



Our Curriculum at Kelvedon Hatch Community Primary School 2024-2025



At Kelvedon Hatch we deliver an inclusive curriculum that provides opportunities for all children to develop as confident, ambitious and independent learners. Our curriculum allows children to develop interpersonal skills, build resilience and become creative, critical thinkers. We believe that every child is an individual and celebrate and welcome the differences within our diverse school community. We provide an inclusive environment where learners enjoy their education. Pupils at all levels are offered a broad and balanced curriculum which prepares them for the opportunities, responsibilities and experiences they will face now and in their future adult life. Our curriculum is rich in knowledge and encourages the children to learn a diverse range of skills which are carefully sequenced and built upon from Early Years to Year 6. Not only do we have high expectations for all our children within the context of the National Curriculum, we also provide some opportunities for children to extend their learning through a range of extra-curricular activities.

EYFS

KHCPS aims to provide the highest quality care and education for all its children. It aims to give them a strong foundation for their future learning. Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

The EYFS sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS specifies requirements for learning and development and for safeguarding and promoting their welfare. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

KHCPS is committed to ensuring that every child learns effectively and is kept healthy and safe.

KHCPS adheres to the following EYFS guiding principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs, and there is a strong partnership between practitioners and parents/carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

KHCPS aims to put these principles into practice by doing the following:

- Based on the EYFS Framework, KHCPS provides a broad and balanced curriculum across the seven areas of learning and development highlighted in the Statutory Framework recognising that all areas are important and interconnected;
- KHCPS promotes equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported;
- Where pupils require support, KHCPS looks to provide early interventions;

- KHCPs works in partnership with parents/carers;
- KHCPs teaches children the broad range of knowledge and skills that provide the right foundation for good future progress through school, and ensure children's school readiness;
- KHCPs plans for the learning and development of each individual child, and regularly assesses and reviews what they have learned, including children with SEND;
- KHCPs considers language a key element, and for children, whose home language is not English, it provides opportunities for children to develop and to use their home language in play and learning, supporting language development at home. KHCPs ensures that children have sufficient opportunities to learn and reach a good standard of English during EYFS.
- KHCPs has a key person/worker or contact as an approach to developing a relationship with individual children, to understand their learning and to tailor this to children's individual needs, and to build their confidence and support their wellbeing.
- KHCPs provides a secure and safe environment indoors and outdoors for learning and play.

In order to promote the learning and development of children in KHCPs' care and to ensure that they are ready for Year 1, the school plans an exciting and challenging curriculum. This is planned in accordance with the seven areas of learning and development to ensure that the children in its care complete the EYFS ready to benefit fully from the opportunities ahead of them. The seven areas of learning and development are all important and inter-connected. In planning and guiding activities, KHCPs reflects on the different ways children learn to inform its curriculum planning.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language;
- physical development;
- personal, social and emotional development.

KHCPs also supports children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

English

Intent:

At Kelvedon Hatch Community Primary School, our aim is to increase children's confidence, enjoyment, and ability in reading, writing and communication. We believe that pupils in our school should become confident readers, speakers, listeners and writers through a broad and balanced curriculum, appropriate to their needs. We use quality texts across the school to promote high standards of language and literacy which provide children with a strong understanding of the spoken and written word. In addition to this, we ensure that our curriculum is well sequenced and builds upon knowledge and skills gained as children progress through the school.

We aim to ensure that all pupils can read fluently and that pupils can apply comprehensions skills to a range of different text types. It is our intention that pupils at this school will develop the habit of reading widely and often, for both pleasure and information. We want for all children to acquire a wide vocabulary and understanding of grammar for reading, writing and spoken language. We promote a love of reading and writing whereby children want to read and write independently with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners. Through good quality teaching of English, children will be able to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

We aim to develop children's knowledge, skills and understanding in English through whole-class reading or writing activities, whole-class focused spelling, punctuation and grammar activities, guided, group or independent activities.

Implementation:

Reading

It is our belief that reading is the most essential skill our pupils will develop during their time at primary school. We place a high value on reading as a skill and work hard to create an atmosphere that promotes a love of reading. We do this through exposing pupils to a variety of rich texts. For this reason, the reading and writing curriculum that we have implemented uses high quality stimuli to progress children through the key reading and writing skills as they move through the school.

Reading and writing are taught daily using The Literacy Shed. Both reading and writing are based upon high quality book-based texts and engaging visual stimuli (short film units) that capture children's imagination and motivate learning, allowing them to learn and practise becoming confident active readers by learning and using high quality vocabulary, skills of prediction, deduction & inference, explanation and summarising, as well as effective retrieval of key information. Furthermore, lessons facilitate discussion of the authors' language and word choice, and this further develops an overall understanding of what the children have read.

Writing

At Kelvedon Hatch Community Primary school, we wish to enable our pupils to write with confidence, coherence and accuracy for a variety of purposes and audiences. We aim for all children to enjoy and recognise the value of writing. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly whilst using a neat handwriting style. Our writing curriculum has been built on a clear progression of skills to ensure that children's writing develops as they progress through the school.

