BEECROFT PRIMARY SCHOOL

Quality of Education

March 2025

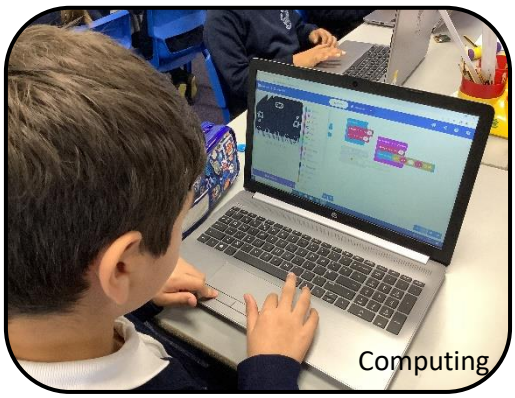
Outstanding in all 5 areas

28, 29 November 2023, published January 2024


Design Technology


School Visit


Geography


Computing

BEECROFT PRIMARY SCHOOL

QUALITY OF EDUCATION

CONTENTS

This is the wider broad and balanced curriculum and does not include Mathematics and English

The Quality of Education and Beecroft's Approach to The Wider Curriculum

The quality of teaching and the importance of the core subjects underpinning all foundation subjects is central to our work. All subjects are planned as discreet areas of learning with natural links across the curriculum being made where this is enhancing and adds to breadth and depth (e.g. Lamps in design and technology linked to art and IT) Taking into account the context of the school, a language and vocabulary approach is at the centre of each planned unit which takes place over 3 to 6 weeks. Trips and visits or residentials provide a real context of experience as a significant number of pupils do not have first-hand experience outside school.

Capturing the pupils' curiosity and excitement about the world in which they live is a key principle. Topical world environmental issues are utilised as they happen e.g. 'The Big Snow,' Year 3 The winds – 2024 and graphicacy of where the storms have taken place.

Subjects and Sequencing

Specialist Teachers: Beecroft Primary now has an excellent 'hybrid' model of class teachers for the core of English, mathematics, Science and Foundation with specialists for music, art and design and design technology and P.E. (0.8 teacher of P.E. to start April 2022) This ensures very high-quality teaching. English and Mathematics is led by specialists – Miss Turner and Miss Brown respectively.

The leaders work with class teachers to produce clear medium-term plans which ensures the continuity and progression to the end points in Year 6. Each unit has embedded quality extended writing which follows the English writing process. (EEF)

It was a clear decision (Intent) to keep 'subjects' as disciplines to inform teaching and learning and within these to utilise imaginative and creative approaches e.g., fieldwork, enquiry, trips and visits to provide enjoyment. In view of the lack of experience of the majority of pupils the school practical contexts start by opening pupils' eyes before an approach which scaffolds language, and knowledge through reading and extensive discussion. Often the teaching starts simply again to provide the building blocks to go forward. Work from earlier in the school is not always committed easily to long term memory and much repetition is required by teachers. Training on the appropriate pedagogy ensures that teaching is explicit, and the plans consider the pupil and teacher behaviour that will make learning happen. The depth of teaching, to meet the needs of pupils with English as an additional language, and/including those from backgrounds lacking stimulus of any kind is challenging for all teachers and particularly those new to the context or ECT. Foundation Subjects are taught in blocked units of 3 to 6 weeks starting with a visit or residential (The latter in 3 Key Stage 2 Year groups). English, Maths and Science are on-going weekly. To provide a valuable variety of learning, during the school week, music, art and PE are weekly. The reading and writing approach is central to Foundation Subject teaching. Non-fiction writing in foundation subjects is enhanced by the same English writing process – as writing follows the drafting process across all subjects. Pupils are highly focused in lessons and are keen to succeed.

The curriculum is outstanding where Key Stage 2 use whole class literature texts e.g., 'The Kites are Flying,' Michael Morpurgo and explore the themes and issues that face Palestine and Israel through the medium of a story. Ensuing work is rich both in Geography and English as insights are gained about place and time and people. Our literature-based approach, in English, is embedded across the school from Reception to Year 6. Sets of quality whole class texts, which pupils take home, allow reading, writing and exploration of themes e.g., Year 6 'How does Jack London describe the cub in White Fang, or Contrast White Fang's life with Beauty Smith and Weedon Scott.' – language used and its effectiveness. The texts provide common

experience and allow the deep development of high-level vocabulary. The writing process of drafting is utilised in the same way across all subjects. Exploring themes, in literature enables depth of reading and reflection with reference to the text at a high level.

Pupils are introduced to different genre throughout their time at Beecroft and become increasingly independent in editing and checking surface features of their work and in developing the characteristics of each genre. General essay themes are also researched in Year 6 e.g. 'Is Spring The Best Season.' Where an argument is developed. Grammar is then taught within and whole class texts provide much exemplification. English is an area of strength, led by the Headteacher, and collaboration about books that are suitable for each age-group are discussed and planned alongside teachers. There is flexibility in the choice of texts because the principles are around the process, development of language and the pupils' independence in writing. Explicit teaching is the key. In its approach to the curriculum the school aims and is successful at achieving consistency. All pupils, from Reception to Year 6, have a reading diary and collect new words and meanings. All pupils use our purpose-built library each week. The principles underpinning the curriculum and teaching is approached in the same way from Reception to Year 6. The impact in terms of outcomes, in Year 6, is high. In terms of the new Inspection Framework, Beecroft must build on its current approach (evolving) current principles and ensuring progress with key concepts like democracy, in History, is deepened over time, in the quest for knowing more and remembering more.

Where cross-curricular work is valuable for two subjects then the link is developed. Links are not forced. Geography is taught as a blocked unit. There is awe and wonder when pupils enter Peak Cavern in Derbyshire and stand at the top of Mam Tor experiencing the panoramic view and locating the valleys and villages across in Hope, Castleton and Edale. Year 4 experience the beauty of Malham Cove. Geography should be relevant, real work and relating to the pupils and the community as well as looking beyond and considering the global dimension. At Beecroft we have to open pupils eyes. Pupils say, "Geography makes us want to visit new places." A spiral curriculum approach is taken which recognises the need for much repetition. The curriculum is carefully sequences to ensure embedded learning by Y6.

Stakeholders views have informed the way the curriculum is organised, for example, the African project reflects the changing intake. Parents have brought resources from their own cultures, and these have been incorporated as a primary source for understanding people and places. This has contributed to community cohesion. An example of outstanding practice is the way in the African project, which is taught as Geography and History brings together parents, literature, and visits to the museum. Many Key Stage 3 objectives have been used with Year 6 in this unit of work. Diversity within our community is celebrated.

Beecroft is imaginative in using topical events in addition to the blocked units as they occur in the news. When studying geography on the snow pupils brought Libyan newspapers and environments across the world were compared. The Libyan newspaper showed diving into the sea on a hot sunny day whilst England suffered in sub-zero temperatures. The school has a plan for sustainability (8 doorways) and this is part of the curriculum throughout the school. (See file of evidence) The school holds the Eco bronze and silver awards and all classes in the school have a unit on environmental issues at local and global levels. The school is a Fair Trade School and pupils run the Fair Trade shop themselves.

Music is taught on a weekly basis through a planned course up to Year 3 and then all Year 4, 5 and 6 learn to play a musical instrument – recorder, flute, violin, ukulele, djembe. The Associated Board of The Royal School of Music Medals provides a progression and assessment model as all pupils' progress through copper, bronze, silver gold in solo, duet and in sight reading and question and answer. This 'hands on' approach is both motivating and encourages children to progress to GCSE level in many cases. Part singing, performance in both the orchestra and school concert widens the focus of our work.

Design and Technology and Art: Specialist teaching has enhanced both subjects. Beecroft employs a 0.5 teacher of art. Through working with ICSAT Design and Technology is an area of strength and Beecroft has invested in a purpose equipped DT and art room where pupils can use specialist equipment usually only seen in high schools. This enables the teaching of skills, concepts and knowledge inherent in the subjects.

Physical Education and Sport: Sport Premium Funding is used very well with a specialist P.E. teacher and training for staff. Year 3 have weekly swimming lessons and 'catch-up' swimming has been organized. All classes have 2 hour of PE each week. The daily mile is also a feature of classes. All pupils are encouraged to join a sport club after school. (See Sport Premium)

The formal curriculum is enhanced by a very wide range **of extra-curricular activities** delivered freely by all leaders and teachers in the school: drama, dance, music, rugby, football, puzzles, netball, choir, first aid and heart-start to name a few.

Personal Development results from an ethos which encourages pupils to take responsibility as with school council or the recent mentoring by peers. Personal development operates through the formal and planned curriculum and the wide range of extra- curricular clubs after school, almost entirely taken by staff. This leads to high quality and supplements the daily teaching. All teachers and leaders participate on a voluntary basis. The clubs include – sport – football, rugby, netball, drama, dance, board games, choir, first aid and Heart-start (accredited scheme) additional music teaching and Spanish. Gardening is (working towards The Royal Horticultural Society's awards)

Citizenship/ personal development at a formal level includes mind-mate: This is a programme to develop mental health. Beecroft has a designated mental health lead teacher and two governors responsible. Weekly sessions, on such areas as resilience or friendships take place and each half-term there is a wellbeing day which includes sports. (There is a view, held by a group of parents that learning should not be difficult on any account – balancing the demands of parents can be difficult at times.)

Current affairs from newspaper events – social media and use of IT for gaming are utilised in PHSE which operates alongside.

There is much opportunity for Children in Need, Sport Relief money raising. Talking and action points in class and assembly develop British values which is a constant theme that runs through our class work in literature or through newspaper reports. Discussion both at class and school level encourages responsibility for all whether of a religion or no religion.

Key messages and learning – internet safety, safeguarding and teaching children how to be successful.

Priorities are:

- Mind-mate sessions
- Food and feelings daily diary
- Working with catering on the quality of school meals and the inclusion of pupil voice in this.
- Worry box and immediate addressing of pupil issues in the classroom
- Specific work through – on-line safety, anti-bullying week.
- Bespoke play therapy – individual children with identified problems.
- Appointment of P.E teacher.
- Pupil mentors interviewed and working 1:1 with identified pupils
- Food and feelings diary on-going

Pupil Responsibilities

1. School Council develop areas across the school with their Development Plan
2. Year 6 Pupil mentors – applied and were interviewed for posts working with pupils for reading, play and friendships.
3. IT Warriors
4. P.E. leaders (pupils) trained to coach other pupils.
5. Librarians for a lunchtime library session.
6. Y6 enterprise. (D and T key rings sold for playground equipment)

Assessment for learning includes self-assessment by pupils at the end of lessons and feeds into the next learning. Pupils' are taught to use the written feedback in learning how to improve their work. Rehearsing work,quiz and repeated reporting back in class enables learning to be committed to long-term memory.

Evidence in support of that judgement. Outstanding

Ofsted November 2023 judged Beecroft as 'outstanding.' There is an emphasis on high standards and expectations not only for the process of teaching but also for the quality of the end products in terms of presentation. The quality of teaching is very good throughout the school and across all curriculum areas. It is excellent where the Head (For English) and deputy heads teach. A Deputy leads mathematics and Geography.) The school has clear intent to develop pupils conceptual understanding and knowledge through a focus on developing language. Subjects are clearly sequenced through detailed medium-term plans. There is consistent pedagogy and explicit and sequential teaching ensures that pupils reach sophisticated end points in Year 6. Pupils in Year 6 can elaborate fluently on the knowledge they have learned and have the end products in their folders which are of a high order. Pupils consistently achieve highly, including the disadvantaged, work across the curriculum is consistently of a high quality. Pupils enjoy knowing more and remembering more and are able to articulate clearly the knowledge they have learned.

Through a leadership process of coaching, the school has a clear picture of both quality and areas for development. 'Coaching,' is the main leadership strategy whereby the quality of teaching and learning is developed across all curriculum areas. This is embedded in the ethos of the school. This is underpinned by planning with teachers and by rigorously training fundamental principles of teaching within each subject area. The fundamental principles of English underpin all foundation subjects. Qualitative work, in Maths and English is consistent in the core and foundation subjects and an enquiry approach leads to continuity across the school. The focus for learning and the response of pupils is outstanding in all lessons observed and from all groups across the school.

We know this through coaching **and** working alongside, peer monitoring, regular monitoring of lessons and regular scrutiny of work. All learners make very good progress through the language across the curriculum approach embodying the writing and reading process. Less able and EAL learners benefit from the emphasis on key vocabulary and writing frames. Paired talk, reporting back, the drafting process and a commonality across all classes throughout the school leads to excellent continuity for learners. Non-fiction writing in the foundation subjects is enhanced by the same English process and an enquiry approach. Monitoring and scrutiny of books confirms the former and that pupils are highly focused in lessons and are keen to succeed and attain high standards There are methods and processes to be adhered to, by all, in order to gain a high degree of consistency. All teachers are determined that their pupils will succeed and a variety of strategies and incisive interventions ensure this. Resilience when learning is explicitly taught

which enables those pupils on pupil premium to develop self-confidence and application. Homework is used very effectively and linked to the next day's learning. The school has a clearly articulated vision of learning and pupils are taught 'how to learn,' and are involved in the process of assessment. Marking and feedback to pupils is of a high order and pupils know how to improve their work. Secure assessment processes ensure early diagnosis of individual learning needs. Intervention strategies, for any underachieving groups, are sharply focused and termly monitoring uses quantitative and qualitative data. Pupil progress meetings are central to the early identification of next steps. Needs are met through a variety of strategies and emphasis is placed on quality first teaching.

The school's development is principally focused on the quality of teaching and in 'unpicking' how good teachers can improve towards excellent. Regular in school development through weekly inset trains further in any areas of weakness or concern. We are never satisfied and complacent about the quality of teaching which we consider needs to be good or very good to attain our high standards with the diverse ability range. Quality of teaching issues in reading and mathematics have been tackled at the level of subject knowledge and specific strategies and not just as generic teaching skills.

Quality of Education – Geography

How Is Geography Taught?

Capturing the pupils' curiosity and excitement about the world in which they live is a key principle of geography at Beecroft. We have a vast range of pupils from different backgrounds in our school and it is essential that we utilise the children's natural curiosity about their origins in our geography teaching. Children are encouraged to discuss and share stories and information about where they or their families come from. We also aim to develop real-time and relevant knowledge of the world by tapping into topical international, national and local geographical issues e.g., pollution, earthquakes in countries where families of children live or localised issues such as flooding. In Year 6 pupils are encouraged to use their Chromebooks to follow national and international news at www.bbc.co.uk/newsround; events are then discussed in class. Year 4 visited the River Aire this term to look at the flood defences that have been constructed at Kirkstall Bridge as a part of their rivers study and during the autumn term Year 2 considered how the Kirkstall locality could be improved following a walk around the local area. All classes in KS2 complete a class floor book, "What Is Happening In The News?'.

Geography is taught in discreet units, as a subject in its own right. This ensures deep understanding by the pupils as the key skills, concepts and vocabulary are given allocated time to be taught, rehearsed and consolidated. It is, as such, essential that geography teaching takes the form of a spiral curriculum, where repetition and revisiting of the basic starting points (e.g., knowledge of where we live, key facts such as continents) takes place at the beginning of units taught all the way through school and subsequent building blocks of knowledge are built upon these core foundations. During the November 2023 Ofsted inspection, the subject leader was able to show how key elements of the geography curriculum develop as the pupils move through the school and their knowledge deepens – this was evidenced in the medium-term plans that the inspectors studied.

The geography curriculum at Beecroft identifies the knowledge and skills that pupils are to learn, to know, to remember and to be able to do. Pupils' combined appreciation of both substantive and disciplinary knowledge can be described as geographical understanding.
Substantive knowledge sets out the content that is to be learned - locational knowledge, place knowledge, human and physical processes and geographical skills.

Disciplinary knowledge teaches the pupils the practices of geographers or 'how to be a geographer'. Central to the teaching of geography at Beecroft is an enquiry approach, at the heart of which is fieldwork and the use of primary (alongside secondary) resources. Pupils in KS2 complete residential fieldwork whilst younger pupils make use of the school grounds, the immediate locality, and appropriate local providers e.g., Nell Bank to complete simple fieldwork activities. It is vital to provide children with opportunities to engage in experiences and visit places that many may never usually get the chance to experience.

Many pupils enter the school with a very narrow vocabulary and limited understanding of geographical terms. It is therefore crucial that our geography curriculum is language rich and that pupils are given chance to learn, consolidate and use geographical language within the structure of the school's principles for teaching English. A structured bank of tier 3 subject specific geographical vocabulary is planned for each year group, which pupils add to as they move through Early Years, Key Stage 1 and Key Stage 2. Reading and writing are embedded into each unit and language development plays a central part in all teaching.

