



Broader Curriculum Policy – 2022/23

How we have created our Broader Curriculum at Highfield Community Primary School

Highfield Community Primary School aspires to deliver a creative, inclusive, challenging and real-world curriculum that motivates future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning.

Through our curriculum we aim to ensure that children develop key learning skills and knowledge for future learning and life experience. Our goal is for the children of Highfield Community Primary School to be equipped with the skills and knowledge that will enable them to: problem solve, communicate, reflect, be curious and creative, articulate, analyse and evaluate and collaborate effectively.

Like all schools in England, we must follow the National Curriculum. It sets out subjects and content which we must teach. Within this, however, there is flexibility so that we can interpret and plan to meet the needs and interests of our children now and for the future. The key aim for all our teaching and learning is to provide opportunities for all pupils to learn, to enjoy and to achieve. This includes:

Knowledge and Skills

Both knowledge and skills have an important purpose, and the best curricula ensure the right balance of both. Knowledge and skills are inseparable – you really can't have one without the other. At Highfield Community Primary School, we design progressive learning experiences that help children acquire the knowledge and skills they need and then give them opportunities to apply this in new and interesting ways.

Communication

Communication is a two-way process. We communicate 'outwards' by speaking and writing, and we receive communication by listening and reading. In all our teaching and learning, we aim for our pupils to communicate orally to a high level, and so we place a lot of emphasis on all forms of speaking and listening, as well as reading and writing. In this increasingly information-based world, we also want our learners to evaluate information critically rather than believe everything they come across without questioning.

Working with others

Working with others is a life-skill that will help to prepare our pupils for their future. Just like adults, children need to be able to cooperate and compromise, agree and sometimes constructively disagree, help others to learn and learn from others. We ensure that many of our lessons incorporate these skills.

Problem-Solving and Thinking Skills

Another aim of our teaching is to build children's confidence to investigate and find solutions to problems and to think for themselves. There are many ways to build up skills in this area. For example, we might do



this through lots of positive reinforcement and encouragement, teaching step-by-step problem-solving techniques, and indirectly by using role-play or other realistic problems to reach agreement.

Aims of our Broader Curriculum

To meet the requirements of the National Curriculum, all classes follow set, pre-planned units for each subject.

Art

Children explore a wide range of skills and media through a range of approaches to the creative arts, at Highfield Community Primary School. The arts are a form of celebration, communication and expression. Art helps children to develop self-awareness and confidence and to acquire empathy, teamwork and listening skills. Participation in the arts develops gross and fine motor skills and can be used to support all other areas of the curriculum. At our school, we offer a curriculum rich in the arts, inspiring and nurturing each individual, raising self-esteem and confidence.

Subject and Topic	EYFS	Year 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)
Art	<p>Painting Explores what happens when they mix colours Experiments with colour</p> <p>Drawing Create simple representations of events, people and objects Chooses particular colours to use for a purpose</p> <p>Sculpture Manipulates materials to achieve planned effect</p>	<p>Unit 1: Painting (Paul Klee)</p> <p>Unit 2: Drawing (A.A Milne)</p> <p>Unit 3: Print and Patterns (William Morris, Henri Matisse)</p>	<p>Unit 1: 3D Modelling (Andy Goldsworthy)</p> <p>Unit 2: Landscapes (Constable, Monet, Van Gogh, Hockney, O'Keefe)</p> <p>Unit 3: LS Lowry</p>	<p>Unit 1: Cave Painting</p> <p>Unit 2: Painting (Monet)</p> <p>Unit 3: Sculpture (Tim Noble, Sue Webster, Guerra de la Paz Collective)</p>	<p>Unit 1: Drawing & Collage (John Stezaker)</p> <p>Unit 2: Drawing & Sculpture</p> <p>Unit 3: Printing & Mixed Media (Katsushika Hokusai, James Green, Atta Kwami)</p>	<p>Unit 1: Painting (Stephanie Peters)</p> <p>Unit 2: Drawing/Digital</p> <p>Unit 3: Sculpture (Anthony Gormley, El Anatsui, Nnenna Okore)</p>

