design, make and evaluate different healthy food types involving carbohydrates: Healthy Tortillas using flatbread, Rice Dish, Scones.	2D Shape - 3D Product Textiles Explore different joining sewing stitches: over stitch, backstitch and a running stitch. Create a bookmark using varied stitch techniques. Design, make and evaluate a button fastened pencil case.
YEAR 5	Celebrating food culture Cooking and Nutrition Apply their knowledge of a healthy and varied diet as explained by the Eatwell Guide Food Plate. Recognise Food Hygiene. Design, make and evaluate different foods involving herbs/spices - Cinnamon Biscuits, Ginger Cookies, Gingerbread Houses.	Pulleys and Gears Mechanisms Build a working circuit that involves a pulley and motor. Design, make and evaluate a motorised toy car.	Frame Structures Structures Explore the different types of Frame Structures: Rigid, Gable Ended, Braced Structures and Tent Structures. Design, make and evaluate a bird hide that can be added to the Forest School area.
YEAR 6	Electrical Systems Electrical Circuits Explore renewable energy sources - Wind Turbines. Plan, make and evaluate a wind turbine that can power a lightbulb.	Combining different fabric shapes Textiles Explore different joining sewing stitches: over stitch, backstitch, cross stitch and blanket stitch. Design, make and evaluate a mobile phone case.	Celebrating food seasonality Cooking and Nutrition Recognise Food Hygiene. Apply their knowledge of a healthy and varied diet as explained by the Eatwell Guide Food Plate. Explore and understand the difference between Vegetarian diets: Vegan and Pescatarian diets. Design, make and evaluate vegetarian food in season: Salad, Vegetable soups and Vegetable Pizza.



Computing

'The value in learning computer science is pretty evident with how important tech is in our world.' -
Steph Curry

The Department for Education says, 'Digital technology is driving extraordinary global changes that some are calling the Fourth Industrial Revolution. Navigating these changes effectively and safely requires a significant understanding of digital literacy, information technology and computer science. This knowledge is also crucial if business, industry and individuals are to exploit the opportunities offered by this revolution.' Here at Lickey Hills, we are driven to provide our pupils with the opportunity to develop the digital literacy they will need to succeed in life. The National Curriculum states that, 'a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.'

Intent

We intend to equip our pupils to use computational thinking and creativity to understand and change an increasingly technological world. Our children will be taught the principles of information technology and computation, how digital systems work, and how to put this knowledge to use through programming. Our aim is for our pupils to be best equipped for the future workplace and to be safe and responsible users of technology.

Implementation

Our children will develop their understanding and confidence through four core threads of computing systems and networks, using technology for media applications, using technology for storing data and information, and programming. Woven through this is a fifth core thread of using technology safely and responsibly which will be addressed regularly and in direct relevance to the current area of study.

Impact

Our pupils will be equipped to use information technology to create programs, systems and a range of content. Computing also ensures that 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.



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Lickey Hills Primary School and Nursery Curriculum Overview - Computing

	AUTUMN		SPRING		SUMMER	
YEAR 1	Computing systems and networks - Technology around us Children will know how to recognise technology in school and use it responsibly.	Programming - Moving a robot Children will know how to write short algorithms and programs for floor robots, and predict program outcomes.	Creating media - Digital painting Children will know how to choose appropriate tools in a program to create art, and make comparisons with working non-digitally.	Programming - Introduction to animation Children will know how to design and program the movement of a character on screen to tell stories.	Data and information - Grouping data Children will know how to explore object labels, then using them to sort and group objects by properties.	Creating media - Digital writing Children will know how to use a computer to create and format text, before comparing it to writing non-digitally.
YEAR 2	Computing systems and networks - IT around us Children will know how to identify Information Technology and how its responsible use improves our world in school and beyond.	Creating media - Digital photography Children will know how to capture and change digital photographs for different purposes.	Programming - Robot algorithms Children will know how to create and debug programs, and use logical reasoning to make predictions.	Data and information - Pictograms Children will know how to collect data in tally charts and use attributes to organise and present data on a computer.	Creating media - Making music Children will know how to use a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming - Programming quizzes Children will know how to design algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
YEAR 3	Computing systems and networks - Connecting computers Children will know how to identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Creating media - Stop-frame animation Children will know how to capture and edit digital still images to produce a stop-frame animation that tells a story.	Programming - Sequencing sounds Children will know how to create sequences in a block-based programming language to make music.	Data and information - Branching databases Children will know how to build and use branching databases to group objects using yes/no questions.	Creating media - Desktop publishing Children will know how to create documents by modifying text, images, and page layouts for a specified purpose.	Programming - Events and actions in programs Children will know how to write algorithms and programs that use a range of events to trigger sequences of actions.
YEAR 4	Computing systems and networks - The internet Children will know how to recognise the internet as a network of networks including the WWW, and why we should evaluate online content.	Creating media - Audio editing Children will know how to capture and edit audio to produce a podcast, ensuring that copyright is considered.	Programming - Repetition in shapes Children will know how to use a text-based programming language to explore count-controlled loops when drawing shapes.	Data and information - Data logging Children will know how to recognise how and why data is collected over time, before using data loggers to carry out an investigation.	Creating media - Photo editing Children will know how to manipulate digital images, and reflect on the impact of changes and whether the required purpose is fulfilled.	Programming - Repetition in games Children will know how to use a block-based programming language to explore count-controlled and infinite loops when creating a game.
YEAR 5	Computing systems and networks - Sharing information Children will know how to identify and explore how information is shared between digital systems.	Creating media - Video editing Children will know how to plan, capture and edit video to produce a short film.	Programming - Selection in physical computing Children will know how to explore conditions and selection using a programmable microcontroller.	Data and information - Flat-file databases Children will know how to use a database to order data and create charts to answer questions.	Creating media - Vector drawing Children will know how to create images in a drawing program by using layers and groups of objects.	Programming - Selection in quizzes Children will know how to explore selection in programming to design and code an interactive quiz.
YEAR 6	Computing systems and networks - Internet communication Children will know how to recognise how the WWW can be used to communicate and be searched to find information.	Creating media - Webpage creation Children will know how to design and create webpages, giving consideration to copyright, aesthetics, and navigation.	Programming - Variables in games Children will know how to explore variables when designing and coding a game.	Data and information - Introduction to spreadsheets Children will know how to answer questions by using spreadsheets to organise and calculate data.	Creating media - 3D modelling Children will know how to plan, develop, and evaluate 3D computer models of physical objects.	Programming - Sensing Children will know how to design and code a project that captures inputs from a physical device.