"Pupils rapidly learn to read and develop an expansive vocabulary. They develop an excellent understanding of how their knowledge can be applied across different subjects. In the words of one pupil, 'It's like a spider diagram – everything links together.'" Ofsted Nov 23

• Lessons are always carefully planned, and Beecroft's principles of language and vocabulary are at the centre of learning to enable the pupils to progress.
• Opportunities for reading are provided within each unit of work, where children have time to engage with secondary sources and extend their understanding of a topic through books, newspaper reports and other useful texts. Whole class sets of non-fiction texts have been purchased to match the areas of geographical learning.
• The piece of extended writing completed within each unit of work follows the principles of English writing at Key Stages 1 and 2 (including cumulative re-reading, etc. - see English Policy). The writing follows a specific genre - argument, report, letter or explanation.

- Argument: Is tourism beneficial to Castleton?
- Explanation: How does a river change from its upper to lower course?
- Report: Report on the findings of our investigation into recycling at Beecroft

This principle of rich English and literature links within geography is consistent across the school and starts in Nursery. For example, our youngest pupils read Rosie's Walk by Pat Hutchins and are encouraged to use positional language as they draw simple maps of the story. This leads to a discussion about the local area - the children experience the immediate area outside of school by walking to a post box to post a card. After, the children talk about their trip, discussing what they saw and the route they walked using positional language.

Why Is It A Good Offer?

Geography work needs to be relevant, real work and relating to the pupils and the community as well as looking beyond and considering the global dimension. At Beecroft we open pupils' eyes and as a result they say, "Geography makes us want to visit new places."

Teaching A Broad and Balanced Curriculum

The sequence of geography learning, and acquisition of subject knowledge is carefully mapped from Nursery through to Year 6, so that teachers can draw out links between processes and ideas. In all key stages the four forms of geographical knowledge (locational knowledge, place knowledge, human and physical processes and geographical skills) are sequenced so that pupils can learn more and remember more.

To ensure that pupils have a secure knowledge of different places, locations are studied in depth and both day and residential visits provide vital learning experiences for children, in terms of geographical knowledge and the development of social and team-building skills. Effective use of the school grounds and local area is made by all years, for example Key Stage 1 learn how to map the school and local area. To prioritise the use of maps and the pupils' sense of place, as addressed in the Teaching a Broad and Balanced Curriculum - November 2021 document, Year 4 and 5 study additional short units of work during the summer term related to micro-climate around the school grounds to solve a real-life problem and practical mapping work using compasses to consolidate positional language and understanding. Additionally, all classes in Key Stage 2 complete an orienteering unit of work in P.E using the school grounds; increasingly complex base maps of the school grounds are used as the pupils progress through the key stage.

Planning and reviewing plans with the subject leader ensure progression in skills and that knowledge from the previous year group is revisited (spiral curriculum). A detailed progression document is in place that clearly outlines the expectations in knowledge, skills and vocabulary for each year group. This ensures that staff are clear about the next teaching steps, they are able to effectively recap and build upon skills from previous years and extend high-ability children to more advanced skills.

At key stage 2 critical geographical knowledge is at the heart of the curriculum. The geology and topography of regions are studied alongside locational knowledge; Malham in Year 4, coasts (Whitby) and the Rainforest in Year 5 and Castleton and mountains in Year 6 when pupils are taught to interpret contours and elevation on topographical maps.

Sequencing The Curriculum

By identifying each component of geographical knowledge (locational knowledge, place knowledge, human and physical processes and geographical skills) and thoughtful sequencing, pupils can learn and remember more. This is the goal of our curriculum plans that run sequentially through the school. These include key knowledge, skills, vocabulary, concepts, and links between concepts so enabling pupils to develop their understanding that they can apply to different locations as they progress through the school.
By teaching taking the form of a spiral curriculum, where repetition and revisiting of the basic concepts is fundamental, deep knowledge ensues – this was recognised by the inspectors during the 2023 inspection. An example is weather and climate, a subject-specific requirement of EYFS, KS1 and KS2 that runs throughout the school. In Reception the pupils learn to use the correct vocabulary to describe the weather, make observations about the weather using appropriate weather symbols and apply their knowledge and understanding of weather through role play in the weather reporter area. By Year 2 pupils can identify seasonal and daily weather patterns in the United Kingdom, using basic weather equipment including rain gauges to gather daily weather data and learn about the locations of hot (India, Australia and Brazil) and cold areas of the world in relation to the Equator and the poles. Climate continues to be a central thread to ensure place knowledge is secure in KS2 as the pupils learn about a region in a European country, the world's biomes and vegetation belts and the Himalayas when studying mountains in Year 6.

Running parallel to embedding geographical knowledge is the sequential progress in reading and writing skills (see policies) related to the area of study. In Reception the pupils learn poems and songs, read stories and non-fiction books about the weather; in Year 6 the pupils read whole class texts and biographies related to the ascent of Everest.

Quality Teaching And Consistency Throughout The School

The core Education Endowment Foundation approaches are embedded in the teaching of geography at Beecroft. These ensure that teaching is clear, engaging, interactive and will benefit all learners. The five a day strategies enable learning because clear instructions are broken down into digestible chunks and a support structure is provided for each 'chunk' to help the pupils access and complete the geographical skill or task that is being taught. Teachers show pupils how to put learning into practice before encouraging independent work. For example, when teaching mapping skills teachers will model how to read grid references by going firstly along the horizontal axis and then up the vertical axis; the class will then repeat and 'speak' this sequence of instructions each time they find a grid reference for a location. When learning to read grid references pupils are also shown how to use a ruler to mark the map with a vertical and horizontal line to get an accurate grid reference reading.

Pupils are given feedback about their geographical learning during the lesson and additional support is provided where needed. In all classes opportunities are provided for pupils to consolidate and learn geographical information so it becomes part of their long-term memory through repetition. Using technology in geography lessons can bring learning to life for pupils; the world can literally come into the classroom. This learning strategy is particularly beneficial to those who learn visually or those who have limited experience of 'place' outside of the classroom. Using video, audio and sensory tools helps pupils to understand new geographical ideas being taught or environments being explained for example, what happens when volcanoes explode, what life is like on the rainforest floor or what a glacier sounds like when it creaks beneath a mountaineer's feet.

Impact Of The Curriculum

The impact of the curriculum focuses primarily on what pupils have learned; a well-constructed, well-taught curriculum leads to pupils learning more and remembering more.

Evidence of the impact of the geography curriculum at Beecroft can be drawn together from a combination of sources including discussion with pupils about what they have remembered about the content they have studied and quality end products in their folders.

Equally, our pupils can talk articulately to inspectors, external visitors and governors about the work they have learned in their lessons. This demonstrates the end point that we aspire all pupils to achieve by the time they reach the end of key stage 2.

Monitoring of folders across the school by the subject leader also allows for the impact of the curriculum to be assessed. This is ongoing throughout the school year.

Next steps

The 2023 inspection reported that teaching and learning is outstanding. To maintain this outstanding judgement at Beecroft we recognise that:

1. It is crucial that in the Early Years our pupils start their geography education and begin to acquire the ideas and geographical vocabulary that they will build on as they progress through the school. The EYFS framework sets out clear, identifiable geographical knowledge that children are to learn. We have reviewed the sequence of learning in the EYFS plans to consider these expectations and careful thought has been given to what is being taught and the experiences provided for our youngest learners. (See Nursery and Reception long term plan.)

2. It is essential that the substantive knowledge of the geography curriculum (locational knowledge, place knowledge, human and physical processes and geographical skills) runs throughout all units of carefully planned geography work. At the same time, we must teach the pupils to work like geographers through their disciplinary learning as they learn to make sense of the work by answering enquiry questions, carrying out fieldwork investigations, analysing data and reading maps.

3. Trips and visits, including to the immediate locality are used to build the pupils' knowledge of place by linking to places pupils already know or are familiar with. (See MT plans)

4. To ensure the EEF principles of teaching are embedded in all plans and evident in geography lessons.

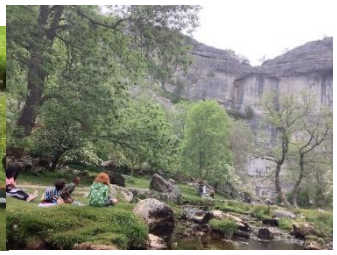
5. Leaders work with teachers to review the quality of class and fieldwork and reflect on pupils' learning. Fieldwork opportunities are carefully planned to provide pupils with the opportunity to collect data, make geographical observations and maps in the field, and enable analysis of this fieldwork to draw together the pupils' knowledge of location and human/physical processes at work.

Photographs Of Quality Geography At Beecroft – Visiting Locations And Follow-Up Work







Quality of Education- Early Reading and Phonics
February 2025

Introduction

At Beecroft, the priority of all teaching and learning is the development of communication and language. The majority of our pupils start school with either delayed language or English as an additional language, so the acquisition and understanding of new vocabulary is central to learning across the curriculum.

We intend that all pupils read with increasing confidence and fluency by the end of Year 2, regardless of their background, needs, ability and age, through high quality systematic, synthetic phonics teaching in all classes, the development of language and a love of reading.

Phonics

Phonics teaching starts from the first week in Reception and is taught as a discrete lesson twice daily. It is also incorporated into lessons across the curriculum and through the writing process. We have the same expectations for all children including those with SEND or EAL. By the end of year 1, we expect 100% of pupils to pass the phonics screening assessment.

We achieve these results year after year by:

- Following our chosen systematic, synthetic phonics programme (Essential Letters and Sounds) with fidelity
- Training and supporting staff to ensure consistency of teaching across the key stage- teachers use the same structure and terminology to deliver lessons
- Active and engaging whole class phonics teaching- twice daily
- Every aspect of the lesson is explicitly modelled- 'Teach not test'
- Emphasis on repetition and overlearning to ensure phonics knowledge is fully embedded
- Children are taught clear strategies to support sounding and blending and remember 'harder to read and spell' words
- Ensuring children 'keep up' rather than 'catch up'- Additional, daily intervention to ensure children keep up with the pace of the phonics programme with further repetition and revision of skills
- The key stage 1 classes each have an experienced support member of staff to provide additional support for children working below
- Bottom 20% read to an adult daily and attend weekly extra reading sessions after school
- Bottom 20% have daily extra phonics in small groups/1:1
- Teachers send home words to practise sounding and blending and encourage reading at home through the reading diaries and regular conversations with parents.
- Children are assessed on their phonics knowledge every half term- Teachers use this information to plan for the next half term and put the necessary support in place where gaps have been identified
- Application of phonics skills across the curriculum. Phonics is explicitly taught through the writing process

<u>Decodable Books</u>

We use phonetically decodable Oxford Reading Tree books that have been carefully matched to the child's phonic knowledge and ability. Books are sent home weekly and parents are expected to listen to their child read at least three times a week. The children will also read those books throughout the week in school

through guided reading groups and individual reading sessions. Children are provided with a range of texts including fiction, non-fiction and traditional tales.

Reading Progression

We expect that by the end of EYFS the children are secure in phase 3 and 4 phonics with a developing knowledge of phase 5 alternative sounds. We expect that most of the children will be able to read 100 high frequency words by sight and are reading sentences with some fluency and expression. Children are expected to talk about what they have read and answer simple questions.

By the end of year 1 we expect all pupils to pass the phonics screening assessment, read stage 6/7 decodable books and recognise up to 300 high frequency words by sight. Children are expected to read with more fluency with an understanding of pace informed by punctuation such as full stops, commas. We expect children to answer questions based on pictures and text.

By the end of year 2, children are expected to read with fluency and expression and answer questions using evidence from the text. Children move on from the Oxford Reading Tree books and start to read series of books, developing an understanding of common themes and character types.

Stories, Songs and Rhymes

Daily stories, songs, rhymes and poems are essential to teach children new vocabulary and develop their understanding of vocabulary in a range of contexts. Repeated rhymes and poems allow children to practise the rhythm of language and gain awareness and control of their voices. Singing and rhyming activities also help children develop phonological awareness and ability to identify rhymes, count or clap the number of syllables in a word and recognise words with the same initial sounds.

Reading into Writing

A whole class text is taught weekly to develop language and comprehension skills, leading into writing later in the week. New language is modelled and explicitly taught for the children through the text and understanding developed through discussion. Children learn to read new words and phrases from the text and use them in their writing. Large keyword labels are displayed on the board for children to access and support spelling. Children also segment words using their phonics knowledge. The bottom 20% are supported with keyword labels to order and re-read before writing the sentence.

Nuffield Early Language Intervention

After a successful first year, we have continued to deliver the Reception Nuffield Early Language Intervention (trialled by the Education Endowment Foundation). It has been shown to improve children's oral language and early literacy skills and involves scripted individual and small-group language teaching sessions. We used the LanguageScreen screening test in the autumn term to identify children in need of support. The following areas were assessed:

- Expressive Vocabulary
- Listening comprehension
- Receptive Vocabulary
- Sentence Repetition

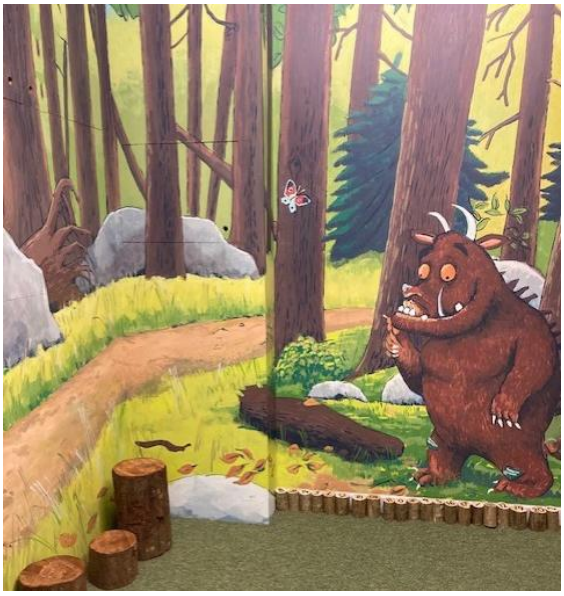
8 children have been targeted for the intervention and are now receiving 3 group and 3 individual sessions a week. We have already seen significant progress in the children's ability to sit and listen in small groups, speak in full sentences using a range of newly taught vocabulary, describe what is happening in a picture and use a range of story starters to make up stories.

Developing a Love of Reading

A wide range of stories, non-fiction, rhymes and songs are shared daily for enjoyment, to develop a love of reading and shower children with a rich range of vocabulary. The environment is language-rich with continued talk about words and new vocabulary visible. Exciting book corners in every classroom display carefully chosen books with focuses on popular children's authors. Half termly reading challenges encourage children to read a wider range of stories, non-fiction and poems.

Books read and re-read to children through daily story time are carefully chosen to appeal to the class, have a strong narrative, extend vocabulary and reflect a range of backgrounds and cultures. A wide range of non-fiction books have been purchased this year to enhance topics and for children to take home to share with parents.

In Reception, the 'Gruffalo's House' was created to excite and spark children's imaginations. The children have been using the space for role play and story-telling.



Engagement with Parents

Reading Meeting

In the autumn term, Reception parents were invited to a reading meeting to learn more about the process and teaching of phonics and how to support their child with reading at home.

Home/School Reading

The reading diary is used as a tool to monitor parent involvement, allows the teacher to have 1:1 discussions and provide the necessary input. Parents are expected to read with their child at least three times a week and comment in the reading diary. Parents are informed about their child's progress in reading and phonics every half term. Teachers send home phonics assessments, highlighting sounds and high frequency words to practise.

Library

Reception parents are encouraged to share and borrow books with their child from the school library during a weekly library session. Children in nursery and reception can also borrow books from the EYFS library, including dual language books to support EAL parents to use language and questioning in their home language. In key stage 1, children have weekly library sessions in the school library, choosing from a wide range of books.

Quality of Education: Personal, Social, Health and Economic Education (PSHE) and Social, Emotional, and Mental Health (SEMH) 2024-25

At Beecroft Primary School, we pride ourselves on providing an outstanding education that prioritises emotional wellbeing, diversity, and consistency across all classes. Our Ofsted Outstanding rating reflects our strong commitment to ensuring that every child receives the support they need to thrive both academically and emotionally.

The intent behind the teaching of PSHE and SEMH is to nurture confident, articulate, and resilient children who can self-regulate and understand their emotions by the time they leave Year 6. These core skills are foundational to our school ethos, where emotional wellbeing is at the forefront. Through our approach, we aim to foster an environment where every child, regardless of background, feels supported, valued, and equipped with the tools to navigate their emotional landscape and relationships successfully.