Design and Technology

We aim to provide children with Design and Technology skills that will prepare them for future jobs and provide life skills. Children have stimulating and exciting DT projects that enhance the children's learning. This ranges from designing and making products out of various materials to preparing and sampling nutritious foods.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design and Technology	<p>Materials Manipulates materials to</p>	Unit 1: Materials	Unit 1: Food	Unit 1: Construction	Unit 1: Textiles	Unit 1: Mechanisms	Unit 1: Construction

achieve planned effect Understands that different media can be combined to create new effects Experiments to create different textures Construction Constructs with a purpose in mind using a variety of resources	Unit 2: Food Unit 3: Construction	Unit 2: Mechanisms Unit 3: Textiles	Unit 2: Mechanism Unit 3: Food	Unit 2: Mechanisms Unit 3: Materials	Unit 2: Textiles Unit 3: Food	Unit 2: Materials Unit 3: Food

Geography

At Highfield Community Primary School, we feel it is important to nurture and encourage natural curiosity, to shape and direct it to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. Through their growing knowledge and understanding of geography, children will learn about places, people and the environment; starting at Highfield Community and the surrounding areas, then moving further outwards into the world as the children progress throughout the school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	Seasons (Notice Board Daily) Weather (Notice board daily) Where we live (belonging) Ask questions about their world	Unit 1: The Local Area (North East) - making comparisons Unit 2: Uk - capital cities and events Unit 3: Seven Continents and Oceans	Unit 1: The Coast (UK) (local) Unit 2: The Weather (the UK) Unit 3: Arctic Adventures (Seven Continents and Oceans)	Unit 1: Gateshead - (Including Mapping 4 figure) Unit 2: The United Kingdom - counties (Including Mapping 4 figure) Unit 3: Europe - Countries, weather patterns	Unit 1: Rainforests - South America (Including Mapping 4 figure) Unit 2: The Water Cycle Unit 3: Where Food Comes from	Unit 1: Rivers of the World Unit 2: Mapping (Including Mapping 6 figure, longitude and latitude) Unity 3: Trading and Economics	Unit 1: The World we Live in - Human impact Unit 2: Volcanoes and Earthquakes Unit 3: Mountains of the World (Including Mapping 6 figure)

History

At Highfield Community Primary School our goal is to inspire pupils' curiosity so that they want to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, evaluate



evidence, and develop perspective and judgement. We aim to help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We have designed our curriculum to start at recent historical events and as the children move through school and gain a growing understanding of what 'the past' means, we then move further back through time.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	<p>Ourselves</p> <p>Looking at family, special people in our lives.</p> <p>Timeline of own life (ourselves topic)</p> <p>Events in own lives(past and present). Birthdays etc</p>	<p>Unit 1: The Gunpowder Plot (1600)</p> <p>Unit 2: Kings and Queens (Today and 1900)</p> <p>Unit 3: Great Explorers (1900 - to date)</p>	<p>Unit 1: Travel and Transport (1900)</p> <p>Unit 2: Historic Females (1800)</p> <p>Mary Anning and Grace Darling comparison</p> <p>Unit 3: The Great Fire of London and Gateshead (1600)</p>	<p>Unit 1: The Railways (1800)</p> <p>Unit 2: Gateshead - Local History study (1500)</p> <p>Unit 3:Crime and Punishment (1000)</p>	<p>Unit 1: Anglo Saxons and Scots (400)</p> <p>Unit 2: Anglo Saxons and Vikings (400)</p> <p>Unit 3: Shang Dynasty (1600BC)</p>	<p>Unit 1: Romans (2000BC)</p> <p>Unit 2: Egyptians(3000BC)</p> <p>Unit 3:Mayans (4000BC)</p>	<p>Unit 1: Greeks (6000BC)</p> <p>Unit 2: Stone Age to Iron Age (8000BC)</p> <p>Unit 3: World War 2</p>