Children are encouraged to be independent writers from a young age and draw upon their personal and reading experiences within their writing. At our school, we promote children to view themselves as an author by critically engaging and discussing a breadth of rich texts. We aim to ensure that we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Impact:

	<p>Through our high-quality teaching of English, we aspire for all children to reach age related expectations or above by the end of each year group.</p> <p>In each lesson, teachers assess pupils understanding through marking and feedback and verbal communication. Teachers then assess if pupils have met the lesson objective and then act appropriately through small group catch up, 1:1 support or an additional lesson on a skill. Assessment of children’s learning in English is a triangulation of ongoing monitoring which consists of book looks, learning walks and pupil voice surveys. This information is used to inform, adapt and support planning to ensure pupils understanding, knowledge and skills are taught effectively. Summative assessment is also used to track progress and inform next steps of learning.</p> <p>In the long term, children should show that they enjoy reading and writing across a range of genres, and evidence that they enjoy writing for a variety of purposes across the curriculum. The children self- assess against the learning objective for each lesson. In KS1 this is closely guided by the class teacher and pupils are taught how to evaluate their own learning. In KS2 pupils can self-assess and mark appropriately against the learning objective using the same marking code as the teacher. We are in the process of implementing the use of assessment paddles.</p>
<p>Phonics</p>	<p>Intent:</p> <p>At KHCPS, we believe that every child deserves a chance to succeed in life and therefore we place great value on the skills of reading. We strive to give each child the skills they need to become successful, fluent readers by the end of Key Stage One. Our intent is to provide high-quality phonics teaching using Bug Club Phonics. Our primary goal is to equip our children with the essential skills they need to become confident and proficient readers. Through systematic and engaging phonics teaching, we aim to foster a strong foundation in phonemic awareness, phonics knowledge, and decoding skills, enabling our students to read fluently and independently.</p> <p>We aim to:</p> <ul style="list-style-type: none"> • deliver inclusive and equitable phonics instruction of a consistently high standard, accessible to all students. • establish a systematic and progressive approach to synthetic phonics teaching, ensuring its consistent implementation from the Foundation stage (Reception) through Key Stage One. • develop students' phonetic knowledge and understanding, enabling them to confidently decode words and apply this skill in both reading and writing activities. • cultivate aural discrimination, phonemic awareness, and rhyme recognition, as these skills significantly contribute to the development of reading, writing, and spelling. • seek to equip students with the ability to transfer their phonic awareness across different subject areas within the curriculum. <p>Our ultimate objective is to provide students with effective strategies to identify and decode challenging words, facilitating their overall literacy development.</p> <p>Implementation:</p> <p>To implement our phonics program effectively, we have established the following practices:</p> <p>Daily Phonics Lessons: Phonics lessons are incorporated into our daily curriculum, following the structured scheme of work outlined in Bug Club. Each lesson is around 20-30</p>

minutes for EYFS and 20-35 minutes for Year 1 and 2. The second session after lunch is around 10 minutes long and should serve as an intervention/refresh for the children.

Phonic Displays: Each classroom features a phonic display that is gradually developed over time. This display serves as a visual reference, supporting students in their reading and writing activities.

Consistent teaching of high frequency words: We ensure consistent instruction of HFW at each phase of phonics. This approach aids in recognising high-frequency words and improving spelling skills. The children are also assessed on HFW every term. Classes have a focus on four words per week and rotate them as a revision for the children within the lesson.

Progress Monitoring: We closely monitor and evaluate the progress of all students, maintaining high aspirations for each individual. This allows us to identify areas where additional support may be required.

Individualised Support: We are committed to ensuring that all students reach and exceed their potential. If we identify any challenges in a particular aspect of phonics, we promptly provide additional support tailored to the needs of the student.

By implementing these strategies, we aim to create a supportive and structured phonics environment that maximises student progress and achievement.

Impact:

The impact of our phonics teaching approach is reflected in the following outcomes –

Progression: Children will make consistent progress through the different phases of phonics, aligning with the expectations for their respective year groups. They will advance from their individual starting points, demonstrating growth in phonetic knowledge and skills.

Confidence and Resilience: Children will develop confidence and resilience in approaching unfamiliar words. They will apply their acquired knowledge and skills to segment, blend, and read both real and nonsense words with increasing proficiency.

Engagement and Independence: Children will exhibit high levels of engagement during phonics activities. They will actively apply their phonological knowledge when reading and writing, utilising the support of working walls as needed. Over time, they will become more independent in this process.

High-Frequency Words: Children will enhance their recognition of high-frequency words while reading. They will apply this knowledge effectively in their writing, improving their overall literacy skills.

Inclusive Support: Children with special educational needs and disabilities (SEND) will develop their phonic skills and knowledge. They will also learn to apply these skills across various subjects within the curriculum, ensuring their preparation for the next stage of their education.

Through these impacts, our phonics instruction aims to foster a positive learning environment, enabling children to achieve success in their reading, writing, and broader educational journey.

“Once you learn to read, you will be free forever.”

Frederick Douglass

Maths

Intent:

When teaching mathematics at KHCPs, we intend to provide a curriculum which caters for the needs of all individuals. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings.

A wide range of mathematical resources are used, and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They are taught to explain their choice of methods and develop their mathematical reasoning skills.

We encourage resilience and acceptance that struggle is often a necessary step in learning. We use encourage children to self-assess where they are in their learning and how to challenge themselves within each lesson.

We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems.

We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

Implementation:

In short, we teach the learning objectives set out within the National Curriculum for EYFS, Key Stage 1 and Key Stage 2 but our intent is always to transform this extensive list of knowledge into an exciting and engaging maths curriculum which inspires the children at KHCPs.

Our curriculum is an ambitious, connected curriculum which is accessible to all pupils. Children are taught a concept in depth over a prolonged unit, moving through small progressive steps to develop a deep, lasting competence and understanding. The 'small step' approach means that all curriculum objectives are broken down into accessible parts that build on each other so that the learning journey is complete. This way, children are less likely to forget what they have learnt and therefore, unlikely to need to 're-learn' it later on.

We use a concrete-pictorial-abstract approach to support children to understand the maths that they are learning and to be able to use it in a real-life context. The 'small step' approach means that all curriculum objectives are broken down into accessible parts that build on each other so that the learning journey is complete.

To help us implement this curriculum, teachers use White Rose resources which are then adapted to fit our learners.

The main points of our mastery approach to maths:

- Teachers and parents reinforce a positive mindset towards maths.
- Arithmetical proficiency is developed and revisited to ensure it is remembered alongside learning new concepts.
- The large majority of pupils progress through the curriculum content at the same pace.
- Differentiation is achieved through adaptive teaching by emphasising deeper understanding and variation or through extra intervention/support.
- Children develop understanding of multiple representations of calculations and concepts through the use of concrete, pictorial and abstract representations.
- The use of language is central to learning Mathematics and children being able to articulate their understanding. Mathematical vocabulary is a focus of our scheme of learning and is key to developing greater understanding.