As noted in our latest Ofsted report, 'Pupils at Beecroft Primary School benefit from an outstanding programme of personal development. They learn about a range of pertinent topics such as bullying, democracy and positive and negative influences.'

How Is PSHE and SEMH Prominent Throughout the School?

At Beecroft, PSHE and SEMH are embedded consistently throughout the curriculum and school culture. This is not only reflected in our academic lessons but is also reinforced through whole-school initiatives and a culture of care and respect. Weekly reflective assemblies bring the school together, celebrate achievements through the Gold Book, and address themes ranging from friendship to British Values. The headteacher and other leaders use these assemblies to provide consistent messaging on key values, behaviour, and emotional wellbeing, ensuring that all pupils are nurtured in a safe and supportive environment.

The school provides a strong, cohesive community where values of kindness, respect, and empathy are modelled by staff and pupils alike. This consistent approach contributes to an exceptional standard of behaviour and emotional maturity across the school.

Our pupils also have dedicated time for emotional expression through daily use for the worry box and ongoing conversations with their teachers that offer a consistent opportunity to discuss concerns. This ongoing emotional support system is further strengthened by the high-quality PSHE and SEMH resources in our library, which cover sensitive themes such as bereavement, family diversity, race, and bullying.

high quality texts to help explore sensitive issues

In addition to these consistent practices, Beecroft participates in themed days like Children's Mental Health Week, Anti-Bullying Week, and World Book Day, which provide further opportunities for pupils to express their feelings and take part in themed assemblies and activities that reinforce our commitment to wellbeing. Our termly Wellbeing Days are specifically dedicated to supporting emotional and physical health, with activities designed to nurture resilience, mindfulness, and social skills.

What Does a PSHE and SEMH Lesson Look Like?

At Beecroft, consistency is key, and we ensure that PSHE and SEMH lessons are taught with fidelity across all year groups. Lessons are carefully sequenced and taught as standalone sessions once a week, where pupils are given the opportunity to engage in meaningful discussions about their emotional health. Teachers use a range of strategies, such as metacognitive learning, to help pupils reflect on their learning and develop key emotional skills like self-regulation, empathy, and resilience. For example, children learn breathing techniques to manage anger and practise social skills like friendship-building, which are then applied in real-life scenarios.

The curriculum is structured so that knowledge and skills progress sequentially, with topics building on one another year after year. For instance, the curriculum starts with self-awareness and social skills in the early years and progresses to more complex topics, such as risk-taking and decision-making, by Year 6. This careful progression is designed to ensure that pupils' emotional literacy and wellbeing skills are developed consistently, which is a key focus in our Ofsted Outstanding judgement.

We follow the *You, Me and PSHE* scheme, which provides a robust framework for delivering age-appropriate PSHE lessons. For SEMH, we use the *MindMate* scheme, which helps children build resilience and self-regulation, covering relevant themes at different points in the school year. This approach ensures that children are well-equipped to handle emotional challenges as they arise, both inside and outside the classroom.

Commitment to Diversity and Emotional Wellbeing

Diversity is a core value at Beecroft, and it is reflected in our PSHE and SEMH curriculum, which fosters a deep sense of respect, empathy, and inclusion. Whether exploring issues of race, family diversity, or gender, our lessons and resources ensure that all pupils feel seen, heard, and respected. This commitment to diversity is not only a central part of our curriculum but also a vital aspect of our school culture, which is shaped by our inclusive values.

Beecroft's focus on emotional wellbeing and diversity is reinforced consistently throughout the school. Teachers are supported in delivering a high-quality PSHE and SEMH curriculum, and pupils are encouraged to express their thoughts, feelings, and concerns in an environment where emotional wellbeing is prioritised.

Healthy Schools Accreditation and Continuous Improvement

Beecroft Primary School was awarded the prestigious *Healthy Schools* accreditation in April 2022, recognising our commitment to high standards in personal development, PSHE, and SEMH learning. The Healthy Schools report acknowledged our outstanding practice but also offered recommendations for further improvement, which we have acted upon to continually raise our standards.

For instance, we expanded our Relationships and Sex Education (RSE) curriculum to include conception, after consultation with parents and governors. Additionally, we have introduced pre- and post-assessment sheets for each PSHE unit to better track pupil progress. Our commitment to improving PE provision, including hiring a specialist to deliver two hours of PE per week, further underscores our commitment to both physical and emotional health. In response to recommendations about healthy eating, we have developed a sequenced food and nutrition curriculum that is embedded into our Wellbeing Days.

Personal Development and Leadership Opportunities

We provide a wealth of opportunities for pupils to develop their leadership skills through positions like School Council and Sports Leaders. Pupils in these roles are actively involved in decision-making, contributing ideas for school initiatives and leading projects that promote physical activity and emotional

wellbeing. These leadership opportunities are designed to nurture personal development and a sense of responsibility, enabling and promoting pupils' personal growth.

As the Ofsted report highlights, "The school's emphasis on leadership opportunities for pupils encourages personal responsibility and enhances their sense of self-worth. Pupils are empowered to contribute meaningfully to their school community and to become active, responsible citizens."

We also work closely with parents to address any emotional or social challenges their children may face. One example of our commitment to supporting all aspects of personal development is our play therapist, who works with pupils on a weekly basis to support children with additional social or emotional needs.

Quality of Education - Art and Design

Teaching a Broad and Balanced Curriculum:

Art and Design at Beecroft delivers a high-quality art, craft and design curriculum that engages, inspires, and excites pupils. It is a curriculum that has depth and breadth, providing opportunities for pupils to explore and develop skills with a wide range of 2D and 3D materials, processes and techniques. There is a clear sequencing of skills within each project. It also develops pupils' knowledge of the historical and cultural importance of the subject. Art and design is taught as a discrete subject by specialist teachers with weekly lessons for all pupils and is woven into the wider curriculum by classroom teachers. Classes have sketchbook corners which provide opportunities for children to handle, describe and draw primary artefacts and drawing is used in different ways to extend and deepen the wider curriculum. Our high-quality art and design provision creates artworks using a wide range of media, techniques and processes. Children work collaboratively creating costumes, set and props for concerts and parades and contribute to events in the wider community such as designing posters for Kirkstall festival, Kirkstall Arts Trail and Festive cards for local MP Rachel Reeves. We recently achieved the Silver and Gold Arts Mark Award.

Sequencing the Curriculum

Pupils build upon the specific skills, knowledge and understanding they need to progress to the next academic year. This progression is tracked and monitored across the key stages and provides an excellent overview of their progress.

Within each project we have identified and focused on three core elements that will provide pupils with greater depth of knowledge and understanding in the subject in each unit year on year;

· Practical knowledge (developing technical proficiency, learning the methods and techniques that's artists, craft-makers and designers use)

· Theoretical knowledge (tools, materials and history of art, craft and design – cultural and contextual)

· Disciplinary knowledge (how art is judged, valued and evaluated)

We ensure pupils learn about the formal elements of art because knowledge of colour theory, tone, line and shape underpins all artistic study and practice. Without a clear understanding in these areas, pupils will struggle both to analyse and interpret the work of artists they study, and to manipulate different media to create particular effects in their own artwork.

Sketchbooks have been prioritised within the curriculum to ensure all children have time to experiment with their ideas and practice different types of drawing, such as representational and expressive drawing. This provides them with opportunities to secure greater depth and continue to develop mastery of skills and practical knowledge. The sketchbooks are a vital tool in the development of their ability to communicate, record and create and promote the process of making rather than the final outcome.

Key vocabulary is fed into everything we do in art and design. Vocabulary is introduced, learnt and explained with key words written in sketchbooks.

A 5 a- day strategy is applied in art and design within each lesson. Children might watch a short clip from 'Tate Kids' of an artist working in a particular style (technology) and then discus their technique in groups and feedback to the class (flexible grouping). The teacher might then demonstrate the technique and walk

them thorough the steps to achieve this technique themselves (explicit instruction, scaffolding). Children would then evaluate their work through self and peer evaluation (metacognition).

Key Stage 1

Art at key stage one is delivered by a teacher once a week. Children learn about a range of artists within the context of where and when they lived, what they thought about and what they painted, wove or made. We are increasing the diversity of artists studied – for example, we have introduced a topic of Frida Kahlo, a Mexican woman with a disability who examined the folklore of her country and her own feelings about her identity. This stimulated a lot of conversation about feelings, emotions and well-being. We have also developed 3D work with Key Stage 1, by exploring the leaf bowl sculptures of Japanese artist Kay Sekimchi. Children have produced their own 3D bowls by working in a similar way.


3D bowls by Year 1 inspired by Kay Sekimchi

Other projects are based upon nature – for example we have looked at trees, fruits, and found objects and reproduced them in close observational drawings and paintings. The pupils also go bird-watching in the school grounds and make bird puppets of local species. Finally, skills-based projects such as sewing, weaving and pottery are taught in the context of different artists and history.

Key Stage 2

Art and design at key stage 2 is delivered by a specialist teacher once a week in the art and design room. This is a unique space where children can work as artists, designers and craftspeople with specialist equipment usually only seen in secondary schools. Skills with materials, techniques, processes are taught alongside knowledge and understanding of different genres of art, craft and design in different times and cultures. For example, children in Year 3 develop skills they have learnt in key stage 1 such as modelling clay to make ceramic pots, constructing with card and papier mache to make Stone Age tools, or experimenting with mark making to create landscapes paintings in the style of David Hockey. Some art and design projects stand-alone but others have natural links to the wider curriculum. By the end of key stage 2 children have had opportunities to refine, develop, revisit and gain mastery of their skills, knowledge and understanding of the subject. Children in Year 6 can use a wide range of art materials with confidence and skill to communicate their feelings and ideas.

Highlights

Achieving Silver and Gold Arts Mark

Our school Arts Council are ambassadors for the arts subjects and focus on ways to support and improve the arts provision at Beecroft. They organised a fantastic Arts Day in June 2023 which involved a visiting band called ‘Back Chat Brass’ and an opportunity for every class in Key Stage 2 to experience an arts

activity, such as, sculpture, Garage Band on the computer, dance, chimes and drama. They also created their own resources to sell in an arts shop and are using the money they made to create resources for another arts day and shop in 2024.

Year 4 had a fantastic trip to the Yorkshire Sculpture Park and had the opportunity to see contemporary sculpture and work in groups to create their own outdoor sculpture.

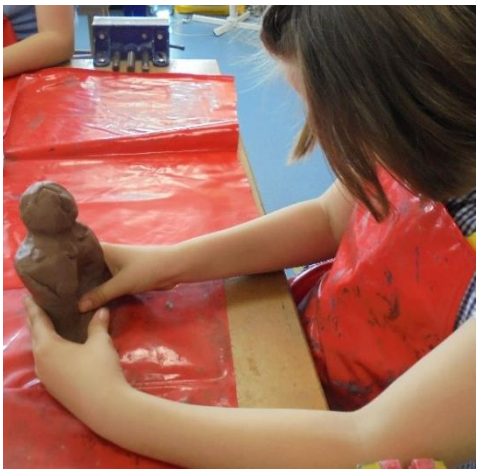
Contributing to the Kirkstall parade by designing posters for the competition and making an enormous papier mache puppet to carry on the theme of 'Its Behind You!' really made Beecroft stand out!

We made 120 clay figures to contribute to the Kirkstall Arts Trail Anthony Gormley sculpture along with three other schools. The collaborative work was titled 'Assembly'.

A pupil in Year 5 won the Rachel Reeves Christmas card competition.

Our specialist equipment, such as our kiln, continues to be used throughout the school allowing us to complete clay work to the very highest level and use glazes.

Arts Day Sculpture for Kirkstall Arts Trail



Clay work fired and glazed in our kiln

Art and literacy.

Observational drawing

Music At Beecroft

Teaching A Broad And Balanced Curriculum

We are passionate about and proud of the teaching of music. At Beecroft, it is an integral part of our weekly school life. Music is weaved throughout the curriculum through daily songs and rhymes in Nursery and Reception, ensuring a recognition of key elements of music such as rhythm, a development of language and beginning to participate in performances. Staff work as a strong team and are passionate about what we do. The Headteacher is part of the musical team which gives everything importance. All pupils play a musical instrument from Years 3 to 6 with specific instrumental teaching being taught for one hour weekly for all Year 4 -6 pupils. The majority of staff (including Headteacher, flute) play an instrument and are involved in the teaching across Year 3-6. Chime bars, keyboard, percussion and the recorder are a part of our music rotation, giving additional children the opportunity to play these instruments. We continue to assess children using the Associated Board of the Royal School of Music Medals. Instrumental teaching is aspirational – complex pieces are sight-read for example by the 20 recorders as they play at levels copper to gold. The vast majority of pupils at Year 6 are able to read music and understand the key vocabulary, such as dynamics, at Year 9 level (MMC p 44-45).

Our commitment to music, in teaching a broad and balanced curriculum with depth, has meant we have continued to have the Music Champion status (of only 4 schools in Leeds to be given this accolade) and have both Silver and Gold ArtsMark awards, something of which we have been required to evidence numerous in-depth steps. We are currently applying to gain the Platinum ArtsMark award. We gained these awards by demonstrating our achievements such as: the wide range and regular performances which take place yearly, including incorporating multiple performing arts areas together (such as music with dance and drama), presenting learning in a manner of ways (such as using videos and technology to expand on children's understanding of performance) and our attitude towards working with other schools to develop our own curriculum knowledge.

Sequencing The Curriculum

The music curriculum within Beecroft is formed to provide progression throughout the school to develop musical knowledge. We have used the Research Review Series (July 2021) and adapted the "3 pillars" which interrelate musicianship.

1) "Technical development" in demonstrating intentions successfully through sound – in Beecroft, specifically through specialized instrumental playing and singing.
2) "Constructive" pillar, which allows for the greater depth of understanding within music and how each element of music comes together – in Beecroft through discussions of how music is formed, such as rounds, cannons, etc.
3) "Expressive" pillar, which focuses on quality of music, the meaning and creativity – in Beecroft, this is shown through listening to a range of pieces from different cultures and countries and recognizing the techniques within the music to show this, expanding on the knowledge of musical meaning across the world and time.

The children can apply this knowledge into writing compositions, using the notes they have learned at their level, and in turn perform pieces to a wider audience. Teachers are trained and assess children in ABRSM Music Medal assessments, providing nationally recognized awards for the children's achievements in their instrument. Music Medals are an excellent sequential scheme for instruments, enabling children to learn a body of musical knowledge, including technical notes on the stave and key language. This is soundly implemented and sequenced within each instrument. Progress with sequencing KS1 is ongoing, using the

Charanga music scheme and the introduction of a new scheme: Sing Up, which is also used throughout the school for additional whole school singing and choir.

Model Music Curriculum and Implementing the 5-A-Day Strategies.

To ensure a sound implementation of the "3 pillars", we have adapted our teaching and progression of skills using the Model Music Curriculum to ensure all key elements of music are explicitly taught (singing, listening, composing and performing). Our key intent is the development of language due to the wide variety of backgrounds and languages in our school, being explicitly taught in every lesson. We also aim to provide children with a greater understanding of the cultures and traditions which reflect our school community. Children are progressively expected to understand and discuss musical features such as: composer, style/genre/cultural context of the piece, rhythm, tempo, instruments included (with numbers such as quartet, quintet, etc), mood, structure, texture and dynamics all being part of the weekly conversations. This is then repeated by the class teacher through the music lessons with the language used being appropriate for the age group and chosen from the MMC. The MMC has been incorporated throughout lessons in every way through each of these musical features and by including songs and instrumental pieces.

Explicit teaching: Every element of music is explicitly taught, with every teacher explaining and repeating the definitions of all vocabulary and the techniques required for the specific musical instrument.

Scaffolding: Every teacher demonstrates how to use the vocabulary within sentence correctly when verbally discussing techniques and shows children how to approach the instrumental playing element. Each lesson, this is re-built upon and knowledge is deepened, allowing for continued development.

Flexible groupings: In every lesson, children may work in different groups such as to support another child who is completing a more beginner Music Medal, or may work in the Music Medal groupings in order to continue to improve and assist one another in improving. Instruments are included within the orchestra.

Use of technology: A variety of ways to teach the children notes and technical sequences are used, such as: interactive whiteboard with the "stave tool", videos to assist with understanding, listening to music through online services, recording tools on iPads.

Metacognition: Repetition and recapping key vocabulary each lesson embeds the knowledge for the children. Children must also be able to explain the steps of working out what a note is (for example, using middle B on the stave as a base) and being able to explain this clearly to other children, then apply this to other musical areas such as sight-reading.