Religious Education

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life. Through lessons pupils develop skills e.g. discernment, critical thinking and reasoning. We aim to give the children opportunities to listen to each other, hear and analyse conflicting viewpoints and develop empathy and respect.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE	<p>Autumn 1 Harvest as a special time – The creation story – Christian Harvest</p> <p>Autumn 2 Divali as a special time for Hindus</p> <p>Christmas as a special time – The Christmas story – Ways</p>	<p>Unit 1: What is God</p> <p>Unit 2: Why are gifts given at Christmas?</p> <p>Unit 3: Why is Jesus special to Christians?</p> <p>Unit 4: What can we learn from the Easter story</p>	<p>Unit 1: What can we learn from the Christian Harvest festival and the Jewish festival of Sukkot?</p> <p>Unit 2 : How and why is light important at Christmas?</p> <p>Unit 3: Why</p>	<p>Unit 1: How do followers of Hinduism live? Identity of Hinduism</p> <p>Unit2 : How and why is advent important to Christians?</p> <p>Unit 3: What do the stories of Jesus tell us about him?</p>	<p>Unit 1: What can we learn from the lives of well-known Christians?</p> <p>Unit 2 : Why do Christians call Jesus the light of the World?</p> <p>Unit 3: What is the significance of a church to Christians and</p>	<p>Unit 1: What are the key Christian values? Christian Beliefs and Practices</p> <p>Unit 2: What are the themes of Christmas?</p> <p>Unit 3: What effect did Jesus have on the people he</p>	<p>Unit 1: How do Muslims celebrate their faith?</p> <p>Unit 2: What do the gospels tell us about the birth of Jesus?</p> <p>Unit 3: How does the faith of people influence how they are remembered?</p>

	<p>Christians celebrate e.g. singing carols</p> <p>Special Books – The Bible as a special book for Christians</p> <p>Spring 1 Special People – Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water</p> <p>Special Times –</p> <p>Spring 2 Easter story – How Christians celebrate in church e.g. Easter Garden</p> <p>Summer 1 Belonging Christian baptism Raksha Bandhan Christian wedding Jewish wedding (Can continue into summer 2)</p>	<p>Unit 5: What can we learn about Christianity by visiting a Church?</p>	<p>are Holy books special?</p> <p>Unit 4: How do Christians celebrate Easter?</p> <p>Unit 5: What values do Christians live by? Christian Values</p>	<p>Unit 4: Why did Peter and the disciples not stand by Jesus?</p> <p>Unit 5: What can we learn from key religious figures?</p>	<p>a mosque to muslims?</p> <p>Unit 4: Jesus Ministry Why is the Last Supper so important to Christians?</p> <p>Unit 5: Christian festivals How do Christians celebrate?</p>	<p>met?</p> <p>Unit 4: What role did Judas play?</p> <p>Unit 5: What can we learn about Islam from The Qu’ran?</p> <p>Unit 6: How do muslims celebrate?</p>	<p>Unit 4: How do followers of Christianity live? (Easter)</p> <p>Unit 5: What are the links between the Holy trinity and the Trinity and Trimurti?</p>
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Science

