



Discover



Explore



Create



Princess May Curriculum Handbook

Princess May's curriculum has been planned and designed by our subject leaders to ensure that our pupils can develop a deep body of knowledge whilst building on prior knowledge.

We have carefully considered the sequence of content to ensure that our pupils make progress in all areas. We believe that a high-quality curriculum will provide children with the knowledge they need for subsequent learning. We have a firm belief that knowledge is transferable, and thus have devised key concepts that underpin our curriculum. The key vocabulary and knowledge learned across the curriculum facilitates comprehension and promotes our love of reading.

We are able to achieve this through encouraging our key values:

Respect

Empathy

Responsibility

Determination

Aspiration

PRINCESS MAY KEY CONCEPTS

The following key concepts are revisited across the curriculum

Princess May Curriculum Key Concepts

Population 	Temperature 	Politics 	Assigination 	Gods 	Faith 	Wildlife 	Asymmetrical 	Coding
Environment 	Pollution 	Republic 	Colonisation 	Conquer 	Evolution 	Prey and Predator 	Pattern 	Internet
Weather 	Culture/cultural 	Democracy 	Wealthy landowner 	Slave 	Inheritance 	Extinct 	Distorted 	Search engine
Climate change 	Island 	Empire 	BC and AD 	Peninsula 	Habitat 	Water cycle 	Colour 	Program/sequence
Atmosphere 	Globalisation 	Peace and prosperity 	Taxes 	Province 	Natural world/ Urban world 	Fair test 	Tone 	Output device/ input device
Settlement 	Economy 	Timeline/ Calendar 	Social class 	Worship 	Scientist 	Species 	Texture 	network
Industrialisation 	Unsustainable 	Law 	Tyrant 	Sacrifice 	Anatomy 	Organic 	Design 	Algorithm
Migration 	Conservation 	Segregation 	Citizen 	Rebellion 	Fossil fuels 	Symmetry 	Mechanism 	E-Safety



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English

📍 Intent:

At Princess May, we want our children to leave us as fluent speakers, readers and writers. The English national curriculum (2014) states that:

'The overarching aim for English in the national curriculum is to 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.'

We believe the exposure of children's literature within the primary school setting is vital as a **rich context** for learning; not only within English as a subject but to support **building a reading culture** throughout the school.

We aim to use **high quality books** that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

We will always aim for **our writing opportunities to be meaningful**; whether short or long and that the audience is clear. Books offer this opportunity: our final aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school.

🔧 Implementation:

Through use of *The Literary Curriculum* we have mapped the coverage of **the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory** (March 2017) **Early Years Framework**. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of curriculum 2014 within their writing and their reading and that **this approach is fully comprehensive**. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

Our teachers share their love of reading within and outside of their classrooms. Reading for pleasure is apart of our school ethos. A rigorous programme of systematic synthetic phonics (Read, Write Inc.) provides children with a tool to decode, before building fluency and the ability to comprehend and question independently. As children move through the school, they are taught to retrieve, summarise, infer, predict, discuss meaning and make comparisons and links through our use of Daily Supported Reading in KS1 and Destination Reader in KS2.

🎯 Impact:

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Hackney Learning Trust cross-school moderation to ensure secure teacher judgements.
- PIRA tests to support our teachers' assessment.
- Half-termly phonics and reading assessments to ensure our children are provided with appropriate challenge and support.

🏰 Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around London. They will meet and work with authors and build their knowledge of literature. English learning is practised and embedded across the curriculum. Speaking and writing outcomes draw from knowledge gained in other subjects and English skills are used to enhance learning elsewhere. Children learn to collaborate and learn from each other to achieve outcomes.



Maths

Intent:

At Princess May, we believe that children should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. Our mission is to enable all learners to enjoy and succeed in mathematics. We want learners to think about maths beyond what is tested in national examinations and to be equipped with an understanding of mathematics that will be relevant and useful in their future studies and in the world of work. We understand that a deep grasp of mathematics is essential to enabling greater social equity and mobility.