Nursery and Reception

Music is taught in Nursery and Reception daily through both specific music lessons and wider-curriculum opportunities, using songs and rhymes. Children are introduced to musical elements such as rhythm, tempo and dynamics through a range of percussion instruments. Reception children are expected to join in with the assembly songs, demonstrating high standards expected throughout. Breadth of learning is key in reception.

Key Stage 1

The Charanga music scheme and Sing Up music scheme are both used and taught by our pianist and class teachers. This is adapted and progresses for each class and linked to the foundation subjects where appropriate, allowing for the breadth and continuation of key vocabulary throughout. Year 2 learn to recognize and begin playing simple pieces on a range of percussion instruments in preparation for KS2, developing pulse, beat, rhythm and pitch understanding (pg 18 MMC).

Years 3 and 4

The recorder is introduced in Year 3, with the expectation that all children can create a clean sound, recognize 3 different note lengths and are able to accurately both play and read on a stave the notes of B,A,G. In Year 4, children learn a greater variety, increasingly developing their music reading skills, simple note recognition on a stave and application of rhythms to the instrument through composition (pg 23-24 MMC). Throughout Year 4, children are regularly assessed for progression onto the specialist instruments: flute and guitar.

Years 4 – 6 Instrumental Teaching and Music Medals

Instruments currently being taught using the Music Medal scheme are; flute, violin, recorder, guitar and keyboard. The skills being learned are based on both the key elements required for each year groups, but also the performance assessments of the Music Medals. These are the: ensemble skills (interaction and responsiveness), control of sounds (how the sound is produced, pitch, intonation and producing controlled and contrasting dynamics), interpretation (tempo, rhythmic fluency, shaping of musical phrases and ability to apply to musical contexts) and communication (continuity and sense of performance, sensitivity to musical detail and application of technical skills through mood and character). Each of these require a sound recognition of the notes within their level, rhythms and understanding of reading music on a stave. Notes are progressively increased and tailored to each instrument, with all key notes having been learned by the final level. Below is a table demonstrating the high numbers of Music Medals which were gained. All children gained a pass, with some children gaining “excellent”, meaning each category was assessed as being excellent. Composition is included for developing an understanding of and learning key notes for each level.

Music Medal Total Numbers 2023 - 2024

	Copper (level 1)	Bronze (level 2)	Silver (level 3)	Gold (level 4)	Totals
Recorder	11	0	4	2	17
Flute	1	5	5	0	11
Violin	6	4	3	0	13
Guitar	12	0	0	0	12
Keyboard	4	0	0	0	4
Total	**34**	**9**	**12**	**2**	**57**

Chime bars, percussion, keyboards and additional guitar groups have also continued this year, with a focus on composition, recognizing notes and the key techniques for these instruments as part of a rotation to enable children to experience different instruments.

Singing and Listening

Singing is aspirational with KS1 songs being taught with the Year 4 MMC guidance (pg 25) and KS2 songs being taught with the Year 6 MMC guidance (pg 33) – often incorporating elements of guidance up to Year 9 (pg 38-39). To ensure breadth of songs being used, the Sing Up scheme is also used for both whole school and choir pieces, including songs from the KS3 curriculum. Being able to sing part songs in unison, a wide repertoire incorporating different time periods, cultures and countries, and being able to explain the vocabulary and techniques discussed are taught to all children. An emphasis on being able to understand the key messages behind each song and explaining this is taught in line with the reading policy – breadth of vocabulary and rehearsal. Development and learning of language is currently being taught through listening to a range of music from different countries, cultures and time periods. Children are given time to listen to the music, read a section of information with key vocabulary, and then are expected to answer questions following a short discussion.

Performances

We continue to enjoy performing to an audience, with our "Music In The Hall" involving all Key Stage 2 taking place in May 2024, including all children from the orchestra, drama club performance, choir and whole key stage. Reception and Key Stage 1, performed a variety of challenging songs and instruments in their own family performance in July 2024. Performances such as this are vital for developing children's aural skills, building confidence and supporting wellbeing (supported by the MMC). It has also allowed Beecroft to reach out to the community and families. In December 2024, we performed another musical in the hall: The Blue Bottle, which incorporated all children from Key Stage 2, with every child having a part. Children in Key Stage 1 and Reception participated in the Nativity, with all children being in costume on stage.

Highlight

Music for children with SEND is ambitious but is adapted and developed where required. Extra time and smaller group sessions or responsibilities are given to these children to promote independence and to ensure a progression throughout. All children, regardless of SEND needs, culture and disadvantaged home-

life backgrounds participate in music and play in instrument in Years 3-6. Additional time is put in to support the performances, with all children being involved and supported. Introducing the recorder to children in Year 3 and 4 has increased the number of experiences the children are exposed to. In April 2025, children from the choir will be taking part in the “Sing Spectacular” at Headingley Stadium, before the Leeds Rhino game.

Next Steps

To further develop the curriculum within music, additional events with the community have been organised, such as the Arts Day in summer 2024; we are currently planning for another guest artist to attend in summer 2025. These are key to develop the children’s awareness of different styles and genres of music and widening our music abilities to the broader community. Development of the curriculum to ensure high standards and range is continuous and ambitions. Coaching and additional support is continuously in place to support class teachers in their ability to explicitly teach all key vocabulary and techniques, ensuring a smooth transition into other year groups and to demonstrate continuous progress throughout the school. This is especially important due to the range of additional languages children speak and so development of language is of utmost importance.

Design and Technology At Beecroft

Teaching A Broad and Balanced Curriculum.

At Beecroft Primary, we are committed to delivering a high quality of teaching in Design & Technology which is shown through our employment of a specialist Design and Technology teacher and investment in our specialist Art and Design room. The specialist teaching provided by Brian Russell, a former secondary D&T teacher, means children at Beecroft are able to develop their knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' into the products they are making. Working alongside the specialist teacher allows staff at Beecroft develop their own knowledge and confidence of the subject which in turn leads to staff being increasingly more confident and enthusiastic around the subject. This in turn is increasing the depth and content of the different units taught in each year group.

All pupils from the Foundation Stage to Year 6 access a unit of work for Design & Technology. Pupils are encouraged to work with a range of range of rigid materials as well as textiles increasing in type and variety as they progress through the key stages. They are introduced to a wide range of tools equipment from hand saws to drills, jigsaws and vacuum forming and are taught how to use these safely and with increasing independence. To give further opportunities for D&T in Key Stage 2 we have an after-school D&T/Enterprise club which has proved extremely popular and they have enjoyed making items sold at the summer fair to raise funds for school.

Sequencing The Curriculum

At Beecroft, we have made a conscious decision to deliver the Design and Technology curriculum through an iterative design-make-evaluation process. We place high importance on children making a final end product of which they can be proud and which allows them to embed all they are learning in the unit of work. This model also utilises the large investment that has been made in creating a purpose-built specialist Art and Design room and employing a highly experienced national leader (who is now in retirement) to work one day a week delivering D&T lessons and to work with our staff and raise the level of D&T teaching at Beecroft. The process of design-make-evaluate increases in complexity as children progress through the school; new and more complex tools and equipment are introduced; design decisions increase and are greater in number and complexity and number of components required in the products increases through the year groups.

The Spiral Curriculum and Implementing The 5-A-Day Strategies

To ensure children are develop the creative, technical and practical expertise needed to perform everyday tasks, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and are able to critique, evaluate and test their ideas and products and the work of others, our teaching and progression of skills uses a spiral curriculum to ensure all key elements of Design & Technology are explicitly taught (design, make and evaluate). In line with all areas of the curriculum at Beecroft, our key intent is the development of language due to the wide variety of backgrounds and languages in our school, being explicitly taught in every lesson. Children are progressively expected to understand and discuss design and technological features such as:

research, design brief and ideas, prototype, evaluation, audience, purpose and quality, all being part of the weekly conversations. This is then repeated by teachers within the lessons and during explicit instruction.

Explicit teaching: Every element of D&T is explicitly taught, with every teacher explaining and repeating the definitions of all vocabulary and the techniques required for the specific process or use of tools and equipment. With the spiral curriculum, skills, materials and equipment are revisited within different units of work.

Scaffolding: Every teacher demonstrates how to use the vocabulary within sentences correctly when verbally discussing techniques and shows children how to approach the practical elements of the design-making process. Each lesson, this is re-built upon and knowledge is deepened, allowing for continued development. Visuals within the D&T folder support pupils in learning the correct technical vocabulary to apply to tools, equipment and materials.

Flexible groupings: In every lesson, children may work in different groups such as to support another child in completing an element of their project or to assist one another in improving. They may work together to complete tasks which are completed easier with two people. Teachers may also group children in order to support with specific techniques such as using the drill or gerbil-cutter or helping children to cut materials accurately.

Use of technology: A variety of ways to teach the children different design and making techniques are used, such as: interactive whiteboard, videos to assist with understanding. In different projects, children are required to use the technology themselves within the design process.

Metacognition: Repetition and recapping key vocabulary each lesson embeds the knowledge for the children. Children must also be able to explain the steps of the process they are completing for others then apply it to their own work. The spiral curriculum also provides opportunity from recap and recognition from previous years.

<u>Reception</u>

In Reception, D&T work is based around making a vehicle with moving wheels. In their designated Design & Technology area in the classroom, pupils make a vehicle using a standard box for the body and measure the centimetre square wood for the frame against this. Sawing board and junior hacksaws are used to cut the wood to the correct measurements. Frames are glued and use cardboard triangles to strengthen the structure. This is linked to topics/books including using the book 'The Gruffalo', where children make a jeep to search for the Gruffalo or making an emergency vehicle following a visit from West Yorkshire Ambulance Service in an ambulance.

<u>Key Stage 1</u>

From Year 1, pupils use the Art and Design room for their D&T lessons. A variety of basic materials, equipment and simple tools are introduced allowing children to cut and join to make structures. In Year 1, children make a planter. This builds on the skills and methods used in Reception but with children now measuring lengths of wood with a ruler and using a jig to help with joining once the lengths have been cut. Design decisions are made around how to decorate their planters. In Year 2, pupils make a bug hotel. This links with their science unit of work on living things and their habitats. A greater variety of materials are introduced with different woods and decisions taken with

Year 2 using the hand saws and vice

improving qualities such as water-proofing. Cutting and joining skills are further developed as children must measure and cut different lengths of wood before joining. Independence in cutting and joining is developed.

Key Stage 2

In Key Stage 2, classes at least 1 project delivered by our specialist D&T teacher with additional opportunities being developed in other areas, including supporting the science curriculum. In Year 3, pupils make a mechanical toy. Inspired by the 'Mr Men' books they design their own character to make with moving parts, learning about mechanisms in the process. They use the scroll saw to cut the shape of the body, pillar drill to drill holes for the screws and disc-sander to finish the wood. Hand tools are also used to join the components.

In Year 4, children use the short story 'Parker-Hamilton' as inspiration for a robot-themed night light. They are introduced to electrical circuits, soldering (with support) their own LED light circuit. They also use the pillar drill and create the head for their robot using the vacuum-former and gerbil-cutter. In Year 5, children have made dragsters to link with their science unit on forces. Using and developing their cutting and joining skills from Key Stage 1, they build the chassis and body of a dragster. The pillar drill is used to drill holes for the wheels and they use the vacuum-former to form a cockpit for the dragster before cutting it out with the gerbil cutter. A large amount of on-going testing and evaluation helps them to create the best performing dragster. In Year 6, pupils produced a clock for a chosen audience. This involved a great deal of research and design work to ensure the final product was fit for purpose. The vacuum-former was used to make the basic shape of the clock and the laser-cutter was used to make the detail.

Year 5 using the gerbil-cutter

By the end of Year 6, children are able to research and analyse existing products and use this to inform their own designs for their product. They can choose from a range of materials to suit the purpose of the product and use a range of tools (many of which often only found in Secondary settings) to make different elements. Evaluation is on-going through the design and making process and they can make a detailed evaluation on completion. Projects at Beecroft are of a high standard and children often demonstrate skills/knowledge at a higher level, for example the board game is comparable with a Key Stage 3 project.

Highlights

Beecroft School Museum

In addition to delivering the D&T curriculum to all key stages, Brian Russell has set up a school museum at Beecroft based on the museum he successfully set up at Hanson Academy. This has been well received not only by pupils and staff but has been enjoyed by parents and visitors during open days and evenings.

With exhibits in the shared areas throughout school, children can learn about key cultural and religious aspects of Africa as well as craft skills of the continent. Display cabinets and a market stall present artefacts and products for pupils to observe, question and learn more about. A design timeline introduces popular products and their designers across the decades alongside display cabinets of various household items and their product development over time. Key questions stimulate children's thinking around product design choices, development of materials and manufacturing processes.

Pupil voice has played a big part in the development of the museum as a group of Year 6 pupils have taken curator roles and supported Mr Russell in developing the exhibits, researching and presenting their findings with the various artefacts. This has given opportunities for pupils who may otherwise not be as engaged in an extra-curricular club or activity to play an active role in the school.

D&T continues to contribute to a wider skill set. Pupils are being given opportunities to work in pairs and small groups developing teamwork and communication skills. Classes have seen lower ability pupils thrive with the practical tasks and succeed in applying maths and science knowledge to a project in context.

Next Steps

Continue developing further areas for the museum around school supported by the Year 6 museum curator group. Link with subject leaders to provide opportunities for different curriculum areas to highlight the subject in a different way.

Complete the D&T Mark from the Design and Technology Association as well as embed further Design and Technology opportunities to support other areas of the curriculum especially in science and maths (STEM).

Quality Of Education

Science 2024-25

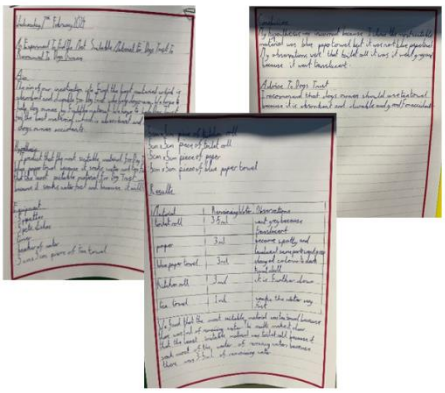
Teaching A Broad and Balanced Curriculum: Knowing More and Remembering More

The science curriculum at Beecroft Primary school has been adjusted to reflect the understanding of what pupils know, do not know and the critical disciplinary and substantive content for progression in each subject.

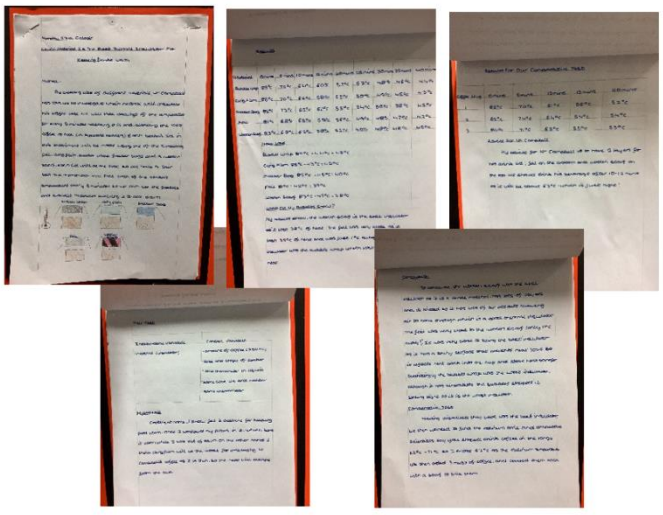
Time in lessons is used to explicitly teach key concepts, skills and vocabulary with emphasis on allowing children time to understand, rehearse and revise new ideas and words to allow for maximum retention, ensuring that there are no gaps in knowledge for subsequent learning on that concept. As Ofsted reported in November 2023, 'Pupils make rapid progress through the curriculum and develop highly detailed knowledge and understanding. For example, pupils in Year 4 can explain complex science phenomena such as changes in states of matter. They can accurately use subject-specific vocabulary.' Lesson objectives now focus more on the development and comprehension of scientific language rather than the completion of activities. This is one way in which we achieve children learning and knowing more.

Using the latest recommendations, Beecroft Primary School ensures full understanding and retention of knowledge and skills through the inclusion of the **5 a day teaching** strategies. Flexible grouping, carefully selected scaffolding through the use of diagrams, models and word-mats, use of technology, metacognition and explicit instruction are being used and developed in all teaching to produce outcomes that are embedded into long -term memory. At Beecroft Primary School, we ensure that science lessons follow the recommendations of the Education Endowment Foundation (November 2023) as well as the 5 a day strategies. Science lessons should include scientific vocabulary, pupils explaining their thinking, pupils working scientifically using disciplinary skills and relating learning to real world context. Sciences should be assessed throughout the lessons formatively to allow for adaptive and responsive teaching and staff have had time for sufficient science training and professional discussions with the science leader.