At Highfield Community Primary School we provide the children with a variety of activities that involve lots of exciting scientific experiences. The children are encouraged to think and investigate in a number of ways independently to develop their knowledge. Science is delivered with a ‘hands-on’ approach allowing the children to think scientifically, broaden their own thinking skills and at the same time develop their understanding of the different scientific concepts.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	<p>Seasons (Notice Board Daily)</p> <p>Weather (Notice board daily)</p> <p>Health and self care- Understand the need for healthy food.</p> <p>Plants and animals -Make observations of plants and animals and talk about changes. Link to spring topic.</p> <p>Materials- Explores a variety if materials</p>	<p>Unit 1/Onwards: Seasonal Changes John James Symons- Invented own version of the rain gauge</p> <p>Unit 2: Animals Linda Brown - American biologist Carl Hagenbeck - invented the first zoo Linda Brown Buck - american biologist, 2004 nobel prize winner</p> <p>Unit 3: Everyday Materials Ole Kirk Christianson- Inventor of Lego</p> <p>Unit 4: Plants Charles Darwin Links to Kew Gardens</p> <p>Unit 5: Forces John Walker - Stockton on Tees - Inventor of the friction match</p> <p>Unit 6: Light Joseph Swann from Low Fell Gateshead</p>	<p>Unit 1: Electricity Charles F. Brush -Pioneer in the field of wind energy</p> <p>Unit 2: Living Things Rachel Carson- Scientist who studied ocean habitats</p> <p>Unit 3: Animals Jane Goodall - expert on chimpanzees</p> <p>Unit 4: Plants Tim Smith - founder of the Eden Project</p> <p>Unit 5: Materials Charles Macintosh- Inventor of waterproof fabric</p>	<p>Unit 1: Plants George Washington Carver- American agricultural scientist</p> <p>Unit 2: Light Percy Shaw - road safety, cats eye</p> <p>Unit 3: Forces - Eric Laithwaite inventor of Maglev technology</p> <p>Unit 4: Animals Washington Sheffield- invented toothpaste</p> <p>Unit 5: Rocks Mary Anning-English Palaeontologist</p>	<p>Unit 1: Sound Dr Maria Witek- Music Researcher and Live Coder</p> <p>Unit 2: Electricity Joseph Swan - Lightbulb- Inventor of lightbulb</p> <p>Unit 3: Animals Steve Irwin- zookeeper, conservationist, wildlife expert and environmentalist</p> <p>Unit 4: Living Things David Attenborough- Biologist and Natural historian</p> <p>Unit 5: States of Matter Lord Kelvin - devised Kelvin scale</p>	<p>Unit 1: Living Things and Habitats Carl Linneaus-Swedish Botanist</p> <p>Unit 2: Forces and Movement Sir Isaac Newton-</p> <p>Unit 3: properties and changes of Materials Heston Marc Blumenthal - British Chef - pioneer of multi sensory cooking</p> <p>Unit 4: Earth and Space Tim Peake- European Space Agency Astronaut Neil deGrasse Tyson- American Astrophysicist</p> <p>Unit 5: Animals</p>	<p>Unit 1: Living Things Eva Crane- Bee expert</p> <p>Unit 2: Evolution and Inheritance Charles Darwin-Naturalist, Geologist and Biologist Richard Dawkins-British Evolutionary Biologist</p> <p>Unit 3: Electricity William Armstrong- World's first hydroelectric power station</p> <p>Unit 4: Animals James Watson-Molecular Biologist- DNA Shimna Yamanaka- Japanese Stem cell researcher</p> <p>Unit 5: Light Thomas Edison-American Inventor of incandescent light bulb</p>

Spanish

Our view is that learning a language should start early and that it should be fun. Therefore we offer informal opportunities for children in Key Stage One, for example the children are welcomed in Spanish during the morning registrar. In Key Stage Two the children take part in weekly lessons that not only involve speaking in Spanish but writing in Spanish too.

	Year 3	Year 4	Year 5	Year 6
Spanish	<p>Unit 1: Describing me and others</p> <p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others do</p>	<p>Unit 1: Describing me and others</p> <p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others do</p>	<p>Unit 1: Describing me and others</p> <p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others have</p>	<p>Unit 1: Describing me and others</p> <p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others have</p>



<p>Unit 4: Saying how many and describing things</p> <p>Unit 5: Describing things and people</p> <p>Unit 6: Expressing likes and saying what I and others do</p>	<p>Unit 4: Saying how many and describing things</p> <p>Unit 5: Describing things and people</p> <p>Unit 6: Expressing likes and saying what I and others do</p>	<p>Unit 4: Saying where you are going and what there is there</p> <p>Unit 5: Saying what activities I and others do</p> <p>Unit 6: Saying what I and others like/dislike, want and have to do</p>	<p>Unit 4: Saying where you are going and what there is there</p> <p>Unit 5: Saying what activities I and others do</p> <p>Unit 6: Saying what I and others like/dislike, want and have to do</p>
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Physical Education