Without music, life would be a mistake.'- Friedrich Nietzsche

"Music is a universal language that embodies one of the highest forms of creativity. 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." - National Curriculum 2014.

Here at LHPSN, every child is provided with an opportunity to create, play, perform and enjoy music. Our thematically-tailored curriculum enables our pupils to develop a variety of skills and appreciate a wide range of musical genres and forms. In addition, we strongly believe that music enriches the lives of people and as a result we endeavour to involve as many children as possible in the musical activities that take place throughout the year.

Intent

At Lickey Hills Primary School and Nursery, we believe that a high-quality music education is integral for our pupils' development. Our bespoke curriculum (in tandem with our golden threads) strives to instil a life-long passion for music through carefully crafted learning experiences. These aim to nurture pupils' self-confidence, creativity, discipline and sense of personal achievement. Our primary intention is to provide pupils with a solid foundation for exploring, developing and showcasing their musical talents. From Reception to Year 6, our pupils participate in a rich variety of stimulating, enjoyable and accessible musical experiences, which aid the development of the following skills:

- Singing tunefully and with expression
- Playing a musical instrument and performing as a musician
- Understanding and exploring how music is created, produced and presented
- Evaluating compositions and performances
- Understanding the inter-related dimensions of music and their purpose
- Understanding music theory
- Appreciating music from a range of different periods, genres, styles and traditions
- Developing an understanding of the chronology of music history

Alongside this, pupils are also encouraged to:

- Participate in a variety of musical performances
- Listen to a range of high-quality music from different periods, genres, styles and traditions (both live and recorded)
- Learn an instrument in KS2
- Develop a lifelong love for music

Whether they are a performer, composer, budding musicologist or an avid listener, every child has the potential to thrive musically. In the words of Hans Christian Anderson, 'where words fail, music speaks'.



The LHPSN Curriculum



Implementation

At Lickey Hills Primary School and Nursery, our curriculum is underpinned by four 'Golden Threads' (Legacy; Global Citizenship; Childhood, Family and Home; Knowledge), which weave their way through our bespoke Music programme. Our developmental, skills-based approach enables pupils to revisit prior knowledge, contextualise their learning and make connections across the curriculum. Furthermore, the progression planned into each unit of work means that pupils are appropriately challenged and well-equipped for the next stage of their learning journey.

In coherence with the National Curriculum and the Model Music Curriculum, developing an understanding of the inter-related dimensions of music is given precedence within a framework designed to show progression and equip pupils with a range of transferable skills, such as discipline, co-operation and risk-taking. To ensure that all National Curriculum objectives are not only covered, but built upon, our music progression framework is divided into the following areas:

Singing; Listening (Discussion and Appreciation); Composing; Performing (Instrumental and Vocal); Musical Knowledge (Terminology and Theory) and Music History (Western Classical Tradition, Popular and World).

Each unit is driven by a key question and aims to expose pupils to a wide range of artists, composers, pieces and styles from across the globe. Attention is given to the works of great musicians (who serve as an inspiration when composing) and pupils are taught to build a repertoire of techniques they can utilise in their own work. Music history is taught chronologically from Year 2 and each Spring, classes are given the opportunity to learn about a 'World' or 'Popular' music genre. Music is also celebrated at Christmas through our KS1 Nativities, KS2 Carol Service and performances on the playground. In Summer Term, the year concludes with a musical celebration modelled on 'The Proms', in which classes celebrate their musical achievements and perform to their peers. Furthermore, we take great pride in the musical opportunities we have to offer our pupils, such as weekly singing assemblies, individual and whole-class instrumental lessons to pupils in KS2, performative class assemblies, participation in Singing Club, Ukulele Ensemble, and the Year 6 Production. **Instrumental Lessons:** All children from year 3 upwards have the opportunity to learn a musical instrument. We currently have peripatetic teachers teaching strings, woodwind, keyboards and piano, guitar and drums.