We want our pupils to be successful not only in their schooling career, but throughout their adult lives. Through carefully designed lessons, our teachers are able to make meaningful connections between content with a high emphasis placed on problem solving. The Mathematics Mastery programme has been designed on principles to provide learners with a **deep conceptual understanding of mathematical principles**, the ability to confidently **communicate in precise mathematical language**, while becoming **mathematical thinkers**. The programme can be delivered with confidence in the knowledge that if a student understands the core principles, they will be able to remember more and do more maths, in whatever context they encounter it.

Implementation:

To ensure whole-school consistency and progression, Mathematics at Princess May is planned and sequenced using Mathematics Mastery. This is fully aligned with the National Curriculum and the school's ongoing engagement with the Mathematics Mastery team continues to ensure that staff at all levels understand the pedagogy of the approach. New concepts are shared within the context of an initial related problem or 'Big Picture', which children are able to discuss in partners. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of maths in relatable real-life contexts that link to other areas of learning. In EYFS, KS1 and KS2, these problems are almost always presented with objects (concrete manipulatives) and pictorial representations. The programme uses a six-part lesson designed to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up. Each lesson phase provides the means to achieve greater depth. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. The large majority of children progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.

Impact:

The school has a supportive ethos and our approach supports the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students can underperform in Mathematics because they think they can't do it or are not naturally good at it. The Mathematics Mastery programme addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset. It is imperative that the children have a secure understanding of each mathematical concept before moving on. At Princess May, we ensure that the children have mastered the maths in every lesson, by ensuring that teachers are expertly using assessment for learning, identifying and addressing any misconceptions as and when they arise. Where possible, teachers and teaching assistants deliver targeted focus groups, interventions and boosters based on assessment of the work produced to ensure that all children are ready to move on.

As well as assessment for learning during lessons, regular and ongoing assessment of the pupils' outcomes informs teaching, as well as intervention, to support and enable the success of each child.

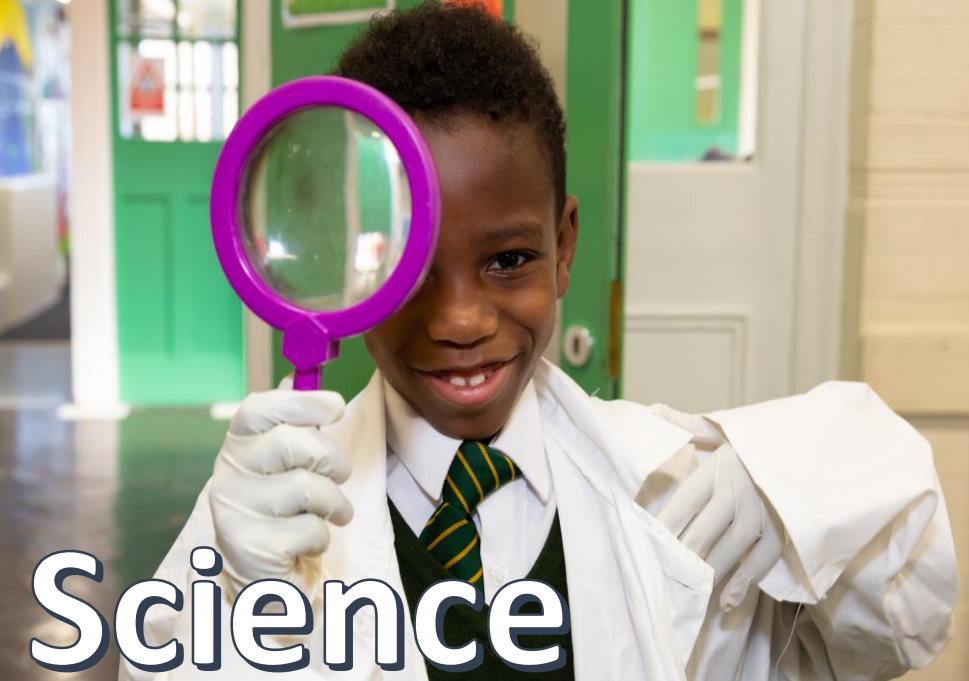
We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- Regular feedback marking and pupil voice feedback
- Subject monitoring, including planning scrutinies, book looks and learning walks
- Regular low stakes knowledge assessments, using a range of creative approaches
- Hackney Learning Trust cross-school moderation to ensure secure teacher judgements
- Termly NFER tests to support our teachers' assessment

