



ACADEMIC CURRICULUM

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
HUMANITIES	Geography	<p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>To study the “why of where.”</p> <p>To provide opportunities for pupils to learn about human and natural phenomena, and the interaction of both.</p> <p>To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p> <p>To introduce pupils to a multifaceted discipline that bridges the social sciences, the humanities, and the physical sciences.</p>	<p>Weather UK England Scotland Ireland Wales London Newcastle Edinburgh Cardiff Belfast Maps of the World Continents and Oceans Arctic Ocean Atlantic Ocean Pacific Ocean Indian Ocean Southern Ocean Australia Sydney Aboriginal People Animals Great Barrier Reef Daintree Rainforest Weather and Extreme Weather Climate</p>



	History	<p>To enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>To inspire pupils' curiosity to know more about the past.</p> <p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p><u>Autumn Term</u> <u>Queen Elizabeth II</u> - focus on Society, Beliefs, Culture and pastimes <u>Queen Victoria</u> - focus on Society, Culture and pastimes and Artefacts <u>Tim Berners-Lee</u> - focus on Society and Culture and pastimes <u>Great Fire of London</u> - focus on Location, Settlements and Artefacts <u>Gunpowder Plot</u> - focus on Beliefs, Settlements and Artefacts <u>The First World War (Armistice/Remembrance)</u> - focus on Location, Conflict and Society</p> <p><u>Spring Term</u> <u>Christopher Columbus</u> - focus on Location, Travel and exploration and Settlements <u>Spanish Armada</u> - focus on Location, Conflict and Beliefs <u>The Steam Engine (George Stephenson)</u> - focus on Society, Travel and exploration and Artefacts (local History) <u>The First Newcastle Flight</u> - focus on Location, Travel and exploration and Settlements <u>Neil Armstrong</u> - focus on Location, Travel and exploration and Artefacts <u>Moon Landing</u> - focus on Location, Travel and exploration and Conflict</p> <p><u>Summer Term</u> <u>Grace Darling</u> - focus on Location, Society and Travel and exploration <u>Emily Davison</u> - focus on Location, Society and Artefacts <u>Jethro Tull (Agricultural Revolution)</u> - focus on Settlements, Society and Food and Farming <u>Industrial Revolution</u> - focus on Location, Society and Food and farming</p>
--	---------	---	--



			<u>American Revolution</u> - focus on Location, Conflict and Travel and exploration
	RS	<p>To enable learners to respond to a global landscape of religious belief and diversity.</p> <p>To help our children and young people to hold balanced and well informed conversations about religion and belief.</p> <p>To engender an interest in exploring, understanding and showing respect for different faiths and cultural diversity.</p> <p>To develop a knowledge and acceptance of religions and worldviews.</p> <p>To examine theology, philosophy and social science within a historical context.</p> <p>To foster the ability to “disagree agreeably”.</p>	<p>Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. In Year 1 they will be looking at both the Christian and Jewish faiths.</p> <p>The Story of the Creation How and why Christians Celebrate Harvest? How and Why do Jews Celebrate Sukkoth?</p> <p>Why do we celebrate Christmas? How do we celebrate Christmas? Why are gifts given at Christmas?</p> <p>Why is Jesus so special to Christians?</p> <p>How and Why do Christians celebrate Easter?</p> <p>How and why is the home important in Jewish life? Why is Moses special to Jewish people?</p>
STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
LANGUAGES AND LITERATURE	English	<p>To instil a life-long love and enthusiasm for reading, writing and the spoken word.</p> <p>To promote an appreciation for the art of effective and eloquent communication.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Spell statutory word lists and learn Year 1 spelling rules to apply to writing.