Impact

At Lickey Hills Primary School and Nursery, we are committed to promoting a curiosity for music in which pupils develop a firm understanding of what it means to listen, sing, play, evaluate, analyse and compose. By the end of their respective year groups, pupils will meet age-related expectations for the subject and acknowledge the important role that music plays in various cultures, traditions and individuals' lives. All learners, regardless of their background or needs, will be exposed to the music curriculum. Pupils will develop their musicianship by reading simple notation, using musical vocabulary and recognising the works of the great composers and the time period they influenced. Pupils will enjoy



The LHPSN Curriculum



music in its many incarnations and as a result, their confidence as musicians will grow. In addition, our pupils will discuss and share their own opinions and ideas about music, acknowledging that these might vary to others' and that this is positive. Our bespoke curriculum will foster a lifelong love and enthusiasm for the subject and provide a foundation from which potential future study can take place.



Lickey Hills Primary School and Nursery Whole School Yearly Overview Music

Pupils should be taught to (KS1):

- Objective 1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Objective 2 - Play tuned and untuned instruments musically.
- Objective 3 - Listen with concentration and understanding to a range of high-quality live and recorded music.
- Objective 4 - Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Pupils should be taught to (KS2):

- Objective 1 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Objective 2 - Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Objective 3 - Listen with attention to detail and recall sounds with increasing aural memory.
- Objective 4 - Use and understand staff and other musical notations.
- Objective 5 - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Objective 6 - Develop an understanding of the history of music.

*We acknowledge that although we have allocated an objective to each unit, the NC's objectives are inherently intertwined and are transferable within our framework.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Key Objective: 4 <i>Can music be used to depict settings?</i></p> <p>Composition unit inspired by the school setting, introducing graphic scores.</p>	<p>Key Objective: 4 <i>Can music be used to depict transport?</i></p> <p>Composition unit inspired by Heitor Villa-Lobos' piece, 'The Little Train of the Caipira'.</p>	<p>Key Objective: 1, 4 <i>Can I learn to play a new instrument?</i></p> <p>Instrumental lessons taught by Severn Arts peripatetic teachers (FAME).</p>	<p>Key Objective: 3, 6 <i>Mozart vs Beethoven: who had the biggest influence on classical music?</i></p> <p>An introduction to the Classical era, its stylistic features and influential composers.</p>	<p>Key Objective: 2 <i>Can music be used to depict a journey?</i></p> <p>Composition unit inspired by Bedrich Smetana's symphonic poem, 'Vltava'.</p>	<p>Key Objective: 2, 4 <i>Can music be used to depict artwork?</i></p> <p>Composition unit inspired by Modest Mussorgsky's 'Pictures at an Exhibition'.</p>
Autumn 2	<p>Key Objective: 1 <i>Christmas Music Festival</i> KS1 Nativity Performance.</p>	<p>Key Objective: 1 <i>Christmas Music Festival</i> KS1 Nativity Performance.</p>	<p>Key Objective: 1 <i>Christmas Music Festival</i> KS2 Carol Service, including 'Carols on the Playground'.</p>	<p>Key Objective: 1 <i>Christmas Music Festival</i> KS2 Carol Service, including 'Carols on the Playground'.</p>	<p>Key Objective: 1 <i>Christmas Music Festival</i> KS2 Carol Service, including 'Carols on the Playground'.</p>	<p>Key Objective: 1 <i>Christmas Music Festival</i> KS2 Carol Service, including 'Carols on the Playground'.</p>
Spring 1	<p>Key Objective: 3 <i>What is an orchestra, according to Benjamin Britten?</i></p> <p>An introduction to the four families of the orchestra through study of a renowned British composer, Benjamin Britten.</p>	<p>Key Objective: 2, 3 <i>Who was Hildegard of Bingen and why was she important?</i></p> <p>Study of an important female composer that introduces pupils to simple notation.</p>	<p>Key Objective: 1, 4 <i>Can I learn to play a new instrument?</i></p> <p>Instrumental lessons taught by Severn Arts peripatetic teachers (FAME).</p>	<p>Key Objective: 2, 4 <i>Can music be used to depict the planets?</i></p> <p>Composition unit inspired by Gustav Holst's 'The Planets' Suite.</p>	<p>Key Objective: 3, 6 <i>What makes music Romantic?</i></p> <p>An introduction to the Romantic era, its stylistic features and influential composers.</p>	<p>Key Objective: 3, 6 <i>Is 'clapping' music?</i></p> <p>An introduction to the Modern era, its stylistic features and influential composers.</p>
Spring 2	<p>Key Objective: 1, 3 <i>Popular and World Music Share: Africa</i></p> <p>An opportunity to listen to, learn about and perform music from another country/ genre.</p>	<p>Key Objective: 1, 3 <i>Popular and World Music Share: Jazz</i></p> <p>An opportunity to listen to, learn about and perform music from another country/ genre.</p>	<p>Key Objective: 1, 4 <i>Can I learn to play a new instrument?</i></p> <p>Instrumental lessons taught by Severn Arts peripatetic teachers (FAME).</p>	<p>Key Objective: 5 <i>Popular and World Music Share: Bhangra</i></p> <p>An opportunity to listen to, learn about and perform music from another country/ genre.</p>	<p>Key Objective: 5 <i>Popular and World Music Share: Samba</i></p> <p>An opportunity to listen to, learn about and perform music from another country/ genre.</p>	<p>Key Objective: 5 <i>Popular and World Music Share: Rock and Roll</i></p> <p>An opportunity to listen to, learn about and perform music from another country/ genre.</p>
Summer 1	<p>Key Objective: 2, 4 <i>Can music be used to depict animals?</i></p> <p>Composition unit inspired by Edvard Grieg's 'Peer Gynt' Suite.</p>	<p>Key Objective: 2, 4 <i>Can music be used to depict animals?</i></p> <p>Composition unit inspired by Camille Saint-Saens' 'Carnival of the Animals'.</p>	<p>Key Objective: 3, 6 <i>Who was Vivaldi and how did he describe the four seasons?</i></p> <p>An introduction to the Baroque era, its stylistic features and influential composers.</p>	<p>Key Objective: 2 <i>Can I compose using technology?</i></p> <p>Composition unit based on the use of apps such as 'Garage Band' and 'Chrome Music Lab'.</p>	<p>Key Objective: 2 <i>Can music lift spirits in hard times?</i></p> <p>Song writing unit inspired by morale-boosting songs, culminating in a class composition and performance.</p>	<p>Key Objective: 2, 4 <i>Can music be used to enhance a film?</i></p> <p>Composition unit by cinematic film scores.</p>
Summer 2	<p>Key Objective: 1 <i>Summer Music Festival</i> A performance opportunity inspired by British music festivals, such as 'The Proms'.</p>	<p>Key Objective: 1 <i>Summer Music Festival</i> A performance opportunity inspired by British music festivals, such as 'The Proms'.</p>	<p>Key Objective: 1 <i>Summer Music Festival</i> A performance opportunity inspired by British music festivals, such as 'The Proms'.</p>	<p>Key Objective: 1 <i>Summer Music Festival</i> A performance opportunity inspired by British music festivals, such as 'The Proms'.</p>	<p>Key Objective: 1 <i>Summer Music Festival</i> A performance opportunity inspired by British music festivals, such as 'The Proms'.</p>	<p>Key Objective: 1 <i>Summer Music Festival</i> Opportunity for Year 6 pupils to partake in a performance of a musical.</p>