These factors help us to maintain high expectations and high standards in Mathematics, with achievement at the end of KS2 in line with the national average and an increasingly higher proportion of children demonstrating greater depth, at the end of each phase.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around London. They are also given regular opportunities to participate in school and national competitions to encourage more positive attitudes towards Mathematics. Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. When beginning their primary school journey in the EYFS, many children arrive to school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant vocabulary needed throughout their education and the opportunity to link maths to real-world problem solving.



Science

Intent:

The 2014 National Curriculum for Science aims to ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this.

At Princess May, we understand that children are naturally curious and we encourage this inquisitive nature throughout their time with us and beyond. Science fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Through the programmes of study in the National Curriculum science document children will acquire and develop these skills throughout their Primary years. We ensure that the Working Scientifically skills are built-on and developed throughout their school career so that they can use equipment, conduct experiments, build arguments and explain concepts confidently and continue to ask questions and be curious about their surroundings.

Implementation:

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following;

- Science will be taught in planned and arranged topic blocks by the class teacher, to have a project-based approach. This is a strategy to enable the achievement of a greater depth of knowledge.
- Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up.
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.

Impact:

The successful approach at Princess May results in a fun, engaging, high-quality science education, that provides children with the foundations for understanding the world. Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them. So much of science lends itself to outdoor learning and so we provide children with opportunities to experience this. Through various workshops, trips and interactions with experts and local charities, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity. Children learn the possibilities for careers in science as a result of our community links and connection with national agencies such as the STEM association/ Moorfields/ IoE and learn from and work with professionals from a range of different scientific backgrounds. Children at Princess May overwhelmingly enjoy Science and this results in motivated learners.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. Through various workshops, trips and interactions with experts and local charities, pupils have the understanding that Science has changed our lives and that it is vital to the world's future prosperity. Pupil learn the possibilities for careers in science as a result of our community links and connection with national agencies such as the STEM association and learn from, and work with, professionals from a range of different scientific backgrounds.



Implementation:

Through the use of 3D PSHE children are taught about positive relationships – friendships, family relationships and relationships with other children and adults. Children are taught about families in a sensitive way, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In our curriculum, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship. Pupils are taught about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Through PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Intent:

At Princess May Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

PSHE enables our children to become healthy, independent and responsible members of 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.

Impact:

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Children are enabled to develop the vocabulary and confidence needed to articulate their thoughts and feelings in a climate of 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 to the wider community of which they are a part of. Our scheme supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. Cultural capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. Weekly assemblies and PSHE lessons will enhance children's cultural capital. Our school provides a wellbeing provision through Place2Be and a Pastoral team to nurture groups of children and provide a safe space for children who struggle in the classroom.

Our PSHE curriculum promotes the Fundamental British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs) and SMSC (Spiritual, Moral, Social, Cultural development of all pupils). Our school takes part in events such as Anti-bullying week, Red Nose Day and Comic Relief.