	<p>At KHCPs, children can reason using precise mathematical vocabulary. Teachers use maths meetings which are daily short, quick-fire practices to develop arithmetical proficiency and ensure that knowledge sticks.</p> <p>Maths lessons are delivered by a team of enthusiastic teaching staff who promote our love of maths. We provide regular Continuing Professional Development to all members of staff to ensure that their subject knowledge of maths is up-to-date and relevant and we are a part of a group of local primary schools who work together to share good practice in the subject.</p> <p>Our teachers assess children in maths through a mix of formative and summative assessment. Assessment for learning takes place throughout our maths lessons and teachers are able to see if a child is ready to move deeper into a concept or whether they need more practice. Formal assessments in maths take place at the end of each module and the end of each term to help teachers make judgements on whether a child is at an age-related expectation or not.</p> <p>Impact:</p> <p>The impact of our curriculum will be apparent in the children's enjoyment of the subject, which will be monitored in pupil feedback. Children will become resilient mathematicians who not only challenge themselves but also support each other. They will understand how reflecting on their mistakes in maths enables them to be responsible for their learning and that their maths learning is linked to real-life and their future.</p> <p>When children leave KHCPs at the end of KS2, they will be prepared for secondary school and will be able to continue their use of maths in everyday life. From the implementation of our maths curriculum, they will leave our school with a reflective, resilient and responsible attitude, all core values of KHCPs, which lead to living a fulfilling lifestyle.</p>
<p>Science</p>	<p>Intent:</p> <p>At Kelvedon Hatch Community Primary School our Science curriculum aims to develop a sense of excitement and curiosity about natural phenomena and an understanding of how the scientific community contributes to our past, present and future.</p> <p>We want pupils to develop a complex knowledge of Biology, Chemistry and Physics, but also adopt a broad range of skills in working scientifically and beyond. The scheme of work is inclusive and meaningful, so all pupils may experience the joy of science and make associations between their science learning and their lives outside the classroom. Studying science allows children to appreciate how new knowledge and skills can be fundamental to solving arising global challenges.</p> <p>Our curriculum aims to encourage critical thinking and empower pupils to question the hows and whys of the world around them.</p> <p>Our scheme encourages -</p> <ul style="list-style-type: none"> • A strong focus on developing knowledge alongside scientific skills across Biology, Chemistry and Physics. • Curiosity and excitement about familiar and unknown observations. • Challenging misconceptions and demystifying truths. • Continuous progression by building on practical and investigative skills across all units.

- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- Development of scientific literacy using wide-ranging, specialist vocabulary.

At Kelvedon Hatch Community Primary School, we use the Kapow Science scheme of work. This enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those set out in the national curriculum.

Implementation:

In order to meet the aims of the National curriculum for Science and in response to the Ofsted Research review into Science, we have identified the following key strands:

- Scientific knowledge and understanding of -
- Biology – living organisms and vital processes.
- Chemistry – matter and its properties.
- Physics – how the world we live in ‘works’.

Working scientifically – processes and methods of science to answer questions about the world around us.

Science in action – uses and implications of science in the past, present and for the future.

Kapow Primary Science scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. A range of engaging recall activities promote frequent pupil reflection on prior learning, ensuring new learning is approached with confidence. The Science in action strand is interwoven throughout the scheme to make the concepts and skills relevant to the pupils and inspiring for future application. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Science skills to other areas of learning.

Each unit is based on one of the key science disciplines: biology, chemistry and physics. The National curriculum content has been grouped into six key areas of science to show progression throughout the school: Plants. Animals, including humans. Living things and habitats. Materials. Energy. Forces, Earth and space.

Pupils explore knowledge and conceptual understanding through engaging activities and an introduction to relevant, specialist vocabulary. As suggested in Ofsted research review: science (April 2021), the Working scientifically skills are integrated with conceptual understanding rather than taught discretely to provide frequent but relevant opportunities for developing scientific enquiry skills. The scheme utilises practical activities that aid in the progression of individual skills and provide opportunities for full investigations.

In EYFS (Reception), pupils build a solid foundation for science before transitioning to Key stage 1. Through hands-on exploration and focused observations, lessons spark curiosity and foster an early appreciation for the natural environment, paving the way for more structured scientific learning in Key stage 1. Each year group has an optional exploratory unit called ‘making connections’ that delves beyond the statutory curriculum. This unit assimilates prior knowledge and skills to evoke excitement and provide an additional method of assessing scientific attainment.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical, creative, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with different learning styles. Guidance for adapting the learning is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit help to identify prior and future curriculum links to make the scheme as meaningful as possible and reinforce key technical terms.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Science curriculum. Each unit of lessons includes multiple teacher videos and resources to develop subject knowledge, target fundamental misconceptions effectively and support ongoing CPD. Kapow has been created to build confidence amongst non-specialist primary teachers who are required to deliver and assess the full Science curriculum and maximise pupil progression. Videos created by subject specialists feature troubleshooting advice for practical work that does not go to plan, suggested questioning and support for tackling misconceptions, as well as recordings of practical tasks that can be utilised as demonstrations in the classroom or to support pupil reflection on their own observations.

Impact:

The impact of Kapow Primary Science scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and any relevant scientific enquiry skills. Furthermore, each unit has a unit quiz and a knowledge and skills catcher, which we use at the beginning and the end of the unit to provide a summative assessment. Opportunities for children to communicate using scientific vocabulary will also form part of the assessment process in each unit.

After implementing Kapow Primary Science, pupils should leave school equipped with the requisite skills and knowledge to succeed in key stage 3 Science. They will have the necessary tools to confidently and meaningfully question and explore the world around them as well as critically and analytically experiencing and observing phenomena. Pupils will understand the significance and impact of Science on society.