At Highfield Community we endeavour to promote the importance of Physical Education and a healthy lifestyle to all our children across the school. All children have at least two hours of physical activity per week. We use a range of resources to plan PE. We also encourage participation in a wide range of our extra-curricular activities and also through the local competitions we partake in throughout the year. We offer a range of engaging, creative and exciting activities during break time and lunch time.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Unit 1: Fundamental Movements Unit 2: Fundamental Movements Unit 3: Modified team games Unit 4: Modified team games Unit 5: Multi-skills Unit 6: Multi-skills	Unit 1: Fundamental Movements Unit 2: Attacking & Defending Team Games Unit 3: Multi-skills Unit 4: Net and wall games Unit 5: Striking and fielding Unit 6: Athletics and fitness	Unit 1: Fundamental Movements Unit 2: Attacking & Defending Team Games Unit 3: Multi-skills Unit 4: Net and wall games Unit 5: Striking and fielding Unit 6: Athletics and fitness	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football



Music

At Highfield Community Primary School, we aim to foster an enjoyment and appreciation of music to include the development of an understanding of the elements of music: pitch, dynamics, duration, tempo, timbre, texture and structure. Furthermore, we aim to encourage self expression through music and to develop an awareness of the music of ours and other cultures including an awareness of a variety of musical styles.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music	Autumn 1: Unit 1: Me Autumn 2: Singing for Christmas nativity Spring 1; Unit 3: My stories Spring 2: Unit 4: Everyone Summer 1: Unit 5: Our World Summer 2: Unit 6: Big Bear Funk	Autumn 1: Unit 1: Hey You! Autumn 2: Singing and playing instruments for Christmas play Spring 1 & 2: Unit 4: Round and Round Summer 1 & 2: Unit 5: Your Imagination	Autumn 1: Unit 1: Hands, Feet, Heart Autumn 2: Singing and playing instruments for Christmas play Spring 1 & 2: Unit 3: I wanna play in a band Summer 1 & 2: Unit 5: Friendship Song	Autumn 1: Unit 1: Glockenspiel Stage 1 Autumn 2: Singing and playing instruments for Christmas play Spring 1 & 2: Unit 3: Stop! Summer 1 & 2: Unit 5: Bringing Us Together	Autumn 1: Unit 1: Glockenspiel Stage 2 Autumn 2: Singing and playing instruments for Christmas play Spring 1 & 2: Unit 3: Three Little Birds Summer 1 & 2: Unit 4: Lean on Me	Autumn 1: Unit 3: Make you feel my love Autumn 2: Singing and playing instruments for Christmas play Spring 1 & 2: Unit 2: Classroom Jazz 1 Summer 1: Unit 4: The Fresh Prince of Bel Air Summer 2: Singing and playing instruments for play / performance	Autumn 1: Unit 1: Happy Autumn 2: Singing and playing instruments for Christmas play Spring 1 & 2: Unit 2: Classroom Jazz 2 Summer 1: Unit 4: You've Got a Friend Summer 2: Singing and playing instruments for play / performance

RSHE

At Highfield Community Primary School, personal, social and health education (RSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and



the wider community. We use the JIGSAW scheme of work to deliver our RSHE lessons. Every class is working on the same Jigsaw piece at the same time in the school year.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Computing