ICT

Intent:

At Princess May, we want our children to have the skills necessary for an ever-changing world. In line with the 2014 National Curriculum, for Computing, our aim is to provide a high-quality computing curriculum which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

By the time they leave Princess May, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives for the strands support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Implementation:

At Princess May, We have chosen the Purple Mash Computing Scheme of Work from Reception to year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers. We have a computing suite which ensures that all pupils will have the opportunity to develop their skills and subject knowledge.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. Pupils will have experience of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in-depth, with more complex skills being taught, ensuring that learning is built upon. For example, children in Key Stage 1, learning what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

Impact:

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The quality of children's learning is evident on the digital platform where people can share and evaluate their own work, as well as that of their peers. Evidence such as this is used to feed into teachers future planning and teachers are able to revisit misconceptions and knowledge gaps in computing. This supports varied paces of learning and ensures all pupils make good progress. Pupil attainment is assessed at the end of each unit using the 2Simple Computing Assessment Tools for years 1 to 6. This enables staff to accurately identify attainment of pupils through the detailed exemplification it has to each learning intention. Much of this subject-specific knowledge developed in our computing lessons equips pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking computing at Princess May give the children the building blocks That enable them to pursue a wide range of interests and locations in the next stages of their lives.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom.

Princess May has constructed an ICT curriculum That is designed to give all pupils particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.



Art

Intent:

At Princess May, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Through the use of Kapow Primary, we have mapped the coverage of **the entire Art Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory** (March 2017) **Early Years Framework**. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of the National Curriculum 2013. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

Implementation:

Through high quality teaching, we deliver a broad and balanced Art curriculum that builds on previous learning and provides both support and challenge for learners. We follow an Art and Design scheme that ensures a progression of skills and covers all aspects of the Art curriculum.

All classes will have a scheduled Art lesson each week alongside other curriculum subjects.

Children's work and pictures of their work will be recorded in sketch books for reference and assessment. The subject leader will conduct regular book looks to ensure that Art is being taught effectively.

We want to ensure that Art is embedded in our whole school curriculum and that opportunities for enhancing learning by using Art are always taken. Teachers create a positive attitude to learning within their classrooms and reinforce an expectation that all children can achieve high standards in Art. Teachers will demonstrate how to use Art resources in various ways whilst working creatively.

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. We believe that when children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we regularly review children's work, in accordance with our Art and Design assessment policy to ensure that progression of skills is taking place through the following methods:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- CPD to ensure that teacher pedagogy and assessment is secure.
- Talking to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them achieving the skills and techniques required in the five areas of learning.

Cultural Capital:

Our understanding of knowledge and cultural capital is derived from the following wording in The National Curriculum. At Princess May, it the essential knowledge that all of our pupils need to be educated citizens. Also, introducing and exposing experiences to children that may otherwise not have had.

We are constantly looking for new and meaningful experiences that will enrich the artistic understanding and creativity skills of the children we teach. Teachers are encouraged to include cross curricular links to Art.



Design and Technology

Intent:

At Princess May Primary School, 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.

They also undertake a STEAM Project each year. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. In DT, 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.

Implementation:

- Kapow is a clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.
- Kapow offers full coverage of the KS1 and KS2 Design & Technology curriculum and we have categorised our content into five areas: Structures, Mechanisms, Electrical Systems, Cooking and Nutrition, Textiles. Aside from Electrical Systems, which is KS2 only, each of these acts as the focus for a topic within each year group:
- There are then four strands that run through each topic: Design, Make, Evaluate and Technical Knowledge.
- Each year pupils will undertake a STEAM project each year. STEAM education results in students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!
- A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken.
- Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- Design Technology focussed displays celebrating the outstanding three-dimensional creations on display throughout the school. These displays celebrate exceptional practice and exemplify terminology and vocabulary used.
- Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology. Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.

Impact:

- Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
- Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- The large majority of children will achieve age related expectations in Design Technology.
- As designers, children will develop skills and attributes they can use beyond school and into adulthood.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom.

Our carefully structured DT curriculum provides opportunities additional to the NC endpoints, to build cultural capital and, through exposure DT lessons to life-skills such as innovation and entrepreneurship, enable pupils to become well-rounded members of society in preparation for later life.



RE

Intent:

At Princess May, we want our children to know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.

Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. It is our intent that Religious Education promotes an enquiry-based approach through the implementation of the Hackney Agreed Syllabus for RE from Key Stage One and Two and can be used to contribute to the learning experiences of the early learning goals within the Foundation Stage. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills and knowledge that they have acquired. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

Implementation:

Through the use of high-quality teaching, experiences and enrichment opportunities that include and are not limited to: handling artefacts, exploring sacred texts, using imaginative play or drama to express feelings and ideas creatively; responding to images, games, stories, art, music and dance; meeting visitors from local religious communities; making visits to religious places of worship where possible, and where not, making use of videos and the internet; taking part in whole school events- (multi-faith days, Harvest Festival, school performances); participating in moments of quiet reflection; using ICT to further explore religion and belief globally; comparing religions and worldviews through discussion; debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these we will deliver a broad and balanced RE curriculum that builds on previous learning and provides both support and challenge for learners. It ensures a progression of skills and covers all 6 of the major religions- Christianity, Buddhism, Judaism, Hinduism, Islam and Sikhism.

Children's work and pictures of their work will be recorded in designated RE books for reference and assessment. The subject leader will conduct regular book looks to ensure that RE is being taught effectively. We want to ensure that the development of pupils' spiritual, moral, social and cultural development is embedded in our whole school curriculum and that opportunities for enhancing learning by using RE are always taken. Teachers create a positive attitude to learning within their classrooms and reinforce an expectation that all children can achieve high standards in RE.

Impact:

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

By the end of each key stage, pupils are expected to know, understand and apply skills related to the two attainment targets and learning themes embedded with the Hackney Agreed Syllabus. Assessment criteria has been developed in line with the expectations laid out in the Hackney Agreed Syllabus, to enable teachers to assess the progress of the children as they move through the key stages. Termly summative assessments are used to determine the children's understanding and inform teacher's planning and further differentiated support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutinies and lesson observations. The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom.



Music

Intent:

At Princess May, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions, and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Music is an integral and well-resourced part of life at Princess May. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics, and movement. We want the children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Music is planned in-line with the statements laid out in the National Curriculum. Music is planned with our own students in mind and is tailored to the specific needs of our children here. Through our music lessons, children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, and perform.

Implementation:

We follow a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into the scheme, both within each year and from one year to the next, ensuring consistent musical development. By using this scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum.

Our scheme includes many examples of music styles and genres from different times and places. We are particularly careful to include a balanced variety of genres from around the world. Throughout Key Stage 2, for example, we study music from Ghana, Brazil, USA, Nigeria, Bali, UK, and Ireland. These are explored through the language of music via active listening, performing, and composing activities, which enable understanding of the context and genre. Our scheme provides a classroom-based and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, and perform.

Impact:

Our Music Curriculum is high quality, well thought out and is planned to demonstrate progression. We believe that when children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we regularly review children's work, in accordance with our Music assessment policy to ensure that progression of skills is taking place through the following methods:

- Listening to children sing and play instruments in groups and individually at set times over the year to ensure they are making progress and improving vocal skills.
- Observing how they perform in lessons.
- Talking to them about what they know.
- Regular performance opportunities within and out of the classroom.

The Music Curriculum will contribute to children's personal development in creativity, independence, judgement, and self-reflection. This would be seen in them being able to talk confidently about their work and perform confidently in front of and with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Cultural Capital:

Each year a number of trips take place organised by the music department which will give students a valuable experience of life within Hackney, London, and the wider world. One example of this is in June, we take part in the Tower of London Music Festival in which children from around the country come to sing together. Children are taught about the importance of the Tower in History and are encouraged to make friends and links with children from other cities and cultures than their own. On a daily basis the music lessons at Princess May deliver a rich and varied curriculum aiming to give all learners the knowledge and cultural capital to succeed in life. We are careful to ensure that the topics give children an insight into music from around the world and through the ages. We benefit from a close link with the Hackney Music service who provide us with resources, performance opportunities and links with other schools and cultures. All children at Princess May have access to take part in extra-curricular music clubs and activities. If a child wants to learn an instrument, they can take part in the Instrumental Lesson Programme. If they wish to sing, they can take part in the choir and the djembe ensemble is open to all in KS2.