The expected impact of following the Kapow Primary Science scheme of work is that children will:

- Develop a body of foundational knowledge for the Biology topics in the National curriculum: Plants; Animals, including humans; Living things and their habitats; Evolution and Inheritance.
- Develop a body of foundational knowledge for the Chemistry topics in the National curriculum: Everyday Materials; Uses of Everyday Materials; Properties and Changes of Materials; States of Matter; Rocks.
- Develop a body of foundational knowledge for the Physics topics in the National curriculum: Seasonal Changes; Forces and Magnets; Sound; Light; Electricity; Earth and Space.
- Be able to evaluate and identify the methods that 'real world' scientists use to develop and answer scientific questions.
- Identify and use equipment effectively to accurately gather, measure and record data.
- Be able to display and convey data in a variety of ways, including graphs.
- Analyse data in order to identify, classify, group, and find patterns.

	<ul style="list-style-type: none"> • Use evidence to formulate explanations and conclusions. • Demonstrate scientific literacy through presenting concepts and communicating ideas using scientific vocabulary. • Understand the importance of resilience and a growth mind set, particularly in reference to scientific enquiry. • Meet the end of key stage expectations outlined in the National curriculum for Science.
Religious Education	<p>Intent:</p> <p>The religious education curriculum at KHCPs School is tailored to meet the unique needs and goals of the school's educational community. Religious Education has a significant role for pupils' spiritual, moral, social and cultural development.</p> <p>The primary intent of this curriculum is to provide a comprehensive and engaging learning experience for students, ensuring they develop a deep understanding of various world religions and nonreligious views and their significance in today's diverse society. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.</p> <p>At Kelvedon Hatch, the religious education curriculum is designed to foster respect, tolerance, and cultural awareness. It aims to introduce students to the major world religions while also exploring the importance of secular and non-religious worldviews. The goal is to equip students with the knowledge and understanding needed to interact with people from different backgrounds and beliefs, promoting social cohesion and harmony.</p> <p>The curriculum at Kelvedon Hatch Community Primary School is structured to encourage critical thinking, reflection, and the development of moral and ethical values. Students are encouraged to question, analyse, and discuss religious concepts and their real-world implications. By doing so, they not only gain a deep appreciation for diversity but also learn to make informed, ethical decisions in their lives.</p> <p>In alignment with the school's vision, the religious education curriculum at Kelvedon Hatch Community Primary School fosters a learning environment where students can explore their own beliefs, engage in meaningful dialogue, and grow into responsible, compassionate citizens who contribute positively to their communities and the broader world.</p> <p>Implementation:</p> <p>At KHCPs, Religious Education will follow a consistent structure. Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools.</p> <ul style="list-style-type: none"> • Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. • Prepare pupils at the school for the opportunities, responsibilities and experiences of later life. <p>RE supports the aims of the school curriculum which is to be balanced and broadly based. The purpose of RE is to develop religious literacy. The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews.</p>

We explore 'looking through a lens' in the following areas:

Theology – Thinking through believing:

This area of focus is about asking questions that believers would ask. We have called this thinking through believing. It requires pupils to think like theologians, or to look at concepts through a theological lens.

Pupils will:

- Explore questions that arise from inside religions and worldviews.
- The questions that a believer would ask.
- Investigates the role of key texts and key traditions.
- Looking at concepts ontologically.
- It looks at where beliefs come from.
- Examines the claims made by religious and non-religious people.
- Thinking like theologians.

Philosophy – Thinking through thinking:

We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Pupils will:

- Grapple with questions (and answers) about knowledge, existence and morality.
- Explore how and whether things make sense.
- Be encouraged to create questions of morality and ethics.
- The process of reasoning lies at the heart of philosophy.
- Taught the process of how we try to answer them.
- Study the works of great philosophers is part of developing an understanding of philosophy.

Human and Social Science – Thinking through living:

We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives

Pupil will explore:

- The lived reality of religion and worldviews.
- The diverse nature of religion and worldviews.
- The diverse ways in which people practice and express beliefs.
- The ways in which beliefs shape individual identity.
- The impact on communities and society - and vice versa.

Impact:

Effective teaching and learning of the areas outlined in the syllabus will provide the children at KHCPs with cultural awareness of different faiths, traditions and cultures, fostering tolerance and respect for diversity.

We aim for the teaching of religious education at KHCPs to contribute to the pupils moral and ethical development by teaching them about values and virtues.

We aim for all pupils to be critical thinkers and pupils are able to explore and discuss complex religious and philosophical topics. The pupils at KHCPs will be religiously literate enabling them interact with people from different backgrounds and beliefs, promoting social cohesion and harmony

PHSE

Intent:

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult.

Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We aim to 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, which is underpinned by an understanding of British Values.

Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. This will allow them to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British Citizen.

Implementation:

At KHPCS Community Primary School we have a clear and comprehensive programme of study for PSHE – SCARF. This is a high-quality, inspiring curriculum with excellent enrichment experiences to enable pupils to develop essential life skills. It is designed to be taught in thematic units with a spiral approach, ensuring themes can be revisited and pupils can recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of their education. All lessons include supporting materials, including building a rich bank of vocabulary. SCARF links well with our clear and comprehensive RSE scheme of work. We aim to deliver our PSHE curriculum in a creative way by using strategies such as role play, music, singing, discussion, debate, games, etc. These strategies enable pupils to build upon our Learning Behaviours such as confidence, resilience, curiosity, and responsibility. PSHE is an important part of our school assemblies where pupil’s spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Pupils work is recorded in Floor Books. The curriculum also provides supportive resources to extend their learning at home.

Assessment for learning opportunities are built into each unit, which enables self evaluation, reflective learning, allowing teachers to evaluate and assess progress. It also offers a tool for summative assessment, creating opportunities to record and track achievement.