Science teaching incorporates our reading and writing process ensuring that high quality texts are used and promoted, and the drafting process is used when writing. Writing opportunities in science can be seen to progress throughout the year groups:

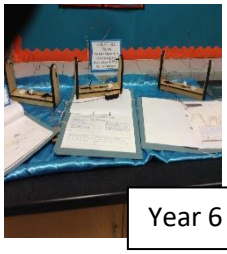


Year 2 Materials Absorbency Investigation

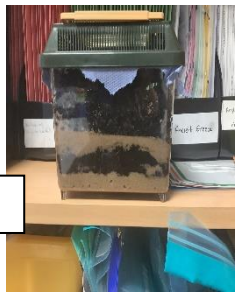


Year 5 investigation into insulation

Use of high-quality science equipment, texts and opportunities to explore scientific concepts through experimentation and investigation is still carefully planned into learning sequences to ensure children are able to link these experiences with key concepts and vocabulary. Children use these experiences to gain disciplinary knowledge such as the idea of controlling variables and what is needed for a fair test



Year 6 electricity investigations



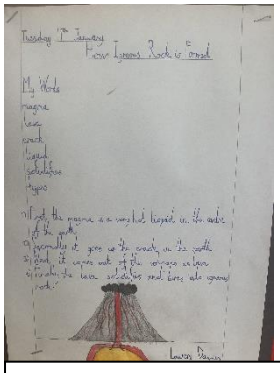
Year 2 earthworm farm

Teaching of science continues to be broad and balanced in how we include educational visits and visitors into the planned sequences. For example, Year 2 have previously visited Kirkstall Valley Farm when learning about plants and Year 6 visited the Birds Of Prey Centre when learning about evolution. Children used their existing knowledge and used this experience to build upon it.

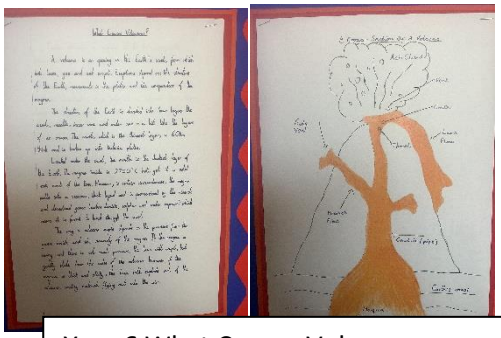
Progress With Sequencing The Curriculum.

In response to the research review analysis: science (DfE, April 2021), the Ofsted Research Series: Science (Ofsted, February 2023) and the improving primary science recommendations (EEF, November 2023) the planning and teaching of science has been adapted and renewed to incorporate the latest findings and best practice. Sequencing of learning within science clearly sets out to define the substantive and disciplinary knowledge children will be learning and whereabouts in the subsequent year groups this knowledge will be built upon. This ensures that the interplay between substantive and disciplinary knowledge is carefully sequenced in order for children to not only know the science but also have the skills to be able to work scientifically.

The planned science curriculum at Beecroft Primary School has been sequenced to progressively give opportunities to produce high quality end products through following our writing and reading process. For example, using high quality resources, Year 3 drafted and wrote an explanation piece on the formation of rocks. Year 6, also using our reading and writing process, researched and drafted a piece on the formation of volcanoes. Both pieces exemplify the substantive knowledge gained with the inclusion of specific scientific vocabulary, key in our writing process, but progression can be seen with the amount and depth of explanation.



Year 3 How Igneous Rock Is Formed



Year 6 What Causes Volcanoes

Highlight

One area of science that has had a good impact is our revision and training in pedagogical methods. In order to allow children to know more and remember more, teaching has been honed to include time to discover what children already know and build upon their pre-existing knowledge.

Teaching has been modified to include an emphasis on teacher-directed instruction and meaningful practical activities. Teachers are expected to explain explicitly, with an emphasis on scientific vocabulary and clearly using high quality technological resources such as approved videos and animations when explaining abstract concepts such as forces and space. Effective practical activities such as experiments and investigations are planned, including teacher demonstration, and chosen carefully to allow children to gain disciplinary knowledge such as how to use scientific equipment and not planned as an activity to complete. These are thoughtfully sequenced throughout the Beecroft Primary School science curriculum to ensure the progressing disciplinary skills are taught and learnt well.

Next Steps

The next step for science at Beecroft Primary School is for children to be clear on the disciplinary skills they are learning in each lesson. Following discussions with pupils, the science leader identified that children were able to confidently explain the substantive knowledge they had learnt, however were not clear on the disciplinary skills they were learning and using in each lesson. Teachers receive training on this and are focusing on ensuring children understand and can explain the disciplinary skills they use as well as the substantive knowledge.

Participation in key national events such as British Science Week is also planned to raise the profile of science within the school and community.

Quality of Education - Religious Education

Ofsted Inspection 2023: 'Pupils have a good knowledge of world religions.'

Beecroft proudly embodies a rich tapestry of ethnic, cultural and religious diversity, with 70% of its pupils from BAME backgrounds and 44% for whom English is an additional language. Our mission is to deliver a high-quality education through a broad and balanced curriculum that prioritises deep learning, ensuring pupils not only acquire knowledge but also retain it effectively. We emphasise explicit teaching of concepts, skills and vocabulary, enabling pupils to progressively build on their understanding over time in Religious Education (RE).

Beecroft incorporates the **5 a day teaching strategies** across all areas of the curriculum. This provides flexible grouping allowing peer and small group support, scaffolding which provides visuals and models for pupils, technology which is accessed through a range of devices, explicit instructions are carried out in a clear way across all RE lessons and metacognition strategies are used that embed learning into long term memory. All RE lessons involve the learning of **substantive knowledge** such as learning key information about different religions and traditions and **disciplinary knowledge** is also learned and practiced in each RE lesson which allows pupils to use skills to expand their learning through age appropriate enquiry and research.

Our spiral curriculum design ensures that previously acquired knowledge and skills are revisited and deepened, fostering strong connections between new and existing understanding. Teachers and leaders collaborate closely to ensure continuity and progression in learning, which empowers pupils to engage deeply with the subject matter. The main focus of teaching in RE is clear teacher explanations and learning key vocabulary. This focuses around rigorous investigation of key questions, an 'enquiry approach', with the use of resources and first hand experiences at the heart of our learning. Lessons now focus more on the development and comprehension of religious and cultural knowledge rather than the completion of activities. Questions for enquiry are contemporary, relevant and engaging and all children are able to use their knowledge and learning to answer and explain.

Pupils benefit from explicit, language-rich RE teaching in discreet units that follow a structured approach to reading and writing, effectively expanding their religious vocabulary and knowledge. High-quality resources and texts encourage the integration of personal experiences with academic learning. Each unit immerses pupils in both religious and non-religious perspectives, equipping them to tackle profound questions of meaning and engage with contemporary issues impacting our communities today and in the future. In studying Christianity alongside five other major world faiths; Buddhism, Hinduism, Islam, Judaism, and Sikhism, we recognize and celebrate the diverse interpretations within these traditions, ensuring our curriculum remains inclusive and reflective of the rich variety of beliefs in our society.

Sequencing the Curriculum

Each unit of work in RE is confidently planned by class teachers with the support of leaders so that sequencing across the school is evident. Teachers use the Leeds RE Syllabus and the Diocese of Leeds RE Programme to plan clear and explicit lessons and teaching which build knowledge and understanding over a sequence of lessons. This approach to teaching RE is consistent across Beecroft which allows all teachers to provide a broad and balanced curriculum for children. An 'enquiry approach' to RE is applied across Beecroft through questioning and discussion, this allows teachers to identify what children do and do not know and makes evident where support should be put into place.

Many religious based trips and visitors to school happen throughout the year as it is important for pupils at Beecroft to have opportunities to visit new places and receive new insights that will expand their

understanding of different religions and beliefs. This also fulfils the pupil's curiosity surrounding the differences between their own beliefs and others.

Having a consistent approach to planning and teaching allows all teachers across the school to carry out the 'spiral curriculum' ensuring that learning shows progression and identifying any gaps in learning. The writing process is embedded in the planning consistently across all subjects; the children work towards producing high quality end products that are examples of how they are able to explain and apply their knowledge.

Highlights

In **Nursery**, we believe in teaching children about the rich diversity of cultures and traditions that exist in our world. They have focussed on special stories from different religions and helped children understand why they are important. Throughout the school year, we explore various celebrations, with a particular emphasis on those that are significant to the children and their families. During Diwali, delved into the story of Rama and Sita, allowing the children to grasp the narrative behind the festival. Similarly, during Christmas, we introduce the children to the story of Christmas and taught them traditional Christmas songs. By immersing them in these cultural experiences, we hope children foster an

In **Reception**, children celebrate and honour the rich diversity of cultures within the class. Through engaging and meaningful discussions, children embrace both their similarities and differences, fostering a deep respect for each other's unique backgrounds. To enhance their cultural understanding, students are invited to bring in significant items from home that reflect their countries, cultures, and religions. This hands-on approach has provided a valuable opportunity for children to develop a richer appreciation of the diverse traditions that comprise our community. Exploring the theme of festivals, they delve into celebrations such as Christmas, Chinese New Year, and Diwali, allowing them to identify both the commonalities and distinctions among these cultural festivities. Through these explorations, children's curiosity and enthusiasm for learning about different traditions have sparked a sense of wonder and appreciation for the vibrant tapestry of cultures represented in our classroom.

In **Year 1**, students have engaged in meaningful explorations of the significance of Christmas within Christianity, uncovering the special stories that resonate with its teachings. They have also examined Islamic beliefs, alongside reflecting on their own cultural backgrounds. To celebrate this diversity, children enthusiastically shared personal items such as clothing, flags, and cultural artefacts that represent their family heritage. This vibrant exchange of ideas and personal narratives cultivated a deep sense of mutual understanding among the students. By learning about various religious and cultural traditions, including those of Diwali, Christmas, and Easter, they have developed a profound appreciation for the diverse stories that shape different faiths. This inclusive approach not only enhanced their understanding of various religious narratives but also fostered a spirit of curiosity, respect, and acceptance towards the rich tapestry of beliefs and practices that exists in our world.

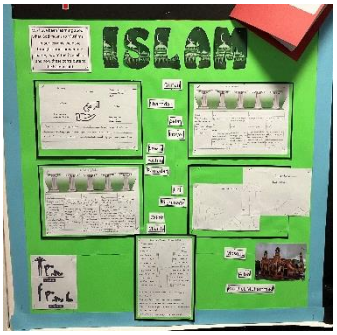
In **Year 2,** students have embarked on a profound journey exploring the importance of compassion and caring for one another, as well as gaining insights into the significance of Easter for Christians and the knowledge found in sacred texts. Their exploration has extended to studying various religious celebrations, including those of Christmas and Diwali. Through engaging with these diverse religious traditions, students have not only deepened their understanding of different faiths but also cultivated important values of empathy, kindness and respect for others. By learning about the stories and practices that are meaningful in different religions, students have gained a broader perspective on the shared values and teachings that

unite us as human beings. This inclusive approach to education has helped students develop a greater sense of community, inclusivity and understanding in the classroom.

In **Year 3**, children have engaged in thought-provoking discussions on fostering a culture of respect and inclusivity in our community, delving into the reasons behind different beliefs in the existence of God and exploring the significance of Good Friday in the Christian faith. They have also reflected on how diverse religious beliefs within our class influence our daily lives, including our celebrations and personal beliefs. Through these conversations, students have developed a deeper understanding of the varied perspectives and beliefs that shape our individual and collective experiences. This reflective and inclusive approach to learning has not only broadened students' perspectives but also deepened their appreciation for the richness and complexity of the human experience.

In **Year 4**, students have embarked on a rich and inclusive learning journey, embracing the vibrant cultural and religious diversity that exists within their classroom. Through thought-provoking discussions and engaging explorations, they have delved into the various faiths represented, cultivating a profound sense of unity and understanding among their peers. By sharing personal items from their cultural and religious backgrounds, students have proudly celebrated their heritage and traditions, creating a dynamic exchange of ideas and perspectives that has enriched their learning and fostered empathy. As they explored the concepts of God's love and holiness, as well as the ways in which believers demonstrate their commitment throughout life's journey, students have gained a deeper understanding of the diverse reasons why individuals hold beliefs in God. Through these discussions, they have demonstrated remarkable curiosity, understanding, and mutual respect, creating a supportive and inclusive class community where diverse perspectives are valued and celebrated.

In **Year 5**, children have learned about the essence of Islam and the ways in which Muslims express their devotion to God. Through immersive learning experiences, students have delved into the rituals, practices, and beliefs that define the Islamic faith, gaining a deeper appreciation for the rich spiritual traditions of Muslim communities. In addition, students have explored the significance of pilgrimage, or Hajj, as a sacred and transformative journey undertaken by believers. By studying the importance of pilgrimage in different religions, students have honed their understanding of the deep reverence and commitment that individuals demonstrate in their religious pursuits.



In **Year 6**, students have embarked on an enlightening exploration of the Gospels, using the Bible as a key primary source to uncover Christian teachings. Their study extended into a thoughtful comparative analysis of Christianity and Islam, where they examined the Christmas story in the Bible alongside the narrative of the birth of Esa in the Qur'an. This comparative approach allowed students to uncover numerous similarities between the two texts, revealing the shared themes that connect these two major religious traditions. Through this in-depth exploration, they not only deepened their understanding of various faiths but also fostered a sense of unity and appreciation for diverse cultural and religious practices, cultivating empathy for different religious perspectives and promoting a more harmonious classroom environment.

Next Steps

The next step in enhancing the comprehensive and diverse Religious Education curriculum at Beecroft is to ensure that teachers consistently adhere to and deliver the medium-term plans. These detailed plans outline a sequence of lessons aimed at helping children develop a deep understanding through language and experiences. By consistently implementing these well-structured plans, teachers can provide language-rich instruction that facilitates greater knowledge retention among students. This approach not only

enriches the students' learning experiences but also ensures continuous progress and development across all age groups within school.

Quality Of Education - Computing

Teaching A Broad and Balanced Curriculum

We are passionate about the teaching of computing at Beecroft and by careful planning of the budget, ensure that we have up to date equipment/infra structure in place to enhance this. Curriculum computing are taught in classes using laptops:

Year 1 and 2	A class set of 32 laptops - Brand new Jan2025
Year 3 and 4	**A class set of 32 laptops**
Year 5KW 5KC	A class set of 32 laptops
Year 6	**A class set of 32 + 10 New Laptops Jan 2025**

This has been supplemented by a further spend of £37,000 (Jan 25)including:

- 32 new laptops for KS1
- 10 new laptops for Year 6
- 32 ipads for Key Stage 2
- New server for both curriculum and admin
- Updated wifi 7 throughout the school

There are also 32 ipads for reception and nursery with headphones – these will primarily be used for reading stories with words, pictures and audio. However, they are loaded with many apps to enhance the teaching of Maths, phonics and handwriting.

16 VR headsets – are used in Year 5 (Curriculum coding of VR world) and across Key Stage 2 for Science/History/geography e.g. exploring an Egyptian pyramid.

All classes have easy access to laptops for both their weekly computing sessions and to use across the curriculum e.g. Year 4 Daily Tables Practise, Year 6 newspaper report. To ensure the best teaching Computing lessons, where possible are taught by subject specialists:

- Year 6 Mr Campbell
- Year 5 – Mr Conway
- Year 4 Miss Pinder
- Year 3 Miss Halliday
- KS1 -Miss Sayania.

Chromebooks – To utilize our school chromebooks which were bought during COVID for remote education, all 37 pupils in Year 6 have been given one to loan for the whole SATs year. They are then able to use it for their homework and revision. They are regularly set tasks to complete at home on Education City. The rest of the chromebooks left in school are used KS1 for their daily times tables practice, key skills practice and research across the curriculum.

These Chromebooks are also available to loan by pupils who are struggling for devices at home or pupils with serious medical reasons to be absent for remote learning.

1. Sequencing The Curriculum

The curriculum is well sequenced utilising the Rising Stars Computing Scheme. These units are mapped out over each half term to cover the three main areas of: Computer Science, Information Technology (media/data/creativity) and Digital Literacy.

Main strands of learning – **National Curriculum**			
	Computer Science	Digital Literacy	Information Technology
Key Stage 1	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict	• Use technology safely and respectfully keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	• Use technology purposefully to create, organise, manipulate and retrieve digital content • Recognise common uses of information technology beyond school
Key Stage 2	• Design, write and debug programs that accomplish specific goals, including controlling pr simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing evaluating and presenting data and information

Children will complete computing 6 units across the year, which build up each year. Where it links, the units are delivered in a cross curricular way eg. Year 5 3D sketching (Architecture) is taught as History, designing Anderson Shelters. As with all our subjects, every unit has a large emphasis on vocabulary, which is reinforced every lesson.