History

Intent:

At Princess May, we want our children to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Our History curriculum (**Plan-Bee and Reach-Out**) has been designed to cover all the skills, knowledge and understanding as set out in the National Curriculum.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge, and vocabulary to be taught in a sequentially coherent way.

When covering each of these strands, the content will be carefully organised by each year group through a long-term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium-term plan. History is delivered through subject specific teaching organised into terms, Autumn 1, Autumn 2 and Summer 1. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

Implementation:

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and as a part of daily review.

All learning will start with revisiting prior knowledge and making meaningful connections. At the start of each lesson, teachers will display the retrieval quiz and give pupils five minutes to complete it independently. Pupils are encouraged to try and remember these things independently, but to check back in their booklets if they are stuck. Everybody marks together, either self or peer. Pupils to identify where they need to go back to reviewing their knowledge organiser.

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning for lesson activities and differentiation. As part of the Assessment for Learning progress in KS1 Summative assessment is completed at the end of each unit. Teachers have access to an assessment grid to track children's learning during these lessons. In KS2, summative assessment is completed at the end of each topic where history objectives have been covered. At the end of each unit, pupils write an extended essay. This ensures that pupils can elaborate on all of the knowledge that they acquired throughout the unit.

Impact:

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6. At Princess May, Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and can recall their learning over time. At Princess May, we use summative assessment to determine children's understanding and inform teachers planning. CPD to ensure that teacher pedagogy and assessment is secure. This is reviewed on a termly basis by the subject leader, who also carries regular learning walks, books scrutiny and lesson observations.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. At Princess May our history curriculum allows children to develop their cultural capital. Purposeful links to British values and discussions around being good UK and global citizens are threaded through the curriculum. It is important to provide pupils with the opportunity to understand the world around them and apply their experiences to what they have learnt in the classroom. Teachers are encouraged book history trips in the Autumn term to ensure that pupils get a wealth of experience of Hackney and of wider world.



Geography

Intent:

At Princess May, we want our children to develop an appreciation and understanding of the world, initially building a secure physiological and social knowledge of the local community and subsequently developing and applying this to a wider range of regions, countries and continents of the world. Through **Plan-Bee** and **Reach-Out**, pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that take an interest in the world around them.

Our geography curriculum has been designed to cover all the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is organised into a progression model that outlines the skills, knowledge, and vocabulary to be taught in a sequentially coherent way. Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are all mapped out to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long-term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium-term plan. Geography is delivered through subject specific teaching organised into terms, Spring 1, Spring 2 and Summer 2. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

Implementation:

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in United Kingdom and the wider world.
- Comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills.

All learning will start with revisiting prior knowledge and making meaningful connections. At the start of each lesson, teachers will display the retrieval quiz and give pupils five minutes to complete it independently. Pupils are encouraged to try and remember these things independently, but to check back in their booklets if they are stuck. Everybody marks together, either self or peer. Pupils to identify where they need to go back to reviewing their knowledge organiser.

Geography assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning for lesson activities and differentiation. As part of the Assessment for Learning progress in KS1 Summative assessment is completed at the end of each unit. Teachers have access to an assessment grid to track children's learning during these lessons. In KS2, summative assessment is completed at the end of each topic where geography objectives have been covered. At the end of each unit, pupils write an extended essay. This ensures that pupils can elaborate on all the knowledge that they acquired throughout the unit.

Impact:

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6. At the end of each Key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in Geography.

At Princess May, we use summative assessment to determine children's understanding and inform teachers planning. CPD to ensure that teacher pedagogy and assessment is secure. This is reviewed on a termly basis by the subject leader, who also carries regular learning walks, books scrutiny and lesson observations.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. It is important to provide pupils with the opportunity to understand the world around them and apply their experiences to what they have learnt in the classroom. There is simply no better way to learn about Geography and environmental issues than to get out into the real world and see it first-hand. Therefore, teachers are encouraged book geography trips in the Spring term to ensure that pupils get a wealth of experience of Hackney and of wider world.