Impact:

The SCARF programme of study provides our school with an effective framework for pupils’ wellbeing. Pupils are enabled to develop the vocabulary, confidence and resilience to clearly articulate their thoughts and feelings within an environment that encourage openness, trust and respect and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom and the school to the wider community they are part of. SCARF actively supports our school which prioritises physical and mental health, providing pupils with the skills to evaluate their own wellbeing needs, practice selfcare and contribute positively to the wellbeing of those around them. Our PSHE provision has a positive impact on the whole child, including their attainment and progress, by mitigating any social and emotional barriers to learning and build on their self-esteem. In our school we use SCARF as a tool to promote wellbeing, safeguarding and SMSC outcomes. We believe that through the effective delivery of the SCARF curriculum we enable pupils to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

<p>History</p>	<p>Intent:</p> <p>At KHCPs, History is delivered through Kapow, which works on a 7 week block, with a pre and post assessment quiz to indicate how much the children already know and have learned by the end. The key intent is for retention of knowledge and facts, as well as to develop pupils' chronological knowledge securely.</p> <p>Our aim at KHCPs is to ensure pupils develop an understanding of the past events and put them into historical context. For example, by the end of KS1, children should have a firm grasp of how lives change across the world due to different situations: new monarchs/leaders; scientific and engineering discoveries; changes in socio-economic situations – all of which provide a sound grasp that will help them further their understanding of specific historical events or epochs taught in KS2, eg WW2, Tudors, Vikings.</p> <p>All children who leave in Year 6 will be ready for Secondary School. They will be able to recollect key dates and historical figures and be able to confidently suggest reasons why and how a major event occurred. The curriculum in year 6 also asks children to predict the future in their 'unheard history' topic, where children are expected to posit and justify their own ideas about who could be the next prominent figure to appear on the ten pound note.</p>
	<p>Implementation:</p> <p>History is taught every half term, alternately with geography.</p> <p>Every lesson will start by revisiting prior knowledge and assessing what the children know, have remembered and if they are ready to make any hypotheses about the future- i.e. <i>What do you think the repercussions of Henry VIII's divorce from Catherine of Aragon will be?</i> Teachers can use different methods to help significant dates to stick in children's head, for example using the 24-hour clock to remember that Elizabeth I was born at 1533 (which can be remembered as 15:33 in the afternoon) and died in 1603 (16:03 in the afternoon). All classrooms will have a timeline on the wall which can be used as a reference at any opportunity. If a child is reading a book about dinosaurs, make a point at indicating where this is on the timeline. Pupils will also draw a timeline in their books at the start of each topic showing not only where in time the topic they are studying is, but also layering this alongside other events going on around the world at the same time. Each child will also have a knowledge organiser at the start of each topic stuck in their exercise books to which they can refer throughout the rest of the block. Regular reading and rereading of the key facts will ensure that children's understanding will be sound by the end of each topic.</p> <p>Marking can be brief, but it is important to acknowledge their work with a question to move them on or clarify they have understood. Asking, 'What would you do if you were Neville Chamberlain?' helps to put an historical event into personal context for a pupil. These can be asked after a few lessons and can begin in KS1. Misspellings should also be corrected and children given time to do these.</p> <p>The History Coordinator will carry out termly book looks, drop in on lessons, do pupil voice questionnaires and ensure all teachers have any training or support they require.</p>
	<p>Impact:</p> <p>With the intent and implementation detailed above delivered in lessons consistently, the impact on KHCPs children will be exciting and hugely beneficial.</p> <p>Children will find lessons fun, engaging and an opportunity to excel in a subject that offers something different to an English lesson, whilst simultaneously improving literacy skills across the school.</p>

	<p>Children will understand the strands of history through time and recognise patterns of behaviours, trends and themes within each era they study. This will enable them to become natural historians, asking pertinent questions to further develop their understanding.</p> <p>They will be able to compare and contrast events within each topic.</p> <p>Children will also be able to use a range of resources to research – topic books, the internet, reading books and programs (Horrible Histories- the books and program, Percy Jackson, The Odyssey, ‘My Story’ books etc) – and can assimilate what they have read into their own work.</p>
<p>Geography</p>	<p>Intent:</p> <p>At KHCPs, we have built an engaging geography curriculum that develops both knowledge and skills specified in the National Curriculum. We believe that through the teaching of geography, it can spark a curiosity about the world and our children are encouraged to develop a greater understanding of their place within it.</p> <p>Geography is delivered through Kapow, which works on a 6 week block, with a pre and post assessment quiz to indicate how much the children already know and have learned by the end. The key intent is for retention of knowledge and facts, as well as to develop pupils’ chronological knowledge securely.</p> <p>We aim -</p> <ul style="list-style-type: none"> • For pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. • To develop a growing understanding of geographical concepts, terms and vocabulary through our dynamic and engaging Geography curriculum. • To develop pupils’ knowledge by teaching locational and place knowledge through the study of the world’s countries as well as a deep understanding of key aspects of human and physical geography. • To develop pupils’ skills by teaching a variety of geographical skills which will include mapping, compass work and grid referencing. Additionally, skills such as observing, measuring, recording and presenting will be developed through progressive fieldwork. • To provide opportunities to develop critical thinking with the ability to ask perceptive questions and explain and analyse evidence. • To ensure those teaching Geography in KHCPs are kept well informed of changes in the curriculum through access to training to meet their specific needs. • To use assessment tools to inform us of gaps in learning and knowledge retention from previous lessons, which allows us to build on skills learnt in previous year groups. <p>Implementation:</p> <p>Through robust planning, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.</p> <p>We teach the Department for Education’s National Curriculum which covers four strands:</p> <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork. <p>At KHCPs, our Geography curriculum has a clear progression of skills and knowledge within these four strands across each year group, which ensures that attainment targets are securely met by the end of each key stage. It is also a spiral curriculum, with essential knowledge and skills revisited with increasing complexity over time, allowing pupils to revise and build on their previous learning.</p>