Modern Foreign Languages



The LHPSN Curriculum



'You live a new life for every language you speak. If you only know one language, you only live once.' - Spanish proverb

At Lickey Hills we have four 'Golden Threads' that are interwoven into our wider curriculum. One of those is 'Global Citizenship' where we want our children to learn about the wider world and the differences in life around the world. We believe that in our teaching of Spanish we expose our children to the world around them as the learning of a foreign language 'is a liberation from insularity and provides an opening to other cultures.' Our modern foreign languages education aims to foster pupils' curiosity and deepen their understanding of the world with Spanish being the first language of many countries globally. Further ahead, we want our children to continue to be 'global citizens' when they leave Lickey Hills after we have provided the foundation for learning further languages, equipping our pupils to study and work in other countries and learn other languages.

Our teaching enables pupils to express their ideas and thoughts in Spanish and in turn to understand and respond to its speakers, both in speech and in writing. We also provide opportunities for our children to communicate for practical purposes, learn new ways of thinking and to read stories in Spanish. Another of our 'Golden Threads' is that of 'Childhood, Home and Family.' We use this thread in our languages teaching for our children to learn about what life is like for children and families in Spain and other Spanish speaking countries - again in the aim of opening our pupils' minds to other cultures. Our learning of Spanish is sequential, we use the 'La Jolie Ronde' scheme to ensure that our curriculum is skills based where our children reinforce their learning year on year in a progressive way. This ensures that by the end of Year 6 our children will have had high quality resources throughout their primary schooling in the subject. Research shows that learning a language when a child is younger is beneficial; that learning a second language boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility.

Our languages education aims to foster pupils' curiosity and deepen their understanding of the world. Further ahead, we want our children to be equipped with the skills to be able to study and work in other countries. We teach Spanish because it is the native language of more than 400 million people across 44 countries, which makes it one of the most useful languages to know.

The National Curriculum Purpose of Study for Modern Foreign Languages: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent



The LHPSN Curriculum



Learning a language provides an invaluable social, cultural and educational experience to all pupils. It supports the development of key skills such as speaking, listening, reading and writing and extends the knowledge of how language patterns work. Learning another language also encourages children to further understand their own, and other's cultures, and deepens their understanding of the world. By the end of KS2, we aim for the children to be able to take part in conversations, understanding and responding to others, both in writing and speaking. They will be able to express their opinions about different aspects of life and be able to compare the UK and Spain by learning about different traditions, celebrations and daily life in Spain. We cover a range of topics, such as, home, family, weather, travel, food, numbers, colours and transport. These topics will be interwoven and will be revised and developed during each year of learning.