Implementation:

Teachers, coaches and other sporting companies approaches each lesson with high expectation in learning and participating throughout the lesson; this includes appropriate sportswear. Children have an opportunity to use a variety of sporting equipment suitable to the sport/activity being taught. P.E is a very practical activity; therefore, the importance of safety, health and wellbeing are reiterated throughout the lessons. P.E is taught twice a week; one session is covered by the class teacher the other session by a qualified coach. This is an opportunity to work alongside highly skilled experts who produce engaging and challenging activities to ensure each child reaches their potential and has the confidence to challenge themselves beyond the norm.

Impact:

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

The scheme being used at Princess May, builds steadily on knowledge and skill throughout each activity. With enthusiasm and encouragement from the teachers and their peers, children challenge themselves to improve their skills. They enjoy showcasing skill they already had with new skills they have learned and using all that knowledge in trials, competitions and simply to impress their friends.

Intent:

At Princess May, we want our children to engage the scheme 'Get Set 4 PE' which has helped us to enhance our P.E curriculum. It provides a series of lessons that continually recaps prior learning, furthermore it builds-on new learning giving children the opportunity to improve their skills. There are opportunities for:

- Indoor and outdoor sport every term.
- Teamwork and individual performances.
- Children to take ownership of their learning.
- Children to evaluate and feedback their work/performance.

The sequencing of lessons has been chosen with the intention of providing ample opportunities to expose our children to a wide variety of sports/games.

Cultural Capital:

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. Children are reminded that Physical Education is a vital part of life. Not only do they learn about the benefits of a healthy lifestyle, they are also encouraged to practise a healthy lifestyle. We encourage walking or cycling to school. From our transport survey, 63% of our children walked, cycled or scooted to school. We have an upcoming edible gardening project that will also give children the opportunity to gain more knowledge about food growth. Cross-curricular linked to science and DT.



Spanish

Intent:

At Princess May we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across the cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

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

Aims:

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant program of study.

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Implementation:

Although Primary Languages cuts across the curriculum, children are introduced to Spanish from the EYFS through specific skills, concepts and vocabulary in a weekly dedicated 45 minute lesson led by the specialist teacher. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with secondary schools and children from KS3 visit to disseminate language learning to the children.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content
- We follow the primary MFL scheme of work for KS1 from BCC languages provided by Hackney Learning Trust. The scheme of work for KS2 is based on the guidance given in the KS2 Framework for Languages and the National curriculum in England language program, developed by Rachel Hawkes, co-director of NCELP (National Centre for Excellence for language Pedagogy). This complements the scheme of work for MFL at KS2, which will revisit previous learning.
- Hispanic Week enables the whole school to be immersed in the culture and language of Spanish speaking communities around the world and to use the language meaningfully in context.
- Special Assemblies are held to promote intercultural understanding where children are encouraged to think about cultural and linguistic diversity in their own school and community.

Impact:

Learners develop detailed knowledge and skills across our MFL curriculum and as a result, achieve well. This includes knowledge of where different languages, including the range of home languages spoken by the families of the school as well as Spanish, are spoken in the world. Varied learning experiences, including whole class assemblies and World Book Day also ensure that languages are celebrated throughout the school community while providing a context for language learning and development in children’s understanding of different cultures.

Cultural Capital:

Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, links with other schools or even school trips abroad.

Our MFL curriculum focuses on the statutory curriculum and enhances this by developing cultural capital in a number of ways. Our children are given opportunities to participate in a wide range of learning experiences including events such as Hispanic Week, whole school assemblies and special celebrations which link to aspects of Spanish speaking cultures.

Children will also understand about different cultures and have an idea about how languages work and how to learn them. We believe that there is culture in the sounds, words, vocabulary and structure of a language (Spanish is spoken in 21 countries around the world and sounds and word meanings vary according to the place where the language is spoken). By teaching those things we are laying a foundation for understanding different ways of perceiving the world. Children will become confident users and learners of a new language.