	<p>Knowledge organisers are used and displayed at the beginning of each unit to support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.</p> <p>The use of enquiry questions as the basis for our units means that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions have been designed to be open-ended with no preconceived answers to elicit genuine purposeful engagement. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.</p> <p>Each unit includes elements of geographical skills and fieldwork to ensure that fieldwork skills are practiced as often as possible. The aim is that experiences will include smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods.</p> <p>Geography lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.</p> <p>Teachers adapt their teaching to ensure that all pupils at KHCPs can access the Geography curriculum. Children with SEND are supported by quality first teaching as well as adapted learning activities to allow them to access all learning.</p> <p>Every effort has been made to ensure that teachers feel supported to deliver lessons of a high standard that ensure pupil progression. Teachers have access to training materials through Kapow and the National College of Education to support any aspect of the curriculum they feel less confident delivering. KHCPs is also part of a group of local primary schools who met regularly to share good practice in Geography.</p> <p>Geography lessons at KHCPs are blocked to enable children to fully immerse themselves in a unit to gain greater understanding of the geographical concepts and skills being taught. Teaching and learning is monitored through a rigorous process of book looks, lesson observations and collection of 'the pupil's voice'.</p>
	<p>Impact:</p> <p>Here at KHCPs, our enquiry-based approach to learning allows teachers to assess children against the National curriculum expectations for Geography.</p> <p>For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in key stage one.</p> <p>Teachers use a mix of formative and summative assessment throughout each unit and opportunities are given for children to present their findings using their geographical skills, which also form part of the assessment process in each unit.</p> <p>Our robust Geography curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum and leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3.</p> <p>We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.</p>
<p>P.E.</p>	<p>Intent:</p> <p>Here at Kelvedon Hatch Community Primary School, we aim to inspire pupils within our P.E curriculum to develop basic physical competencies; build confidence in their ability; and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We want every child to enjoy physical activity and reap the rewards of leading an active lifestyle. Our intent is to provide them with chances to work together, compete against one another, form partnerships and teams, gain self-assurance and persistence,</p>

	<p>and experience the true sense of accomplishment through physical education. Our objectives in the delivery of P.E align with the National Curriculum and in doing so strive to ensure all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives
	<p>Implementation:</p> <p>To implement a successful, organised and effective P.E curriculum, staff at Kelvedon Hatch Community Primary School embed a variety of different resources and pedagogical approaches. Our P.E Long Term Plan contains full details of the learning expectations within P.E. and links with the National Curriculum. We ensure children have two P.E lessons each week and are taught progressively across each key stage, so that children achieve depth and understanding in their learning.</p> <p>Our aim is that:</p> <ul style="list-style-type: none"> • Teachers use the Get Set 4 PE scheme to support them in their planning, adapting this to suit the needs of each child. These documents are progressive, clear and apply fundamental skills within P.E relevant to each Key Stage. • Formal Assessment is applied in and throughout each of our lessons. • Children are invited to attend competitive sporting events within the local community. This is an inclusive approach, which endeavours to encourage physical development, teamwork, social skills and leadership skills • Children are given wider opportunities to build character and embed values through regular teamwork activities, competitive sport and Sports Day. • Children are encouraged to participate in the varied range of extra-curricular activities within and after school. • We have an enthusiastic team of play leaders who organise activities and games for children to participate in during lunchtime. • Every year, a small group of children in Year 6 are selected to become House Captains for the school. They develop into role models for the younger children of KHCPs, supporting with lunchtime activities, our annual sports day and any other sporting activities. • Subject knowledge vocabulary is reinforced by practitioners across the school as well as throughout displays within classrooms and school corridors.
	<p>Impact:</p> <p>Here at Kelvedon Hatch Community Primary School, we encourage children to reap the benefits and rewards that a healthy, active and progressive P.E curriculum brings. We endeavour to embed within the children to take ownership and responsibility for their own fitness and health, enjoying the successes that competitive sport brings.</p> <p>In 2024 75% of year 6 children left being able to swim at least 25m. New equipment used by sports leaders has been introduced at lunchtimes with different activities taking place in zoned areas. Staff have noticed improved behaviour through children's engagement and enjoyment of these activities.</p> <p>All pupils understand the values and importance of fair play and being a good sportsperson. They will expectantly grow up to live happy and healthy lives, utilising the skills and knowledge acquired through PE at KHCPs.</p>
<p>Modern Foreign Languages</p>	<p>Intent:</p> <p>At Kelvedon Hatch Community Primary School, the intent of our Modern Foreign Languages (MFL) curriculum is to spark a lifelong love of language learning and an appreciation of diverse cultures. Through engaging, age-appropriate, and meaningful activities, we aim to develop pupils' confidence and competence in listening, speaking, reading, and writing in</p>

the target language. This is delivered through the Kapow curriculum and is adapted by our teaching staff to suit the needs of our learners.

Our MFL curriculum seeks to foster curiosity and enjoyment in exploring new languages and cultures; build a foundation of basic linguistic skills, enabling pupils to communicate effectively in a range of everyday contexts; develop an understanding of language patterns, grammar, and phonics to support transferable learning across languages and encourage a global mindset by promoting cultural awareness, empathy, and respect for others.

By the end of Key Stage 2, pupils will have the foundational knowledge and enthusiasm to continue their language learning journey, equipped with skills that support their future academic, social, and cultural experiences.

Implementation:

The French scheme of work is designed with three knowledge strands that run throughout our units with knowledge building cumulatively.

These are -

- Phonics
- Vocabulary
- Grammar

This knowledge can then be applied within our skills strands, which also run throughout each unit in the scheme:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

Our National curriculum coverage shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Throughout KS2, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3, the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout the French units, allowing children to make connections and apply their language skills to other areas of their learning.

Impact:

The impact of the scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit.

After the implementation of French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3. The expected impact of following the French scheme of work is that children will -

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.