Implementation

We aim for the children to learn Spanish throughout all of their time at Lickey Hills Primary School. This will begin in EYFS by learning to say hello and goodbye and then continue into KS1 where the children will learn a few simple words, phrases and songs which will equip them to start their learning of Spanish in depth in KS2.

The children will follow La Jolie Ronde Spanish scheme and will be taught Spanish for half an hour each week throughout the year, which will ensure the children retain the new vocabulary. The scheme will develop their skills in reading, writing, speaking and listening. The children will be taught a wide range of vocabulary with a focus on grammar, punctuation and pronunciation.

All of the lessons are sequenced so that there are opportunities for the revision of language, grammatical and phonological concepts, with new skills then introduced. The context and structure of the lessons provide children with an insight into the culture, traditions and special celebrations of Spanish-speaking countries and enables comparison with their own experiences.

Currently, the children in Year 3 have the opportunity to take part in a Spanish pen pal project where they write letters and send videos to children of a similar age, in Valencia. This is a wonderful experience for the children as it enables them to use the skills that they have developed through their language learning and use them in a real life situation. This reinforces and promotes the importance of learning Spanish and intercultural understanding.

Impact

Children will have an increased enjoyment of learning another language. They will have an enriched understanding of different languages and cultures and will have also developed transferable skills in reading, writing, speaking and listening. The children will be able to communicate with each other in Spanish and have learned how skills and language structure can be used when learning a different language.



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Lickey Hills Primary School and Nursery Modern Foreign Languages Curriculum - Spanish

	AUTUMN	SPRING	SUMMER
KS1	In KS1, children are introduced to Spanish through greetings, numbers, key objects etc in everyday language and routines in the classroom. Formal teaching begins in KS2.		
YEAR 3	<p><u>Autumn 1 (lessons 1-2)</u> Count from 0-12 Greet others Ask and say how they are feeling</p> <p><u>Autumn 2 (lessons 3-4)</u> Understand classroom instructions Ask for and say their name Christmas (separate lesson 1-2)</p>	<p><u>Spring 1 (lessons 5-6)</u> Ask for and say their age Say different colours</p> <p><u>Spring 2 (lessons 6-7)</u> Colours Easter (separate lesson 1-2)</p>	<p><u>Summer 1 (lessons 8-9)</u> Name items of food</p> <p><u>Summer 2 (lesson 10-11)</u> Say the days of the week Months of the year</p>
YEAR 4	<p><u>Autumn 1 (lessons 1-3)</u> Revise colours Name parts of the body Ask of a Spanish translation</p> <p><u>Autumn 2 (lessons 4-7)</u> Name zoo animals Verbs Christmas (lessons 6-7)</p>	<p><u>Spring 1 (lessons 8-10)</u> Name members of the family Ask and answer questions about family members Ask and answer questions about pets</p> <p><u>Spring 2 (lessons 11-13)</u> Revision of previously learned vocabulary</p>	<p><u>Summer 1 (lessons 14-17)</u> Revise colours Ask and answer questions about hobbies</p> <p><u>Summer 2 (lessons 18-20)</u> Count from 13-30 Say different types of transport Say some types of weather Say some items of clothing</p>
YEAR 5	<p><u>Autumn 1 (lessons 1-3)</u> Name buildings in a high street Give directions Ask where places are</p> <p><u>Autumn 2 (lessons 4-7)</u> Revise days of the week Christmas (lessons 6-7)</p>	<p><u>Spring 1 (lessons 8-10)</u> Revise days of the week Revise sports/hobbies Revise numbers 0-20, 30, 40, 50, 60</p> <p><u>Spring 2 (lessons 11-13)</u> Revise food</p>	<p><u>Summer 1 (lessons 14-17)</u> Talk about breakfast Make a Spanish dessert Talk about the weather Name the seasons</p> <p><u>Summer 2 (lessons 18-20)</u> Points of the compass Revise the seasons Say where you live Comparing UK and Spain</p>
YEAR 6	<p><u>Autumn 1 (lessons 1-3)</u> Talk about classroom routines Recap clothes Expressing and justifying opinions</p> <p><u>Autumn 2 (lessons 4-7)</u> Recap family members Talk about occupations Christmas (lessons 6-7)</p>	<p><u>Spring 1 (lessons 8-10)</u> Recap where you live Recap previous vocabulary</p> <p><u>Spring 2 (lessons 11-13)</u> Talk about repetition requests and how to say a word in Spanish Say alphabet</p>	<p><u>Summer 1 (lessons 14-17)</u> Recap days of the week Talk about different types of accommodation Talk about means of transport Say names of places to visit</p> <p><u>Summer 2 (lessons 18-20)</u> Recap previously learnt vocabulary</p>



PSHE and RSE

Curriculum Intent for PSHE and Citizenship: We use Jigsaw to support our PSHE/C - Personal, Social, Health economic and citizenship curriculum as well as our learning in SRE - Sex and Relationship Education. Jigsaw is a unique, spiral, progressive scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. Jigsaw offers statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



The LHPSN Curriculum



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

How do we teach RSE at LHPSN?