At our school we believe in preparing our children for a technological future. We believe that technology, already merged with our ethos, pedagogy, vision and environments, will give our children a relevant and successful education which will enhance their learning opportunities. This will develop individuals and prepare them for the technological future in their everyday and working lives.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing	<p>These objectives will be covered during child initiated play and teacher led time in the computer suite</p> <p>Knows how to operate simple equipment (turns on and uses cd player)</p> <p>Knows that information can be retrieved from computers</p> <p>Completes a simple computer programme (this will also be the IWB)</p> <p>Recognises a range of technology is used in home and schools</p> <p>Ongoing - online safety.</p>	<p>Unit 1a: Computing systems and networks - Technology around us</p> <p>Unit 2a: Creating media - Digital painting</p> <p>Unit 3a: Programming A - Moving a robot</p> <p>Unit 4a: Data and information - Group data</p> <p>Unit 5a: Creating media - Digital writing</p> <p>Unit 6a: Programming B - Programming animation</p> <p>Ongoing - online safety.</p>	<p>Unit 1b: Computing systems and networks - Information technology around us</p> <p>Unit 2b: Creating media - Digital photography</p> <p>Unit 3b: Programming A - Robot algorithms</p> <p>Unit 4b: Data and information - Pictograms</p> <p>Unit 5b: Creating media - Digital music</p> <p>Unit 6b: Programming B - Programming quizzes</p> <p>Ongoing - online safety.</p>	<p>Unit 1a: Computing systems and networks - Connecting computers</p> <p>Unit 2a: Creating media - Stop frame animation</p> <p>Unit 3a: Programming A - Sequencing sounds</p> <p>Unit 4a: Data and information - Branching databases</p> <p>Unit 5a: Creating media - Desktop publishing</p> <p>Unit 6a: Programming B - Events and actions in programs</p> <p>Ongoing - online safety.</p>	<p>Unit 1b: Computing systems and networks - The internet</p> <p>Unit 2b: Creating media - Audio production</p> <p>Unit 3b: Programming A - Repetition in shapes</p> <p>Unit 4b: Data and information - data logging</p> <p>Unit 5b: Creating media - Photo editing</p> <p>Unit 6b: Programming B - Repetition in games</p> <p>Ongoing - online safety.</p>	<p>Unit 1a: Computing systems and networks - Systems and searching us</p> <p>Unit 2a: Creating media - Video production</p> <p>Unit 3a: Programming A - Selection in physical computing</p> <p>Unit 4a: Data and information - Flat-file database</p> <p>Unit 5a: Creating media - Introduction to vector graphics</p> <p>Unit 6a: Programming B - Selection in quizzes</p> <p>Ongoing - online safety.</p>	<p>Unit 1b: Computing systems and networks - Communication and collaboration</p> <p>Unit 2b: Creating media - Webpage creation</p> <p>Unit 3b: Programming A - Variables in games</p> <p>Unit 4b: Data and information - Introduction to spreadsheets</p> <p>Unit 5b: Creating media - 3D modelling</p> <p>Unit 6b: Programming B - Sensing movement</p> <p>Ongoing - online safety.</p>



Progression and Assessment of the Broader Curriculum

For every subject we have developed a progression document that shows how the children will develop their skills and knowledge throughout their time at Highfield Community Primary School.

Medium term plans ensure an even coverage of skills and knowledge. At Highfield Community Primary School the medium term planning focuses on organising coherent units of work and identifies the learning intentions and outcomes that will enable the children to be successful with the subject.

The first page on the medium term plans covers:

- Big question / Learning outcome - this highlights what the children will know and understand on completion of the unit.
- Questions - these are the questions asked and answered during lessons.
- Sticky facts - the facts that children should retain and will support further learning.
- Subject skills - skills that will be introduced and built upon.
- Key vocabulary.
- Influential people past and present - these people have been carefully chosen to ensure that race and gender is covered fairly.
- Links to modern life / everyday life / occupations - we introduce to the children how this subject is reflected in everyday life and occupations to support their future aspirations.
- National curriculum links and other curriculum links

The second page on the medium term plans covers:

- Assessment statements
- Strategies for recording learning
- Possible activities
- Resources needed
- Possible Visits and Visitor

Assessment and Tracking

All subjects are assessed for every individual. At Highfield Community Primary School all children have subject books. A front cover is placed in these books at the beginning of every unit. The front covers include an overview of the topic and the assessment statements that the children will be assessed against.

These front covers show clearly if a child is working below age related expectation or at age related expectation. The assessment statements are highlighted by the class teachers when achieved.

All evidence is recorded through photos, child voice (verbal and written), self-evaluations and children's work.