<u>Computer Science:</u>

Year 1 start their coding journey by programming Beebots and Robo mice alongside creating algorithms for making a class video. This is built on each year, until by the end of Year 6 children being able to code apps using Blockly, using a range of variables and being able to debug their programs. There are now good cross curricular links with children using coding of Microbits in DT (Year 4 Robots), coding of microchips for LED lights (Year5) and coding of Electronic Dice (Year 6.) In science and geography coding of Microbits has enhanced children's learning further e.g. coding a light sensor to take readings around school or even a digital thermometer to find the hottest and coldest places in school.

<u>Information Technology</u>

In Year 1 children learn basic creative skills, creating their own illustrated ebooks, taking and editing their own photos on ipads and working collaboratively on class blogs. These skills are built on each year, until Year 6 where children are able to select and justify their choice of which programme they use to present different aspects of their work in one main project of App Design. They can use powerpoint/publisher or word to present their market research; they can use google forms and analyse the results of their surveys using excel; they can use wire framing tools or design programmes such as Canva to design and improve their logo/ branding and app interfaces.

Digital Literacy

In Year 1 children are taught how to search the internet safely and begin to understand how they can connect with others online, which always has a consequence. This knowledge is built on each year to Year 6 where children are able to fully understand the future implications of their digital footprints. Children in year 6 can spot alarm bells for grooming and learn how to block, screen-shot and report any online abuse.

Online Safety

Online safety is an integral part of our teaching; it is taught throughout the year as a focus of every computing lesson.
Every lesson starts with a reminder of the schools "SMART with a Heart" rules that children learn to BSL. In addition to this each half-term, we have mapped out the 6 different strands of online safety from (Education For A Connected World). These objectives are taught both in and alongside children's normal computing lessons, in PSHE, using up to date resources from National Online Safety Center. Every half term now has an online safety focus included, which is taught in Key Stage 2 by Mr Campbell and Key Stage 1 by Miss Halliday/ Miss Edmundson.

See example long term plan for Year 1 and Year 6 below for how the sequencing works :

Unit/Term	Focus	Hardware /Software	Computing POS focus	Cross Curricular link
1.1 We are treasure hunters	Solving problems using programmable toys	Blue-Bots Robo Mice Blue-Bot app Other programmable toys Scratch Bee-Bot emulator	Computer Science: Coding	Geography – local area – Beebots on map of route around school/ to Morrison etc
1.2 We are TV chefs	Filming the steps of a recipe	iPads Camera app iMovie Laptop/desktop computers Microsoft Photos Computer	Science: Computational thinking	Animals Including Humans – Healthy recipe
1.3 We are digital artists	Creating work inspired by great artists	iPads Brushes Redux Autodesk Sketchbook Laptop/desktop computers Chromebooks Microsoft Paint/Paint 3D	Information Technology: Creativity	Art – Chinese New Year
1.4 We are publishers	Creating a multimedia eBook about our achievements	iPads Book Creator Google Photos Laptop/desktop computers Chromebooks Google Slides Microsoft PowerPoint	Digital Literacy: Online Safety	PSHE – being me
1.5 We are rhythmic	Creating sound patterns in ScratchJr and GarageBand	iPads GarageBand ScratchJr Laptop/desktop computers Chromebooks Scratch Audacity,	Information Technology: Media	Music

1.6 We are detectives	Using data to solve clues	iPads t Google Forms Google Sheets Laptop/desktop computers Chromebook	Information Technology: Data	Maths – graphs

Unit/Term	Focus	Hardware /Software	Computing POS focus	Cross Curricular link
6.1 We are toy makers HT1	Coding and physical computing	Laptops/desktops/Chromebooks micro:bits MakeCode Scratch iPadS	Computer Science: Coding	Science – Light – using microbits/ipads to take light/temp levels around school
6.2 We are computational thinkers HT2	Mastering algorithms for searching, sorting maths	Laptops/desktops/Chromebooks Scratch iPads Snap!	Computer Science: Computational thinking	Maths – coin sorter/ counter – what is the smallest number of coins needed to make the change?
6.3 We are publishers HT3	Creating/publishing an App	Laptops/desktops/Chromebooks Digital cameras or iPads Appshed	Information Technology: Media	Online Safety – Mental Health/ Wellbeing
6.4 We are connected HT4	Developing skills for social media	Laptops/desktops/Chromebooks Digital cameras or iPads School blogging platform Padlet Audio recorders or other tablets	Digital Literacy: Online safety	PSHE – Healthy Minds/ Body Image
6.5 We are advertisers HT5	Creating a short television advert	Laptops/desktops/Chromebooksipads iMovie Green Screen	Information Technology: Media	English – persuasion
6.6 We are AI developers HT 6	Learning about artificial intelligence and machine learning	Laptops/desktops/Chromebooks iPads Scratch Machine Learning for Kids Audacity Google Chrome Smart speaker (Google Home/ Amazon Echo)	Computer Science: Coding	Science – Electricity

In addition to the online safety objectives that are taught continuously through these units each half term there is a whole school online safety focus, which culminates in a whole school project on Wellbeing Days.

I **Online Safety Strand**	All pupils in **Year 1** should know/be able to:	**Impact:** All pupils in **Year 6** should know/ be able to:
HT1: **Online Bullying**	**Substantive Knowledge:** Pupils can describe ways that some people can be unkind online and know how this can make others feel. **Disciplinary Knowledge:** Pupils know how to use technology safely	**Substantive Knowledge:** Pupils can describe how to capture bullying content as evidence (e.g., Screen-grab, URL, profile) to share with others who can help me. Pupils can explain how someone would report online bullying in different contexts. **Disciplinary Knowledge:** Pupils know how to use technology safely Use technology safely and respectfully, keeping personal information private • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
HT2: **Online Reputation**	**Substantive Knowledge:** Pupils can identify ways that Pupils can put information on the internet **Disciplinary Knowledge:** Pupils can keep their personal information private	**Substantive Knowledge:** Pupils can explain the ways in which anyone can develop a positive online reputation• Pupils can explain strategies anyone can use to protect the 'digital personality' and online reputation, including degrees of anonymity. **Disciplinary Knowledge:** Pupils understand how to make their digital footprint positive.
HT3: **Managing Information Online**	**Substantive Knowledge:** Pupils can give simple examples of how to find information using digital technologies e.g., search engines, voice activated searching. Pupils know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke **Disciplinary Knowledge:** Pupils know how to get help from a trusted adult if we see content that makes	**Substantive Knowledge:** Pupils can explain what is meant by a 'hoax'. Pupils can explain why someone would need to think carefully before they share. • Pupils can explain how search engines work and how the results are selected and ranked.• Pupils can describe how some online information can be opinions and can offer examples. **Disciplinary Knowledge:** Pupils can explain how to use search technologies effectively.•

	us feel sad, uncomfortable, worried or frightened.	
HT4: Online Relationships	**Substantive Knowledge:** Pupils can give examples of when they should ask permission to do something online and explain why this is important. Pupils can use the internet with adult support to communicate with people Pupils know (e.g., video call apps or services) Pupils can explain why things one person finds funny or sad online may not always be seen in the same way as others. **Disciplinary Knowledge:** Pupils can explain why it is important to be considerate and kind to people online and respect their choices.	**Substantive Knowledge:** Pupils can explain how sharing something online may have an impact positively or negatively. Pupils can describe how things shared privately online can have unintended consequences for others. E.g., Screen-grabs Pupils can explain that taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. **Disciplinary Knowledge:** Pupils can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
HT 5: Self – Image and Identity	**Substantive Knowledge:** Pupils recognise that they can say no or stop. Pupils know that there may be some people who make me feel upset online but **Disciplinary Knowledge:** Pupils know to tell a trusted adult.	**Substantive Knowledge:** Pupils can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. **Disciplinary Knowledge:** Pupils can explain the importance of asking until they get the help needed.
HT 6: Health Well-being and Lifestyle	**Substantive Knowledge:** Pupils can explain the rules to keep us safe when using technology both in and out of the home. **Disciplinary Knowledge:** Pupils know how to use technology safely.	**Substantive Knowledge:** Pupils can describe common systems that regulate age-related content (e.g., PEGI, BBFC, parental warnings) and describe their purpose. Pupils recognise and can discuss the pressures that technology can place on someone and how/when they could manage this. Pupils can recognise features of persuasive design and how they are used to keep users engaged (current and future use)

		Disciplinary Knowledge: Pupils can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise)
Ongoing in all lessons Copywrite and Ownership Security and Privacy	**Substantive Knowledge** Pupils know they should ask a trusted adult before sharing any personal info online and use passwords to protect theirs. **Disciplinary Knowledge** Pupils recognize that their work belongs to them and that other people have work that belongs to them online.	**Substantive Knowledge** Pupils can describe effective ways people can manage passwords (e.g., storing them securely or saving them in the browser. Pupils can explain what to do if a password is shared, lost or stolen. Pupils can describe how and why people should keep their software and apps up to date e.g., auto updates. • Pupils can describe ways in which some online content targets people to gain money or information illegally; Pupils know that online services have terms and conditions that govern their use **Disciplinary Knowledge:** Pupils can describe simple ways to increase privacy on apps and services that provide privacy settings. Pupils can describe strategies to help identify such content (e.g. scams, phishing)

4 The 5 a-day Approach

The whole school 5-a-day approach is again vital to the successful teaching of computing:

Explicit Instruction – the leader plans with all teachers so that objectives are clear and tasks are broken down into smaller chunks. Every unit clearly sets out what the children are trying to achieve, which skills they need to master and which vocabulary they must know and be able to explain.

Cognitive and Metacognitive strategies – starting each lesson with SMART rules using BSL symbols helps to embed online safety key principles. The teacher uses 'think aloud' strategies in each lesson e.g. 'I am debugging my program now, so I need to check my algorithm' - repetition of key vocabulary is key.

Scaffolding - Teachers use powerpoints which break down all tasks with key vocabulary, instructions and e.g. key parts of codes which give children starting points to develop further. Videos provide another essential tool, which can help children understand tasks and reinforce key learning points e.g., Dove Reverse Selfie really helps Y6 to understand the danger of social media (Instagram) on young girl's mental health.

Flexible grouping – The teacher will assess the task and the lesson; sometimes it is appropriate to use computing partners where a competent pupil will be paired with one who is needing more support. Other times the teacher might work with a smaller group giving step by step instruction, whilst other children work independently to do the task.

Using technology – There is a wide range of technology available and used by the children to enhance their learning including: laptops, clevertouch, ipads, chromebooks, microbits, beebots, robo mice and even VR Headsets.

5.Highlights

- Online safety is now integral to our teaching and is taught in a spiral curriculum with a clear whole school half termly focus.
- Online Safety Warriors are established in school utilizing pupil voice. These pupils were elected in September and have: produced half termly news letters, done school assemblies, carried out class talks in EYFS and run drop in sessions to help pupils wwith their online worries.
- Being an accredited National Online safety school has made it easier to train all staff in current online safety issues and to provide resources for parents in our weekly WAKEUP WEDNESDAY series.
- Chromebooks have been utilised with the exciting offer for Year 6 pupils, where all 37 have been able to loan one for their homework and SATs revision.
- The curriculum continues to evolve with new ideas e.g. interactive teddy bears using microbits in Year 6, VR headsets in Year 5 to create an immersive historical scene.

4. Next Steps

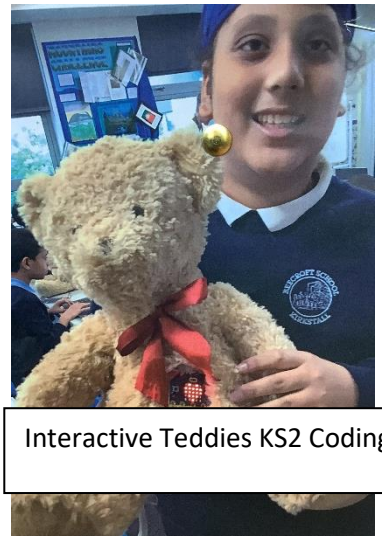
- Ensure all staff keep up, not catch up in teaching of both Curriculum Computing and Online Safety, with regular training using National Online Safety materials, courses and webinars.
- Assess children's end of year knowledge in the 8 strands of online safety so any gaps and misconceptions can be addressed immediately in September.
- Train Year ECT and Year 5 staff to become expert computing practitioners.
- Continue to train staff in up to date Online Safety issues.

Computing Highlights

Accreditations as a National Online Safety School/ Safer Remote Education School

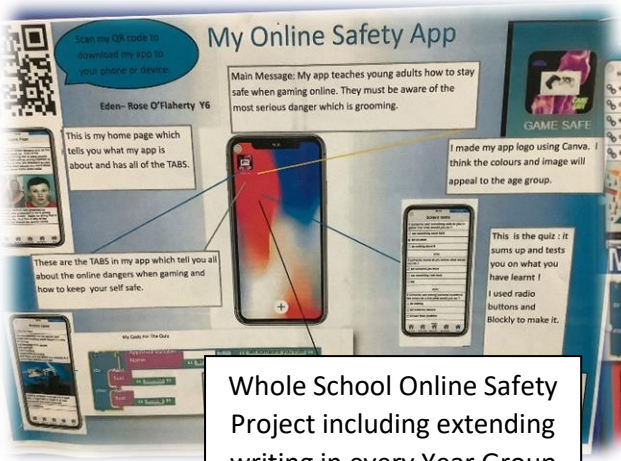
Junior Scratch KS1

Virtual Reality Coding KS2



Interactive Teddies KS2 Coding

Pupil Voice – Elected Online Safety Warriors



Whole School Online Safety Project including extending writing in every Year Group

Online Safety App Design – Year 6

PE and Physical Activity at Beecroft Primary School 2024-25

Beecroft Primary School's ethos promotes healthy physical and mental wellbeing by providing a safe and stimulating environment. We have continued to try and maximise pupils' participation in physical activity, by providing high quality PE, a full programme of free extra-curricular clubs, half termly playground challenges and increased participation in intra/inter school competition through year group trips and extra-curricular games.

Our sport premium funding plan focuses on the engagement of all pupils in regular physical activity, high profile of PE, school sport and physical activity and a broad experience of sports and physical activities.

Our PE development plan discusses teaching/learning/assessment, curriculum planning and development, extra-curricular and whole school.

Highlights for our PE

- As per the Sport Premium Plan we provide free extra- curricular clubs for our children.
- Children complete a survey in September to determine which clubs they wanted to see in school, putting pupil voice at the heart of our programme.
- These are the available clubs:

	KS1 Club and number of pupils	KS2 Club and number of pupils
Monday	Singing and Music Games EB - 19 Multi Sports and Games AS - 24 Sports Leaders (Y2) KFK - 27	Choir (LUNCH) KW - 29 Girls Football EC - 20 Boys Football (Y5/6) SC - 25 Sports Leaders KFK - 27 Gardening AS - 17
Tuesday	Arts and crafts SC - 27 Computing RS - 22	First Aid BH - 5 DT/Enterprise RP - 15 Drama JT/ES
Wednesday		Dance KFK - 20 Arts council Y5/6 AP - 5 Year 6 Reading YW - 10
Thursday	Aerobics and Movement SS - 28	Arts and Crafts (LUNCH) RP - 30 Percussion KC - 21 Y6 Enterprise YW/NB - 20

- All children in KS2 take part in at least one extra-curricular activity. Those who are unable to take part in after school clubs, due to other commitments e.g. attending religious practice were given

the opportunity to take part in clubs during school dinner times e.g. Outdoor Activities on the Adventure playground and lunchtime clubs.

Extra-curricular sports competitions have already included:

- Girls football
- U11s football
- U10s football
- Performance based trips planned – Sing Spectacular and Dance Spectacular

Playground Challenges

- Half termly whole school challenges during breaks/dinner times to encourage children to be more active and ensure they have at least 30-mins of physical activity each day.
- These are the half termly challenges, which are led by the Sports Leaders:

	Challenge
Half Term 1	<u>Traditional playground games</u> Children learn and take part in traditional and new playground games. The sports leaders encouraged the younger year groups to join in their games, allowing for children in different classes to enjoy playtime together.
Half Term 2	<u>Beecroft Winter Olympics – Challenges</u> Children take part in challenges led by Sports Leaders.
Half Term 3	<u>Beecroft Winter Olympics – Partner/ Team Challenges</u> Children take part in challenges, aimed toward working together, led by Sports Leaders. FOCUS in PE this term is Team Work, OAA and Communication (this challenge supports their learning in PE).
Half Term 4	<u>How far can we travel as a class?</u> Children used the daily mile track and count how many times they completed a lap.
Half Term 5	<u>Summer skipping – Skipping Challenges</u> Children are developing their skill of skipping using different skipping challenges set by the sports leaders. There are individual and partner challenges. There are also longer skipping ropes to encourage group play and challenges.
Half Term 6	<u>Sports Leaders Choice</u> The sports leaders will discuss and choose their favorite activity/activities that we have completed throughout the year.