Teachers will be following our PSHE/C scheme (Jigsaw) planning which helpfully provides the content and lesson plans. These plans are linked to the DFE expectations and the statutory changes to PSHE/C and RSE lessons (Relationships and sex Education). They are part of the National Curriculum Specific and focused RSE lessons are offered to children in Years 4, 5 and 6. Parents/Carers have the option of withdrawing their child from these sessions. Any children not taking part will have a separate PSHE lesson elsewhere in the school.

Changing Me Puzzle Map - Ages 8-9

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this



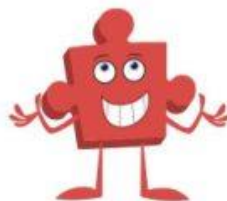
Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.



Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3. Babies: Conception to Birth Assessment Opportunity	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.





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Sana mens in corpore sano' (a healthy mind in a healthy body). - Juvenal

Here at Lickey Hills Primary School and Nursery, we strive to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We are passionate about ensuring our PE curriculum is broad and inclusive, allowing all children to be active and achieve success, across a wide range of sports and activities. As a school, we are committed to achieving that all children complete 30 minutes of physical activity each school day through the implementation of: The Daily Mile, active break and lunchtimes and the use of extra - curricular activities.

Our physical education and sport delivery is also centred around the premise that through our curriculum, our children develop their personal and social skills and values. We are passionate in the belief that opportunities to compete in sport and other physical activities build character and can embed our school values such as fairness, respect, determination, perseverance, empathy and cooperation.

Our overarching behind our vision in the subject is that we want our pupils to enjoy physical education and become physically confident in a way which supports their health and fitness. We then hope that by the time our children leave our school, they are well on their way to leading active and healthy lives as they get older.

We use *Get Set 4 PE* to support our PE and Sports offer in school, it provides a variety of engaging lessons to be delivered by school staff and deploys a wide range of teaching strategies. The *All Active Academy* runs a range of sports, health, wellbeing and active lifestyle projects for the school. We promote an 'everybody active' attitude amongst the children and encourage them to develop a keen interest in sport and be willing to partake in sporting activities. Through our P.E. curriculum we aim to develop confidence and self-esteem in P.E. lessons and when children are representing the school/house team in sporting competitions.

These *Get Set 4 PE* schemes of work have been written with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their physical skills as well as developing the whole child. Each lesson has progressive activities that are designed to inspire and engage pupils, allowing them to explore and develop skills and embed knowledge. The programme has enabled the school to develop a broad PE curriculum which covers all the skills children need to acquire. It enables continuity throughout the school and supports the less confident teacher of PE whilst enabling the confident teacher to use it and adapt it to their situation.



Lickey Hills Primary School and Nursery
PE Curriculum Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER1	SUMMER 2
N	Introduction to PE Unit 1	Fundamentals Unit 1	Ball Skills Unit 1	Dance Unit 1	Gymnastics Unit 1	Games Unit 1
R	Introduction to PE Unit 2	Fundamentals Unit 2	Ball Skills Unit 2	Dance Unit 2	Gymnastics Unit 2	Games Unit 2
Y1	Gymnastics Ball Skills	Dance Net Wall	Yoga Sending & Receiving	Fitness Invasion	Team Building Striking & Fielding	Target Games Athletics
Y2	Gymnastics Ball Skills	Dance Net Wall	Yoga Sending & Receiving	Fitness Invasion	Team Building Striking & Fielding	Target Games Athletics
Y3	Gymnastics Hockey (Invasion)	Dance Fitness	Yoga Ball Skills	Gymnastics OAA (Outdoor Adventurous Activities)	Dance Cricket (Striking & Fielding)	Athletics Tennis (Net Wall)
Y4	Gymnastics Swimming	Dance Swimming	Dodgeball (Target) Swimming	Basketball (Invasion) Swimming	Handball (Invasion) Swimming	Athletics Swimming
Y5	Gymnastics Hockey (Invasion)	Dance Fitness	Yoga Volleyball (Net Wall)	Gymnastics OAA	Dance Cricket (Striking & Fielding)	Athletics Tennis (Net Wall)
Y6	Gymnastics Basketball (Invasion)	Dance Netball (Invasion)	Dodgeball Tennis (Net Wall)	Gymnastics Golf (Target)	Dance Handball (Invasion)	Athletics Rounders (Striking & Fielding)



'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.' - Mary Myatt

The principal aim of religious education here at Lickey Hills is to explore with our children what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Our 'Golden Threads' drive our curriculum in each subject, including RE. With these threads at the heart of our teaching, it makes it clear that Religious Education is a vital subject at our school as it lends itself to our children learning all about those four 'Golden Threads.' We follow the Worcestershire Agreed Syllabus 2020 which asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

We believe at LHPSN that using our local and school community is invaluable in the teaching RE, building deeper connections to our local community. Therefore, we ensure that our children have the opportunity to visit religious places and also encourage visitors into school to provide the unique insights of lived religion and belief.