	<p>→ Speak and read aloud with confidence and accuracy in pronunciation.</p> <p>→ Demonstrate understanding of spoken language by listening and responding appropriately.</p> <p>→ Use a bilingual dictionary to support their language learning.</p> <p>→ Be able to identify word classes in a sentence and apply grammatical rules they have learnt.</p> <p>→ Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.</p> <p>→ Be able to construct short texts on familiar topics.</p> <p>→ Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Languages.</p>
<p>Computing</p>	<p>Intent:</p> <p>At KHCPS, we want our children to be masters of technology. Technology is everywhere and will play a pivotal part in our students' lives. Therefore, we want to model and educate our students how to use it positively, responsibly and safely. Through our computer science lessons, we hope our students develop their creativity, resilience, problem solving skills and critical thinking skills. This will allow students to become effective users of technology who can -</p> <ul style="list-style-type: none"> • Understand and apply essential principles and concepts of computer science, including logical thinking, algorithms, and data representation • Analyse problems in computational terms and have repeated experiences of writing computer programs in order to solve problems • Evaluate and apply information technology analytically to solve problems • Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum <p>Technology can allow pupils to share their learning in creative ways. A high-quality Computing education equips pupils to be able to apply their knowledge creatively, which will in turn help our children become skilful Computer Scientists.</p> <p>Staff at KHCPS are encouraged to embed Computing across the whole curriculum to make learning creative and accessible. We aim to ensure our students are fluent with a range of tools to best express their understanding. By doing so, we hope that by Upper Key Stage 2, children can independently and creatively choose the best tools to fulfil the task and challenge set by teachers.</p> <p>Implementation:</p> <p>At KHCPS, we follow a comprehensive skill progression to best embed and cover every aspect of the Computing curriculum. The knowledge and skills build year on year to deepen and challenge our learners.</p> <p>Computing is embedded across our curriculum as well as each class being timetabled to one hour of discrete computing per week. This allows children to develop depth in the knowledge and skills taught. Staff plan cycles of lessons each half term which include progression and depth. They utilise 'Kapow's' topic plans which develops pupils' knowledge and provides sequential lessons that ensure pupil progression.</p> <p>Our broad curriculum encompasses three strands which run throughout:</p> <ul style="list-style-type: none"> • Computer Science • Information Technology • Digital Literacy. <p>Impact:</p>

	<p>At KHCPs, we encourage children to enjoy and value the curriculum we deliver. We want our learners to discuss, reflect and appreciate the impact Computing has on their learning, development and well-being.</p> <p>After the implementation of this Computing curriculum, children will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely.</p> <p>Finding the right balance with technology is key to an effective education and a healthy lifestyle. We feel that the way we implement our Computing curriculum at KHCPs helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond.</p>
<p>Design and Technology</p>	<p>Intent:</p> <p>Design and Technology is a foundation curriculum subject and the reasons for teaching it and embedding it within our school can best be summed up by ‘The Purpose of Study’ section of the National Curriculum document 2014.</p> <p><i>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</i></p> <p>At KHCPs, we hope to create a love for Design and Technology, by making learning fun and engaging. We want our children to be confident, imaginative designers. We want our children to take risks, draft design concepts, build models and test them. We provide opportunities that assist and nurture the talents and interests of our pupils. Our children are respectful of each other and are taught to be reflective when looking at designs by others around them.</p> <p>Implementation:</p> <p>We teach the learning objectives set out within the National Curriculum for EYFS, Key Stage 1 and Key Stage 2 and our pupils will meet the end of key stage attainment targets also outlined in the National Curriculum. However, our intent is always to transform this extensive list of knowledge into exciting and engaging Design Technology lessons.</p> <p>As part of the Kapow Primary Design Technology scheme, each unit covers five/ six lessons. We split the teaching of Design Technology with Art over the three terms. Within each unit, children are taught the three main stages of the design process: design, make and evaluate while each stage is underpinned by technical knowledge, encompassing, contextual, historical and technical understanding. Lessons will also incorporate computer based and inventive tasks.</p> <p>The six key areas in which the children revisit thought-out Primary school are:</p> <ul style="list-style-type: none"> • Cooking and Nutrition which has its own areas of specific learning: skills and techniques with food, diet and seasonality and where food comes from. • Textiles, • Mechanisms, • Structures and Electrical Systems (KS2 only) • Digital world (KS2 only) <p>Teachers have access to the art supply cupboard and the Design Technology resources trolley. A small range of resources may also be kept within each classroom. Lessons are</p>

	<p>conducted in the classrooms and the children produce work to document their ideas, which is stored in a folder.</p> <p>Kapow Primary provides CPD training videos and links to subject specialist webinars, to aid and support the staff with their own subject knowledge. This enables us to teach an effective Design Technology curriculum. Units include both summative and formative assessments against the learning objectives and an optional easy tracking grid allows staff to monitor progress.</p> <p>At KHCPs we also have access to the National College, where staff are encouraged to keep up to date and take training in all subject areas to support our teaching.</p> <p>Impact:</p> <p>The impact of our curriculum will be apparent in the children’s engagement and enjoyment of the subject, which will be monitored regularly by pupil/voice and feedback forms. All staff will also be encouraged to provide feedback about the curriculum content and to share what works and what areas still need to be developed or improved upon.</p> <p>When children leave KHCPs, they will take with them a love of Design and Technology, and the ability to enjoy and appreciate the creative world around them. They will also be equipped with a range of skills to enable them to succeed in the next stage of education and beyond.</p>
<p>Art and Design</p>	<p>Intent:</p> <p>Art and Design is a foundation curriculum subject and the reasons for teaching it and embedding it within our school can best be summed up by ‘The Purpose of Study’ section of the National Curriculum document 2014.</p> <p><i>Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</i></p> <p>At KHCPs, we aim to inspire and foster passion for art and design, by making learning fun and engaging. We want our children to be confident, ambitious, independent and creative artists. We provide the opportunities that assist and nurture the talents and interests of our pupils. Our art and design curriculum allows children to explore artists and art culture from around the world, developing cultural capital with clear progression through the school from Reception through to year 6.</p> <p>Our children are respectful of each other and are taught to be reflective when looking at art and design creations.</p> <p>Implementation:</p> <p>We teach the learning objectives set out within the National Curriculum for EYFS, Key Stage 1 and Key Stage 2 and our pupils will meet the end of key stage attainment targets also outlined in the National Curriculum. However, our intent is always to transform this extensive list of knowledge into exciting and engaging art and design lessons.</p> <p>As part of the Kapow Primary Art and Design scheme, each unit covers five/ six lessons. We teach Art over three half terms and Design Technology during the other three. Within each unit, children are taught four fundamental strands.</p> <ul style="list-style-type: none"> • How to generate ideas • use a sketch book