Pupil voice and Sports Leaders

Pupil voice is used to provide children with the extra-curricular clubs they want, through pupil surveys in September. Club lists and registers monitored by KFK and SC to target individuals and groups who might need extra provision. Pupils in KS2 attend at least one club and 100% of Pupil Premium.

Sports Leaders (From KS1 and KS2) who complete an after-school course (Mondays) with KFK, design and lead both playground games and half termly challenges, so that children are fully engaged and participate. They give regular feedback and ideas to help shape their safe, happy and active playtimes. Sports Leaders

have led a number of whole school assemblies and family assemblies and have given feedback to School Governors.

Sports Trips

- Each year group will travel and take part in a PE Sports Trip. The trips to date and still planned for 2024-25 are:

  - Year 1 – Tennis (Summer Term)
  - Year 1/2 – Gymnastics (January)
  - Year 2 – Agility and Movement (November)
  - Year 3 – Cheerleading and Dance (November)
  - Year 3/4 – Orienteering (June)
  - Year 4 – Active Maths (April)
  - Year 5 – Triathlon (May)
  - Year 6 – Orienteering (May/June)

- Pupils able to access a range of sports and activities within school throughout their PE lessons and during Sports Themed Days. Such as National School Sports Week and Sports Day. Pupils will also have access to different Intra school competitions.

National School Sports Week 2024

The theme of the School Sports Week was 'Put The All Back Into Football'. All Year groups took part in a Intra Colour Group Football Tournament and a Whole School Dance to a popular World Cup Song – Shakira 'Waka Waka'.

External Awards

Beecroft has achieved:

- The Gold Healthy Schools Award in April 2022
- The School Games Gold Mark July 2022
- The School Games Gold Mark July 2023
- The School Games Gold Mark July 2023 (once the Gold Mark has been achieved 4 times, schools are able to apply for Platinum).

Quality of Education
History 2024-2025

At Beecroft Primary School, our history curriculum is designed to provide all children with an outstanding education, fostering language proficiency and a solid foundation of historical knowledge through thorough reading and extensive discussion. Through a comprehensive and spiral curriculum, we ensure consistent progression of skills and knowledge, focusing on knowing more, remembering more, and developing a deep understanding of disciplinary and substantive content promoting consistency across year groups to align teaching practices and support whole-school progression of skills and knowledge.

Teaching a Broad and Balanced Curriculum: Knowing More and Remembering More

Our spiral curriculum ensures repetition and revisiting of foundational historical concepts takes place at the beginning of units taught all the way through school. Pupils consistently connect new learning to prior knowledge, reinforcing understanding through scaffolded language and discussion. Historical terms and concepts introduced in earlier year groups are revisited and expanded upon throughout the school to deepen understanding.

History is taught as a discrete subject, using an enquiry-based approach where questioning, evidence analysis, and critical thinking are central. Pupils engage in meaningful enquiries, exploring key questions over a sequence of lessons. This method enhances their ability to articulate what they have learned, building on their prior knowledge to ensure progression – knowing more and remembering more.

We ensure that there is a full understanding and retention of knowledge and skills through the inclusion of the 5 a day strategies in all lessons**.** Explicit instruction and metacognition are being used and developed in all teaching to produce outcomes that are embedded into long-term memory. One example of metacognition is teaching children effective questioning strategies to deepen their understanding of historical events and concepts. Children are encouraged to ask open-ended questions that promote critical thinking and inquiry, such as "Why did this event happen?" or "What were the consequences of this decision?" Flexible grouping and scaffolding are carefully implemented into every lesson through the use of diagrams, models and word-mats. The use of technology is used regularly in history and is a powerful tool for researching primary and secondary sources. For example, Year 6 pupils have developed questioning strategies to deepen their understanding of events like Ancient Benin through virtual workshops.

Integration of British Values

British Values are seamlessly integrated into our History curriculum. Across all year groups, teachers plan lessons that connect historical topics to values such as democracy, mutual respect, and individual liberty. Year 4's study of Ancient Greece, for instance, involves comparing Greek democracy to modern British society, while Year 1's exploration of Rosa Parks fosters discussions on respect and addressing discrimination. These connections ensure pupils understand the relevance of historical learning in today's context.

Sequencing the Curriculum

To ensure consistency, leaders collaborate with teachers to plan lessons that align with our curriculum intent. Teachers confidently use progression documents and the Historical Association's resources to deliver lessons that meet year group expectations. They engage children in valid historical enquiries or puzzling key questions through which the learning grows over a sequence of lessons. These progression

documents clearly outline both substantive and disciplinary knowledge, supporting teachers in identifying gaps and planning next steps for pupils.

A spiral approach underpins curriculum planning, enabling teachers to build on previous learning while addressing misconceptions. The curriculum is consistently sequenced across year groups, with medium-term plans providing a structured framework for delivering lessons that ensure progression. This approach strengthens consistency in planning, teaching, and assessing history throughout the school.

The writing process is embedded in the planning as is consistent across all subjects; the children work towards producing quality end products that are examples of how they are able to explain and apply their knowledge.

Foundation Stage

Children in Nursery and Reception developed historical vocabulary and using language associated with the passage of time such as 'Then' and 'Now'. For example, Nursery children compare "toys I played with as a baby" to "toys I play with now," The children began to develop a sense of key historical concepts such as identifying similarities and differences between my toys now and my old toys.

Building on from Nursery, Reception begin by developing their chronological knowledge through the question 'What is a Timeline?' The story 'Once there were Giants' by Martin Waddell is used as a learning tool, in which the children could order images into a plausible chronological order. The children use the images of the girl in the story and place it along the timeline with her age underneath so the children can see the sequential impact of numerals, time and physical changes associated with the passage of time. Children identify similarities and differences between themselves as babies, toddlers and themselves now. They use language associated with time such as *then, before, now, next, soon, after*

Key Stage 1

As an extension from the Foundation Stage, children in Year 1 build on their learning and extend their knowledge of the past through an in-depth study of old and new toys with the enquiry question 'How Have Toys Changed?'. Children develop their methods of enquiry through finding out 'How can we find out about toys from the past'. The children begin to use a range of sources to find out information about toys from the past and used this to extend their knowledge of similarities and differences. Children will create timelines to order and sequence toys from the past as well as toys from during their own lifetime.

In Year 2 children learn about 'The Wright Brothers' and examine changes in seaside environments with the inquiry 'How Have Seaside's Changed?' The concept of time transitions from general terms like 'now' and 'then' to discussing specific chronological periods.

Key Stage 2:

Children in Key Stage 2 continue to develop their understanding of history through a focus on chronological knowledge and the broader context of world history. In Year 3, children are learning about Ancient Egypt and the achievements of one of the earliest civilizations. They will develop their historical vocabulary by learning terms such as ancient, BC (Before Christ)/BCE (Before Common Era), AD (Anno Domini)/CE (Common Era), civilization, and period. Children will write reports on Ancient Egypt, selecting and organsing relevant historical information to construct clear, informed responses within the period studied.

Year 4 students will build their chronological skills by studying the Greek and Roman civilizations, placing events on a timeline using BC/BCE and AD/CE. They will explore the influence of these civilizations on the modern world, focusing on the question, “How have the Greeks influenced life today?” Pupils will learn about Greek democracy, compare it with our own, and develop an understanding of British Values. They will justify their opinions using evidence and begin to recognize that different versions of the past may exist.

Year 5 are learning about "A Significant Turning Point – The Battle of Britain," extending their chronological knowledge to include World War II. Children will analyse the 1939-1945 timeline, acknowledging varying historical perspectives and will use evidence to assess the significance of the battle. The children use maps of the German plans to construct their report, explaining how the battle was won and why the Battle was significant.

In Year 6, children will learn about the Kingdom of Benin, focusing on its history, culture, and interactions with Europe. They will explore the impact of European contact, including the British invasion and the destruction of Benin City. Children will study the transatlantic slave trade, its effects on Benin, and the lives of enslaved people. They will also learn about key abolitionists and the eventual abolition of slavery. The unit will culminate in a discussion about the repatriation of Benin bronzes and the significance of cultural heritage.

Black History Month

Black History Month had a positive impact on our school community, with October providing a valuable opportunity for students to explore Black history. This year’s theme, “Reclaiming Narratives,” encouraged children to learn about the diverse and powerful contributions of Black individuals throughout history. Every year group engaged in activities to honour the achievements of Black people in various fields.

Children took part in a whole school project, selecting a role model they found inspiring to learn about and share with others. These role models became the foundation for their work, which was showcased through their entries. The children demonstrated their understanding and enthusiasm by discussing the impact of their chosen figures. The school council voted for the top entries, and the winners were celebrated with awards and prizes. in a whole-school assembly.

Next Steps

Continuous improvement is prioritised through teachers working closely with leaders and collaborative planning sessions, ensuring that teaching practices evolve to meet the changing needs of children. Teachers will continue to implement a spiral curriculum in history which involves building upon previously learned concepts and skills while gradually deepening children’s understanding of historical events, themes and perspectives. Teachers will consistently teach and follow the medium term plans, that demonstrate a sequence of lessons that contribute to delivering the curriculum intent and ensuring progression.

Appendix A

Medium term plans

Year 4 Ancient Greeks

NC – Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Key question of Ancient Greek studies – How civilised were Ancient Greek times and how has this influenced us today?
Final enquiry question - Which scientist from Ancient Greece has contributed the most to the development of civilisation?

At the end of this history unit of work pupils will

Know: key features, such as buildings and famous individuals from Ancient Greek times who have impacted on modern-day life, how the Ancient Greeks lived, both in terms of lifestyle and voting (democracy)

Can do: tables, compare and contrast time periods, understand timelines, explain the key vocabulary.

Understand all vocabulary and be able to explain and discuss without prompts. Understand the key elements of Ancient Greek civilisation and how this has impacted life today.

Books to be read based on the topic at home and school, with teaching for using the glossary and contents pages. Half-term holiday challenge to be included for Gods and Goddesses or Olympics as hook.

Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils.

- Clear expectations for listening – repeating and learning the information. Bite-sized chunks that are clear and based on instruction and explanation. Explanation using books and videos where appropriate. Time taken to rehearse, revise and repeat the chunks of knowledge.
- Exemplary behaviour and comments made on sitting and listening.
- Emphasis on learning and being able to explain the key vocabulary.
- Repetition in oral work and insistence that the correct terms are used within writing – also using the drafting/writing process for both tables and written work.
- Modelling of writing key words and date/title.
- Demonstration of high standards through construction and presentation.
- Insistence of copying key words correctly with fingers underneath words for accuracy.

End products – handwriting, colouring and drawing of tables is beautifully presented.

To run alongside each lesson.

Vocabulary & Timeline

- To be able to explain all key vocabulary.
- To create a glossary from the knowledge gained of all key words.

Applying knowledge of timelines – adding key Ancient Greek events onto a timeline (to run throughout and in each lesson). Each time a specific time is learned about, e.g. the beginning of the Athenian state, the Parthenon being built, this is added to the timeline.

Lesson	**Outcomes**	**Vocabulary**	**Substantive Knowledge**	**Working Historically, Applying Knowledge & Enquiry Skills**	**Pupil Explanation and Applying knowledge – Written Genre**	**Resources**
1 Who and when.	To know who the Ancient Greeks were. To know where the Ancient Greeks were based. To know when the Ancient Greeks lived. *Place events from period studied on time line* *Count the number of years between events/periods to relate the periods one to the other.*	hemisphere, equator, Europe, continent, occupy, modern, civilisation BCE/BC, CE/AD, time period	Greece is in the northern hemisphere. The northern hemisphere is anything above the equator. Greece is in Europe and has a number of islands. Ancient Greeks lived and occupied (took over) Italy, Sicily, Turkey, North Africa and France. BCE/BC is Before Common Era/Before Christ which begins at 0. CE/AD is Common Era/Anno Domini which is after 0. In Christianity, 0 represents the year Jesus was born. In CE we are counting forwards, when counting in BCE times, we	Map with modern day Greece shaded in one colour and Ancient Greek occupancies in another colour. Applying knowledge of timelines – adding key Ancient Greek events onto a timeline (to run throughout)	Genre- explanation Paragraph underneath the map explaining the occupancies of modern- day Greece and Ancient Greeks. Drafted sentences explaining when the Ancient Greeks were a civilisation from and to, giving the number of years between events.	Ancient Greece timeline sheet – start it. World Map, with space for paragraph. Pages 4-5 of Ancient Greece History Detectives. Powerpoint /resource with key event dates.

			count backwards, therefore the larger the number, the further back in time it is. Ancient Greeks were people who lived in Greece from around 3500 BCE. Ancient Greeks became a part of the Roman Empire in 146 BCE. Ancient Greek civilisation lasted around 3354 years.			
2 Famous discoveries.	To recognise the discoveries of famous Greeks, and how they have influenced the world, including today's society. Specifically within science – mathematics, medicine, philosophy. *To identify key features and events of time studied.*	Famous Influence Modern Ancient Society Civilisation	Science – Archimedes is the most famous scientist. He discovered an important scientific rule – an object always displaces (takes place of something else) its own volume of water. Invented the Archimedes screw, a machine for lifting water, irrigating and draining land. Medicine – Hippocrates is known as the "father of medicine". He believed in examining patients and observing their symptoms and treating the body as a whole. He wrote a guide for how doctors should behave which is still used today.	Using books to research the key discoveries. **Primary and secondary** sources – what does this tell us about key discoveries from Ancient Greek times? How does it impact us?	Genre – explanation Beside a picture of each person, short, drafted paragraph to be written.	Books. The History Detective Investigates – pg 24 Pages 22-23 Explore! Images of the famous individuals.

	To use text books and historical knowledge. *Begin to select and combine information, selecting what is significant.*		Mathematics – Pythagoras. Created a famous rule for calculating the size of angles in triangles.			
3 Buildings.	To look in more detail at the works of famous individuals. To recognise how Ancient Greek buildings influenced those in Leeds today. *To identify key features and events of time studied.*	Similarities Differences Column Scroll Scene Temple God/Goddess Grand Pediment Carving Lintel Capital Column Parthenon	Buildings made from hard, strong materials, such as marble and limestone. Parthenon was a temple built in honour of the Goddess Athena. Constructed from vertical columns (capitals), four horizontal beams reasting on the capitals and a sloping roof. Lintels and the Inner Temple are decorated with stone carvings of creatures, deities and heroes from Greek myths and legends. Capitals were made in two main styles - Doric (plain), Ionic (scroll-like pattern). Many famous or important buildings still have these features today.	Labelling the key parts of the building. Using key resources – images of the key buildings and books. **Primary** and secondary sources – what does this tell us about key discoveries from Ancient Greek times? How does it impact us?	Compare and contrast the images of the Parthenon with famous Leeds buildings – images next to each other with labels of the key structures on buildings. Genre- explanation Short paragraph explaining the purpose of the buildings and why they were so important in Ancient Greek times. Then explaining the similarities and	Images of Leeds buildings. Images of Parthenon and famous Greek monuments . Pages 26-27 of A Time To Remember Ancient Greece book

					differences between Ancient Greece and modern day Leeds.	
4 Athens vs Sparta	To compare and contrast the civilisations of Athens and Sparta. *To offer a reasonable explanation for some events.* *Begin to compare and contrast within a civilisation.*	Athens Athenian Sparta Spartan City-state Power Goddess/God Trade Democracy Fair Vote Oligarchy Battle army	A city-state was made up of a city and the surrounding countryside. Athens and Sparta were the 2 most powerful city states. Sparta • Oligarchy (ruled by a small group of people) • Powerful army • Strong, fit, brave people. • Boys taken from families and trained to fight. • Girls had to keep fit for strong babies. • Harsh and uncomfortable Athens • Democracy (government by the people – rules made by citizens regardless of whether they were rich or poor.)	Research using the books. Sorting of information into a drawn-out table. Primary and **secondary** sources – what does this tell us about key discoveries from Ancient Greek times? How does it impact us?	Genre - explanation Children to write a paragraph explaining life in Sparta. Children to write a paragraph explaining life in Athens. Explanation Finish with a short paragraph explaining which they believe is the fairest and giving a justified explanation. (can link back to this with democracy)	Page 10 and 11 of A Time To Remember Ancient Greece Use the ppt to back up ideas.
5 Democracy	To compare democracy today	Democracy Rule	Democracy comes from the Greek word demos which	Venn diagram of British democracy today and the	Genre - explanation.	Page 9 and 26 of

Also links to Year 4 PSHE democracy to run alongside	with democracy in Ancient Greek times. *Be able to offer a reasonable explanation for events.* *Look for links and effects in time studied.*	Vote Fair Houses of Parliament House of Lords Laws Status council	means "people" and kratos which means "rule". We can vote from 18 years of age. Our country is run by the Houses of Parliament (with MPs) and the House of Lords. Laws are made by discussions and have to be granted. Women and slaves were not allowed to vote as citizens in Athens – not fully democratic.	democracy of Ancient Greeks Answer key questions through reading comprehension using Discover the UK Parliament book.	Short paragraph – what is democracy? How is it shown?	History Detectives. Democracy ppt. Discover the UK Parliament book.
6 Which scientist from Ancient Greece has contributed the most to the developme nt of civilisation?	To carefully answer a key question, pulling together relevant information	Famous Influence Modern Ancient Society Civilisation Invented screw machine irrigating and draining land. Medicine	All as above. We know about the Ancient Greeks through looking at evidence – anything that has survived from the past that helps us understand. Left behind evidence such as buildings, jewellery, pottery, writing, bones and pictures.	Combining information into relevant historical groups. Primary and secondary sources – what does this tell us about key discoveries from Ancient Greek times? How does it impact us? Discussed through balanced discussion.	Genre - Balanced discussion Write an answer to the question in paragraphs – who contributed the most? 1) Where and when was Ancient Greece? How do we know about the Ancient Greeks?	Page 8-9 A Time To Remember Previous folder work.

		patients symptoms law rule calculating angles			2) What did they give us? science, medicine, mathematics (*In each of the below, explain the importance of what each scientist has done).* 3) Hippocrates 4) Pythagoras 5) Archimedes 6) Conclusion – who contributed the most?	