SMSC at LHPSN

Curriculum Intent for Spiritual Moral Social and Cultural Education (SMSC): We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, backgrounds and beliefs. We value the moral development of each person, as well as their



The LHPSN Curriculum



intellectual and physical growth. We organise our curriculum so that we promote cooperation and understanding between all members of our community.

Lickey Hills Primary School and Nursery Religious Education Curriculum Overview		
R.E. Worcestershire Agreed Syllabus 2020-2025		
Nursery		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Why is Christmas special to Christians?	Why is Easter special for Christians?	Which stories are special and why?
Reception		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Why is the word 'God' so important to Christians?	Which places are special and why?	Which stories are special and why?
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Why is Christmas special to Christians?	Why is Easter special for Christians?	Being special: where do we belong?
Year 1		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
What do Christians believe God is like?	Who is Jewish and how do they live? [Double unit]	Who do Christians say made the World?
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Why does Christmas matter to Christians?	Who is Jewish and how do they live?	How should we care for others and for the world, and why does it matter? (Christians, Jews and non-religious worldviews)
Year 2		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Who is a Muslim and how do they live? [Double unit]	What is the 'good' news Christians say Jesus brings?	What makes some places sacred to believers? (Christians, Jews and Muslims)
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Who is a Muslim and how do they live? [Double unit]	Why does Easter matter to Christians?	What does it mean to belong to a faith community? (Christians, Jews, Muslims and non-religious worldviews)
Year 3		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
What do Christians learn from the Creation story?	How do festivals and family life show what matters to Jewish people?	What is it like for someone to follow God?
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'?	How and why do people try to make the world a better place? Christians, Muslims, non-religious
Year 4		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
What does it mean to be a Hindu in Britain today?	What is the Trinity and why is it important for Christians?	How do festivals and worship show what matters to Muslims?
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
What do Hindus believe God is like?	For Christians, what was the impact of Pentecost?	How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious
Year 5		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Why is the Torah so important to Jewish people?	What does it mean if Christians believe God is holy and loving?	For Christians, what kind of king is Jesus?
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied
Year 6		
<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Creation and science: conflicting or complementary?	What does it mean to be a Muslim in Britain today?	Why do some people believe in God and some people not? Christians, non-religious
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
How do Christians decide how to live? 'What would Jesus do'?	Why do Christians believe Jesus was the Messiah?	How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious

SMSC education allows our pupils to explore and develop their own beliefs and values whilst learning about and respecting others. It encourages them to have high standards of behaviour, recognising



right and wrong. It prepares pupils to contribute to society and culture throughout their lives. It also develops appreciation of the diversity of other cultures through participation in a range of cultural opportunities and creates an inclusive environment for all children.



Spiritual, Moral, Social and Cultural Statement for LHPSN.

Spiritual: Through assemblies, lessons and school visits we aim to give pupils the opportunity to experience "awe and wonder" encouraging them to be reflective about beliefs, values and more profound aspects of human experience. For example; opportunities to see new life when chick eggs hatch, developing eco gardens and nurturing allotments - appreciating nature in action. As well as watching inspirational videos and hearing stories about human resilience and effort from different genders and ethnicities. Also, working on local community projects and establishing links with the local church

Moral: Moral themes are directly taught through assemblies which focus on values such as co-operation, honesty and respect and form an intrinsic part of the school's rules and expectations on a daily basis. Moral themes are taught within other curriculum areas such as R.E., S.M.S.C., Theme and Science. Throughout school, we expect pupils to develop and apply an understanding of right and wrong in their school life and life outside school. This is evident in the behaviour of our pupils in lessons and during unstructured times such as breaks and lunchtime. All members of the school community are fully aware of the Cool School Rules and the high standards expected of them at all times and in all areas of school.

Social : Our curriculum and vibrant school ethos ensures pupils take part in a range of activities requiring social skills such as sports and music events beyond school, eco and citizenship groups, democracy dinner, roles and responsibilities in class and the wider school such as prefects, helpers and monitors. We expect our pupils to work and interact positively with each other and with adults using their imagination and creativity, and developing curiosity in their learning. Our pupils are also developing awareness of and respect for diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability.

Cultural: The school's local culture has value in our school. We believe pupils need to have an understanding of the culture around them and how it differs from others. The RE curriculum, history and geography themes contribute to pupils' understanding of their local culture. A range of books from different cultures with a representation of different ethnicities are accessible for all, so all children feel inclusive. Our pupils respond positively to a range of artistic, sporting and other cultural opportunities such as cultural workshops, open air music concerts and sports tournaments beyond school which all support the development of skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Outdoor Learning (Forest School)



Intent

Forest Schools is a child-centred inspirational learning process that uses the outdoor environment. Our aim is to encourage and inspire children through positive outdoor experiences. Children will have the opportunity to learn about our natural environment, how to handle risks and most importantly to use their own initiative to solve problems and cooperate with others. Our pupils will have the opportunity to develop socially, emotionally, spiritually, physically and intellectually in a real-world environment.