	<ul style="list-style-type: none"> • knowledge of artists • evaluating and analysing ideas. <p>Lessons are sequential and build upon skills taught in the previous lesson.</p> <p>We teach four core areas which are repeated every school year:</p> <ul style="list-style-type: none"> • drawing • painting • mixed media • sculpture and 3D craft and design. <p>Kapow Primary Art and Design also incorporates SMSC development. Children not only develop their artistic skills but also cultivate important social, moral, spiritual and cultural competencies that are essential for their holistic development as individuals and members of society.</p> <p>Impact:</p> <p>The impact of our curriculum will be apparent in the children’s engagement and enjoyment of the subject, which will be monitored regularly by pupil/voice and feedback forms. All staff will also be encouraged to provide feedback about the curriculum content and to share what works and what areas still need to be developed or improved upon. When children leave KHCPS, they will take with them a love of art and design, and the ability to enjoy and appreciate the creative world around them. They will also be equipped with a range of skills to enable them to succeed in the next stage of education and beyond.</p> <p><i>Being creative is a skill that needs to be valued and recognised, not undermined. It is equally as important as the academic subjects. It is important that we nurture this gift wisely. Everybody needs to see creative capacities for the richness and the opportunities that they bring to our children’s lives and our society.’ Sir Ken Robinson</i></p>
Music	<p>Intent:</p> <p>Music is a foundation curriculum subject and the reasons for teaching it and embedding it within our school can best be summed up by ‘The Purpose of Study’ section of the National Curriculum document 2014. It states, “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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.’ At Kelvedon Hatch Community Primary School, we strive to promote a passion for music, we aim to make learning fun and engaging. We encourage all children to participate during lessons, taking part in singing, playing instruments, performing, improvising and composing. We want our children to be confident, creative musicians who are also respectful of music from different countries and communities from around the world.</p> <p>Implementation:</p> <p>We teach the learning objectives set out within the National Curriculum for EYFS, Key Stage 1 and Key Stage 2 and our pupils will meet the end of key stage attainment targets also outlined in the National Curriculum. Our intent is always to transform this extensive list of knowledge into exciting and engaging music lessons. We use the Charanga music scheme to support teaching and learning at our school. Each year group is divided into six units, with each unit covering six lessons. Within each unit children are taught about performance, listening, composing, history of music and inter-related dimensions of music. We have a music room in which all the school instruments are stored and to which all staff have full access, although music lessons are conducted in classrooms. Charanga Music also provides CPD training videos and links to subject specialist webinars, to aid and support the staff with</p>

	<p>their own subject knowledge. This enables us to teach an effective music curriculum. Units include both summative and formative assessments against the learning objectives and an easy tracking grid and teacher assessment document allows staff to monitor progress.</p> <p>Our aim is that:</p> <ul style="list-style-type: none"> • Teachers and parents will reinforce a positive mindset towards music. • All children will recognise and name pitch, duration, tempo, timbre, structure, texture and dynamics and to use these dimensions within their improvisations and compositions. • Music vocabulary to be revisited throughout all key stages, with unit vocab displayed in the classroom • The children to feel confident to explore and playing a range of instruments. • All lessons to be practical. • All children will have the opportunities to sing and play tuned and untuned instruments. • Inclusivity. We differentiate according to the needs of the children. • Children will have the opportunity to work independently, with a partner a small group or along with the whole class. • Full participation in school productions: Early Years & KS1 Christmas productions, KS2 Christmas Carol concert class/ year group assemblies and class workshops. • Music to be enjoyed throughout the school, during some lessons to calm the mind, during break times to add excitement and offer the children a chance to move/dance. • Private music lessons are offered to those children wishing to learn to play an instrument. • All children to be open-minded and respectful regardless of the style and genre of music when sharing their opinions. • The vast majority of pupils to progress through the curriculum content at the same pace.
	<p>Impact:</p> <p>The impact of our curriculum will be apparent in the children’s engagement and enjoyment of the subject, which will be monitored regularly by pupil voice and feedback forms. All staff will also be encouraged to provide feedback about the curriculum content and to share what works and what areas still need to be developed or improved upon. When children leave Kelvedon Hatch Community Primary School, they will take with them a love of music, and the ability to enjoy and appreciate music. They will also be equipped with a range of skills to enable them to succeed in the next stage of education and beyond.</p>
<p>Learning outside the classroom</p>	<p>At Kelvedon Hatch Community Primary School, we encourage outdoor learning as much as possible to stimulate and encourage children to experience different environments, therefore, Forest School sessions are a regular component of our learning as we have our own designated area that is utilised for Forest School sessions. With suitable clothing and footwear, the children can explore and participate in outdoor learning, whatever the season or weather.</p> <p>It is our intention that all children develop transferable life skills, learn to take risks and adapt their behaviour to their environment, children also learn to appreciate the world around them and respond to changes in the environment around them.</p> <p>Forest School sessions focus on child-centred learning, where the natural environment encourages children to embrace their learning with greater motivation, focus and happiness. These sessions also help to develop children’s confidence by supporting risk-taking, whilst promoting creative learners, and the hands-on experience and interactions with nature allow children’s self-esteem to flourish.</p>