Folder pieces:

Contents & Glossary (made by the children from memory based on key vocabulary)

Map of Greece today and Greek civilisation areas in Ancient Greek times, with paragraph

Timeline, with explanation of timeline.

3 paragraph piece of writing summarising the findings/discoveries/importance of Ancient Greek individuals (images of individuals to be stuck on and labelled).

Image and labelling of the Parthenon and important Leeds building.

Paragraph explaining how and why the Parthenon was built and the similarities to modern-day Leeds.

Athens vs Sparta table (children draw table)

Paragraph explaining the similarities and differences between Athenians and Spartans.

Venn diagram of British democracy today and the democracy of Ancient Greeks

Written answer for the key question – paragraphed piece of writing.

Extras included from English/Reading

Ancient Greece comprehensions

Medusa Description

Perseus Suspense and Tension

Rocks & Soils: YEAR 3 SCIENCE MEDIUM TERM PLAN (5 weeks work)

Curriculum Area: Science
Year 3: Rocks and Soils Unit
Sequencing: In sequence for geographical knowledge for rivers – Malham, erosion – Scarborough Year 5 and the Volcanoes and Mountains in Year 6.
Vocabulary: Listed on the plan over.
Trip and Visit: Discovery Museum in Leeds
Writing: Follows the drafting process for instructions and explanations.

At the end of this science unit of work pupils will
Know: The 3 types of rock and how they are formed, the properties and uses of different types of rock.
Can do: tables, charts and branching and sorting data identification of rocks.
Understand **the vocabulary** listed below – able to explain and discuss it without reading it from their science workbook

Disciplinary knowledge: Classifying rocks, tables of properties, pupils are taught to draw with ruler, pencil and measuring their own table in their book.
Substantive: Knowledge and vocabulary of rock cycle and properties of rocks.

The expectation is that ALL pupils can learn, explain and write coherently about the aspects below.

Trip and Visit: Discovery Museum in Leeds for rocks, fossils and soils workshop. (3 week into project so pupils have some knowledge and understanding)

Reading of books at home and in school on rocks, teaching of how to use the glossary and contents.

Pupils will learn	**Vocabulary pupils will learn**	**Writing using a genre/tables**	**Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils**
Week 1 – 2 hours The stages of the rock cycle using videos, Oak Academy Rock cycle	Magma → Lava Igneous Rock Liquid	. Pupils will rehearse the process of how igneous rock is formed in pairs (repetition)	• Clear expectations for listening – repeating and

- Start with How is igneous rock formed?	Solidify (Earth core, crust) (Ability to read, understand and explain)	. Pupils choose short explanation(draft) or procedural writing. . Diagram labelled (pupils draw own)	learning the information. Clear bite-size instruction and explanation from the teacher using parts of video's where appropriate. • Behave from all pupils is exemplary and comments are made on sitting and listening. • Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING. • Drafting process for tables and writing • Writing of date and modelling of key letters e.g. in January. • Demonstration and insistence on high standards of construction and presentation • Finger under words to copy words – insist accurate.
Week 2: 2 hours Metamorphic Rock How is it formed?	Pressure Heat	As above	
Week 3: 1 hour Properties of metamorphic rocks	Marble – translucent (learn opaque and transparent) Slate – waterproof (Doesn't absorb water) Quartzite: durable, tough (use thesaurus for synonyms)	Pupils learn how to draw and measure a table in their science book and put detail in to it.	
Week 3: (2 hours) How sedimentary rocks are formed	Layers Soil	Drafted explanation and sequence of formation.	

3 words in process: Visit to Discovery Museum	Compaction Sedimentation sementation		• The vocabulary is broken down into the weekly learning, it is revised and used in writing • Pupils write their own vocabulary into their books putting their finger under the words to copy correctly. • End products – handwriting and colouring is beautifully presented.
Week 4: (2 hours) Sifting soils – rocks and organic matter Observing rocks, drawing and describing using hand lens. (appearance and physical properties) Classifying using a computer programme.	Observing Classifying All vocabulary for the description of rocks	Descriptive sentences using coordinating conjunctions.	
Week 5: Fossils How fossils are formed.		Sequenced pictures Reading of non-fiction texts for information	

Plastics And The Ocean: YEAR 6 GEOGRAPHY MEDIUM TERM PLAN
Curriculum links to previous learning in KS2 about mapping, rivers and the water cycle.

At the end of this geography unit of work pupils will
Know:
Pupils will develop their contextual knowledge of the location of globally significant places – both terrestrial and marine
Pupils will know that plastic is made from oil (a fossil fuel).
Pupils will know that plastic refuse can be disposed of in different ways.
Pupils will know that human behaviour has a direct impact on the environment and its ecosystems.
Pupils will know that different materials take different lengths of time to decompose.
Pupils will know what are and where are the worlds' ocean currents.
Pupils will learn what and where the Great Pacific Garbage Patch is.
Pupils will understand the concept of interdependence.
Pupils will understand how human activities are affecting the oceans (***about the interaction between physical and human processes***).
Pupils will know how microplastics enter the food chain.
Pupils will consider how plastic pollution affects the global community.
Pupils will learn how humans can reduce their impact on the physical environment and the earth's ecosystems.

Can do: make their own maps, use longitude and latitude to locate a place on a map, interpret data from a table, use texts to research information
Understand the vocabulary listed below – able to explain and discuss it without reading it from their geography folder.

Disciplinary knowledge: Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs and **video footage/YouTube clips**
Represent data using tables, charts and maps.

Substantive: Knowledge and vocabulary of pollution and its impact on the physical environment.

The expectation is that ALL pupils can learn, explain and write coherently about the aspects below.

Trip and Visit: Visit to The Deep including a workshop

Reading of books at home and in school about the human influence on the environment and what we can do as individuals to limit our footprint. Teaching of how to use the glossary and contents.

Pupils will learn	Vocabulary pupils will learn	Writing using a genre/tables Geographical skills and knowledge	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
Week 1: 2 hours That there are different categories of plastics that we use in everyday life. To know that plastic is made from oil (a fossil fuel).	fossil fuel environment classification plastic durable moulded versatile consumption oil decomposed pressure petroleum extracted refinery	Informal assessment - initial lesson: Ask the pupils to think about plastic in their everyday lives and how much they rely on it. Together compile a list of how they use it throughout the day e.g., plastic milk bottle at breakfast, plastic bag for bread, plastic tub for margarine, cling film to wrap sandwich, lunch box, bottle of water, chair, telephone, cycle helmet, computer, television, games console. How would their lives be different without it? (**Use YPTE slides)** Explain: Plastic is a big part of all of our lives. Many of us make our first contact with plastic on the day we're born when the midwife puts the plastic identity bracelet on the newborn's ankle. From that moment on, we grow up in a world that's full of plastic and worryingly, it's getting fuller every day. Pupils learn what plastics are. Watch video **https://www.youtube.com/watch?v=6PgjA3HISmw** What is the History of Plastic? – Explicit teaching Plastic hasn't actually been around for all that long. In 1850, an English inventor called Alexander Parks, created the first plastic-like substance called Parkesine. Despite further attempts by other inventors, it wasn't until the early 1900s that plastic production really took off. Discuss why plastic has become so popular, due to its versatility and low cost. Plastic is a brilliantly useful material and has the following benefits: ● Strong ● Long-lasting ● Light (meaning less fuel needed to transport it) ● Can be moulded into different shapes	• Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of videos where appropriate. • Behaviour from all pupils is exemplary and comments are made on sitting and listening. • Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND

		● Can resist damage by water, heat, chemicals and electricity ● Able to retain its shape when heated ● Can be made in lots of different colours ● Cheap to make The world's annual consumption of plastic materials has increased from around 5 million tonnes in the 1950s to nearly 100 million tonnes today (WRAP). We've produced a massive 8.3 billion metric tons of plastics since the 1950s - that's enough plastic to cover every inch of the UK ankle-deep more than ten times over (Greenpeace). Watch **https://www.youtube.com/watch?v=IwdUwffecsM (**Up to 4:20) Where does plastic come from? Oil. Pupils understand that plastic comes in different forms and can often be identified by looking for a number, usually on the underside of a product. Reading - The Plastic Problem book pages 8 – 11. Find out which are safest for humans and the environment. Flexible grouping: Students examine different plastics and group them accordingly. PRACTICAL ACTIVITY Types of plastic recorded on chart. Take photos of sorting. Pupils start to keep a plastics diary for a week – make on squared paper	INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING. • Drafting process for tables and writing • Demonstration and insistence on high standards of construction and presentation • Finger under words to copy words – insist accurate. • The vocabulary is broken down into the weekly learning, it is revised and used in writing • Pupils write their own vocabulary into their books putting their finger under the words to copy correctly. • End products – handwriting and colouring is beautifully presented.
<u>Week 2:</u> 2 hours That plastic refuse can be disposed of different ways.	discarded sewers sewerage wastewater fibres landfill	What do we do with our rubbish if we don't recycle it? Explicit teaching: Recycling- what does it mean? Look at UK statistics – interpret graph. <u>Throw away - Plastic ends up in our oceans in various ways:</u>	

That human behaviour has a direct impact on the environment and its ecosystems. That different materials take different lengths of time to decompose.	pellets rainwater absorbs toxic leachate decompose timeline Great Pacific Garbage Patch Gyres food chain microplastics	Rubbish Discarded- Plastic that is simply dropped or left behind on streets or in the environment can be carried by wind and rain into our drainage networks or rivers that then flow into the sea. Holiday makers visiting beaches and leaving behind their bottles and food packaging on the sand directly contribute to plastic getting into the ocean. Ships also dump their rubbish at sea. Rubbish Flushed Down The Loo- Products containing plastic such as cotton buds, tooth flossers and face wipes are flushed down the loo. Sewerage networks and wastewater treatment works are not specifically designed to remove these sorts of items, so more and more are ending up in our rivers and on our beaches. Fibres From Washing Machines: There are plastic fibres in some clothing that shed in the washing machines. Hundreds of thousands of tiny fibres are washed out of clothes in the washing machine - these are then carried in the wastewater into the sewage system. But they are far too small to be removed in the treatment plants, so they escape into rivers and then oceans. Landfill - If you throw a plastic bottle in the bin, it will end up in landfill - huge holes in the ground that we fill with rubbish and then cover with soil. Plastic does not rot away so all the plastic ever made is still in existence on our planet's surface. Much of the plastic we throw away ends up in landfill sites. Read pg 12 The Problem With Plastic. Where does waste water go? 3 sources of evidence about waste water on sheet to respond to. Watch: **https://www.tes.com/teaching-resource/the-journey-of-a-plastic bottle-12131711** The three different possible outcomes for a bottle.	

		Create a flow chart for the 4 alternative outcomes for a plastic bottle. Use arrows on diagram to create a flow chart. How long does it take for plastics to break up? Create a timeline (up to 500 years) showing how long everyday items take to break down. Collate plastics use data as a class (in a table) and create a pie chart to show the data of usage. Scaffold the stages of making a pie chart. Reading homework: National Geographic Kids vs Plastic pgs 18-19. The Last Straw.	
Week 3: 2 hours What and where are the worlds' ocean currents? To learn what and where the Great Pacific Garbage Patch is. How to use longitude and latitude to identify a geographical location.	ocean currents continents longitude latitude flakes debris	Explicit teaching: What and where are the worlds' ocean currents? **https://earth.nullschool.net/#current/ocean/surface/currents/orthographic=-345.00,0.00,310** Currents are wide bands of water that flow around the oceans in huge circles. They are swept along by global winds which drag the water with them. The Earth's spin makes currents move. Some currents are warm (up to 30°C), others are cold (down to a chilly -2°C). They take warm water from near the Equator and cold water from near the poles and carry it around the world. Talk through PowerPoint about ducks and Lego. Watch **https://www.youtube.com/watch?v=_uuMpVf2R8E** rubber ducks. Watch **https://www.youtube.com/watch?v=fjP1VCc4Imk** about Lego pieces that continue to wash up in Cornwall.	

		Mapping – how were the Lego pieces/ducks located. Explicitly teach longitude and latitude in relation to continents and then more specific locations. Map where ducks washed up. What impact does this have on plastics that are dumped in the oceans? Reading - Captain Charles Moore in 1997 – page 13 -14 You Are Eating Plastic Everyday. Look at his photo. What is the 'Great Pacific Garbage Patch' really like? Watch PowerPoint lesson 1 slides 1-14 including **https://www.youtube.com/watch?v=GLgh9h2ePYw** Map the five gyres and the ocean currents Focus on The Great Pacific Garbage Patch, map it and annotate with key facts about it: 79,000 tonnes of floating debris Plastic going around in circles trapped forever The world's biggest landfill – except that it's in the ocean 3 times the size of France Most debris concentrates towards the centre of the patch 80% of the GPGP plastic comes from the land, mostly bottles and bags. Another 10% is fishing nets. The rest is from ships and containers and offshore rigs, from tiny nurdle pellets (used by industry to melt down and make into moulded plastic goods) to trainers and toys. Reading homework: National Geographic Kids vs Plastic pgs 36-37. Ultimate Recycler and 76-77 A Bright Idea.	
Week 4: 3 hours TRIP	food chain producer consumer secondary consumer	Plastic pollution and food webs PowerPoint EduEncounter (7-11 / Lesson 5)	

To know how microplastics enter the food chain. To consider how plastic pollution affects the global community. To learn how humans can reduce their impact on the physical environment and the earth's ecosystems.	durable rethink reduce refuse re-use repair recycle seabirds	Watch video **https://www.youtube.com/watch?v=ju_2NuK5O-E&t=286s** about plastic in seabird's stomachs (up to 5.00). <u>Case studies</u> Through exploring the case studies pupils discover some complex social and ethical issues which affect the plastic pollution problem. How does this affect the global community? Students consider the perspectives of different stakeholders and debate how economics, human rights and sustainability all influence plastics pollution. They then create soundbites from some of the individual characters involved. Create food webs using picture cards. Reading: Microplastics in human food chain – page 24 – 26 'You Are Eating Plastic Everyday.' <u>What are the 6 Rs?</u> (EduEncounter 7-11 / lesson 7) Students find out about some recent innovations designed to improve plastics pollution, focussing on young people's contributions. National Geographic book as a source of information. Reading homework: National Geographic Kids vs Plastic pgs 42-43. All In It Together. Reading homework: National Geographic Kids vs Plastic pgs 38-39. Take A Close Look.	
<u>Week 5:</u> 3 hours To learn how humans can reduce their impact on the physical environment and	6 Rs catastrophe responsibility action	Case Study: Henderson Island Use paper and internet research to find out about the remote island in the South Pacific – uninhabited yet littered with millions of items of plastic debris.	

the earth's ecosystems.		Write a persuasive letter to 'world citizen' urges all to make a change to their habits and lifestyles today to work collectively for a better future. (see English policy)	