Implementation

Our Forest School embraces the 6 Principles of Forest School:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Our pupils will be able to choose, initiate and drive their own learning and development, with all participants being treated as equal and valuable. They will be able to explore and discover their place in the world as well experience appropriate risk and challenge. Encouraging children to care for the environment is an essential part of our Forest School. We will actively promote environmental awareness and encourage sustainability, learning about respect and responsibility for the world around us.

Impact

Through having the freedom, time and space to learn and the opportunity to demonstrate independence, our pupils will develop their confidence as well as their social and communication skills, developing positive relationships with themselves and others. They will also have the opportunity to build their resilience and perseverance through self-motivated learning experiences, problem solving, and learning to cope with failures. Our pupils will also foster a greater interest in their natural surroundings and a respect for the environment.

'Culture Vultures' Overview

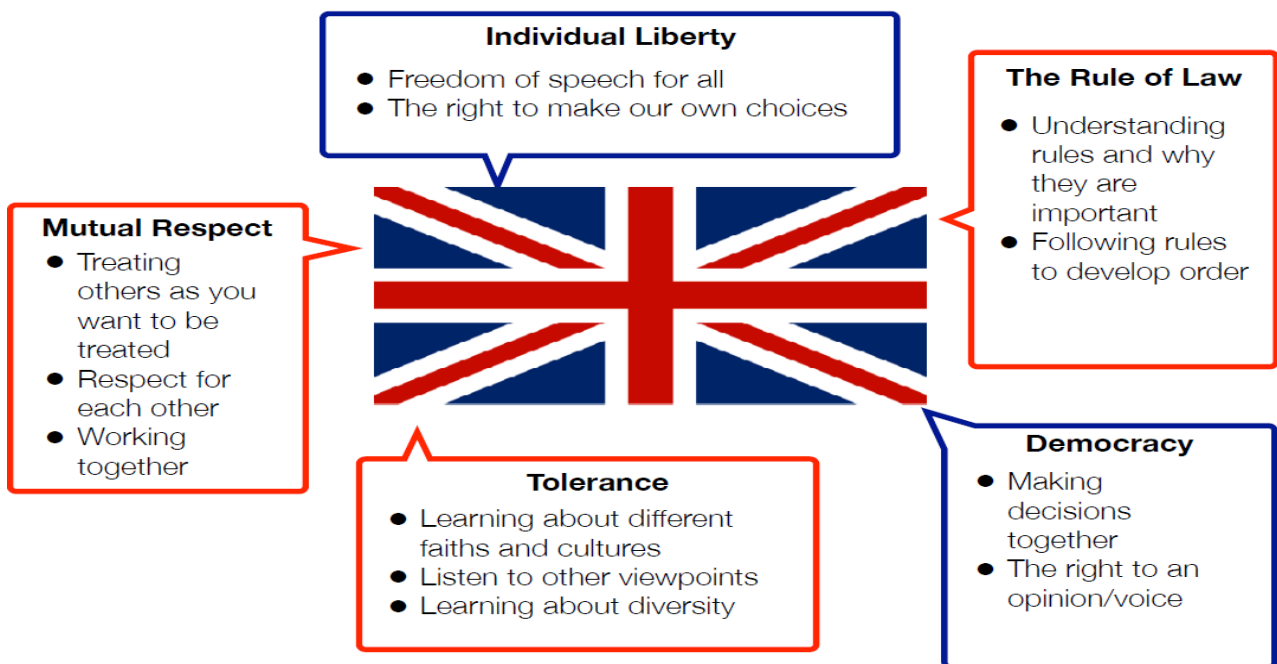


At Lickey Hills Primary School and Nursery we believe in developing the child in a progressive way through a creative but rigorous approach to teaching and learning, planning activities that challenge each child whatever their level of ability. We believe that learning should be memorable and that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty.

Culture Vulture Passports ensure that children experience a range of museums, places of natural beauty, galleries and expert visitors into school to enrich their understanding of the world and cultural diversity around them year on year. The passports have been designed by teachers and subject leaders to ensure coherence with the curriculum. For example; Year 2 children visit the Black Country Museum to learn about and experience life as a child in Victorian times. By the time children reach the end of Year 6, they will have visited our local church, mosque, mandir, synagogue and cathedral. They also get the opportunity to take part in a variety of sporting activities with schools in the Bromsgrove area. Children in every year group visit our wonderful local country park, in the Lickey Hills each year, to ensure they are connected with their local environment. The school has a new fully trained Forest School leader and a newly dedicated area in the school grounds. We offer exciting forest school opportunities with our own sizeable forest school site located at the top of our school field and a developing school pond project.

Promotion of British Values

British Values



The school prepares pupils for life in modern Britain effectively, developing their understanding of the



The LHPSN Curriculum



fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (Diversity due to 80% white British). The development of our distinctive culture/ ethos has resulted in children who are increasingly confident, resilient and independent. Pupils talk confidently about ways in which they demonstrate the school's values in practice. They learn about positive character traits in assemblies and throughout the curriculum. They have a good understanding about healthy relationships and how to look after themselves. Pupils are proud to hold leadership roles, for example on the school council, and work purposefully with staff to raise funds for local charities and organise collections for the local food bank.