		<p>To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively.</p> <p>To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills.</p> <p>To enable pupils to work independently and as part of a community, supporting one another in their learning journey.</p> <p>To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.</p>	<ul style="list-style-type: none"> • Compose a short narrative about a lost toy inspired by Knufflebunny by Mo Willems. • Character descriptions of imagined creatures inspired by Where the Wild Things Are by Maurice Sendak. • Narratives from alternative perspectives based on Orion and the Dark by Emma Yarlett. • Creating stories in the style of classic fairy tales such as Jack and the Beanstalk, Goldilocks and The Three Little Pigs. • Writing letters to persuade people to do more to save the planet. • Writing and performing poetry inspired by the work of Michael Rosen and Roger McGough. <p><u>Vocabulary, Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Classify words into the groups, noun, adjective, verb and conjunction. • Understand the properties of a simple sentence. • Use capital letters, full stops and finger spaces consistently and correctly. • Begin to incorporate exclamation and question marks for effect. • Develop a growing vocabulary based on books read. • Understand the differences between subordinating and coordinating conjunctions and use them to extend writing. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Form all the letters of the alphabet in the precursive style.
--	--	---	--



			<ul style="list-style-type: none"> • Begin to join letters together appropriately. • Write letters clearly on the line. • Write the numerals 0-9. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction. • Link their reading to their own experiences. • Become familiar with key stories such as the classic fairy tales. • Learning to appreciate rhymes and poems and be able to recite some of them by heart. • Discuss new vocabulary and use it in new and unique situations. • Participate in discussions about what they have read with increasing confidence. <p>Due to previous school closure, extra time has been dedicated to reinforcing spelling rules and their application. Additionally, extra focus is dedicated this academic year to embed new grammar scheme.</p>
	Phonics	<p>To represent 42 phonemes by a grapheme. To know the letter names. To form letters correctly. To consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. To practise blending for reading and segmenting for spelling. To broaden knowledge of graphemes and phonemes for use in reading and spelling. To learn 'sound families' eg. /ai/, /ay/, /a-e/ and /ee/, /ea/, /e/, /y/. To apply the alternative pronunciations to decode both real and nonsense words accurately. To learn to choose the appropriate graphemes to represent phonemes. To build a word specific knowledge of the spelling of words.</p>	



		<p>To read and spell the Year 1 Common Exception Words. To read and spell the first 100 High Frequency Words. To develop the ability to read decodable and tricky words automatically. To read and write sentences.</p>
	Latin	<p>To foster a love of language and curiosity about the wider world.</p> <p>To support our pupils in developing a rich vocabulary which allows them to express themselves confidently</p> <p>To develop a deeper understanding of the grammatical structures of languages.</p> <p>To enhance our pupils' cultural capital and in so doing their social and academic confidence.</p> <p>To improve our understanding of other cultures, and thereby of our own</p> <p>To give our brains a workout!</p> <p>Autumn Term <u>Roman Gods</u>- pupils will look at the different Roman Gods that the Junior school classes are named after. <u>Greetings</u>- hello, my name is, how are you? <u>Numbers</u>- 0-10, roman numerals, happy birthday. <u>Colours</u>- learning the names of the colours. <u>Animals</u>- pets, farm and zoo. <u>Saturnalia</u>- winter festival</p> <p>Spring term <u>Seasons</u>- spring, summer, autumn and winter. <u>Weather</u> <u>Life in the ancient world</u>- history of local area and life in Roman times. <u>Places</u>- local Roman settlements, UK Roman settlements <u>Objects in the home</u> <u>Daily routines</u></p> <p>Summer term <u>Hobbies</u> <u>Going to school</u> <u>Greetings</u>- recap <u>Numbers</u>- recap <u>Colours</u>- recap <u>Animals</u>- recap <u>Seasons</u>- recap <u>Hobbies</u>- recap <u>A day in the life of a Roman at Vindolanda.</u></p>



STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
STEM	Computing	<p>To prepare our pupils for an ever changing work climate.</p> <p>To educate our pupils to become good digital citizens.</p> <p>To provide our pupils with creative opportunities to represent their ideas in different forms</p>	<p>Computing Skills</p> <p>Word Processing Skills</p> <p>Using Paint</p> <p>Using and Applying</p> <p>Programming with Scratch Junior</p> <p>Programming Toys</p> <p>Online Safety</p>
	Maths	<p>To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge.</p> <p>To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach.</p> <p>To inspire an enjoyment in and appreciation of the beauty of mathematics and its appearance in everyday life as well as the impact the skills developed can have</p>	<p>Numbers to 10</p> <p>Part-whole within 10</p> <p>Addition and subtraction within 10</p> <p>2D and 3D shapes</p> <p>Numbers to 20</p> <p>Addition and subtraction within 20</p> <p>Numbers to 50</p> <p>Introducing length and height</p> <p>Introducing weight and volume</p> <p>Multiplication</p> <p>Division</p> <p>Halves and quarters</p> <p>Position and direction</p> <p>Numbers to 100</p> <p>Time</p> <p>Money</p> <p style="color: red;">Adaptations to provide catch up for Covid-19 – extra time added to Key instant recall facts (KIRF) practice. Units missed/completed over home learning to be given extra time when covered in Year 1- counting on and counting back, numbers to 20, numerical patterns (doubling, halving, odds, evens) and measure (length, weight and capacity).</p>



	<p>Science</p> <p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><u>Biology</u> Plants</p> <ul style="list-style-type: none"> • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. <p>Habitats</p> <ul style="list-style-type: none"> • Look at the suitability of environments and at food chains. <p>Animals and humans</p> <ul style="list-style-type: none"> • Identify, classify and observe. • Look at growth, basic needs, exercise, food and hygiene. <p>Living things*</p> <ul style="list-style-type: none"> • Investigate differences. <p><u>Chemistry</u> Materials</p> <ul style="list-style-type: none"> • Identify, name, describe, classify and compare properties and changes. • Look at the practical uses of everyday materials. <p><u>Physics</u> Light</p> <ul style="list-style-type: none"> • Look at sources and reflections. <p>Sound</p> <ul style="list-style-type: none"> • Look at sources. <p>Electricity</p> <ul style="list-style-type: none"> • Look at appliances and circuits. <p>Forces</p> <ul style="list-style-type: none"> • Describe basic movements. <p>Earth and space</p> <ul style="list-style-type: none"> • Observe seasonal changes.
--	--	--

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
--------	---------	-------------------	-----------------



PRACTICAL AND PERFORMANCE	Art	<p>To foster a love and appreciation for art, craft and design.</p> <p>To enable pupils to interpret the world around them and the numerous images that they will encounter every day.</p> <p>To develop pupils' artistic skills in a range of media.</p> <p>To prepare pupils to achieve success in external examinations.</p> <p>To develop in our pupils transferable skills which prepare them for the world of work.</p>	<p>Autumn Term Turner – Romantic Art Da Vinci, Michaelangelo, Rembrandt, Gainsbrough, Warhol – Portraits Gainsbrough Focus – Portraits Van Gogh – In the dark of night</p> <p>Spring Term Constable – Love for landscapes O’Keeffe - The beauty of flowers Cezanne – Food</p> <p>Summer Term Mesopotamians – Ancient Art Monet – Impressionist - At the seaside Aivazovsky – Scenes by the Sea</p>
	Design Technology	<p>To build and develop learning which results in the acquisition of knowledge and mastering practical skills.</p> <p>To encourage pupils to use their creativity and imagination, to design, make, evaluate and improve products that solve real and relevant problems.</p> <p>To give pupils opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.</p> <p>To encourage pupils to become innovators and risk takers, taking inspiration from design, past and present.</p>	<p>Autumn Term Materials: Bonfire work Computing: Firework picture using Paint Design throughout History: Planes Electricals and Electronics To design, make evaluate and improve: Christmas Card To design, make evaluate and improve: Christmas Decoration</p> <p>Spring Term Construction: Photo Frame Mechanics: Levers and Sliders Materials: Mother’s Day Card Textiles: Sewing skills linked to Mother’s Day Food: Easter Nests</p> <p>Summer Term Take Inspiration from design throughout History: Trains</p>



			<p>Materials: Fabrics Computing: Paint to design a t-shirt Textiles Design a t-shirt Construction: Fish Tank Mechanics: Catch a fish Food: Fruit Salad</p>
Music	<p>To make a unique contribution to the learning of pupils at Polam Hall School.</p> <p>To give pupils access to a wide range of practical activities which enables them to progress with their musical skills and knowledge whilst building their confidence as individuals.</p> <p>To teach pupils the styles, genres and traditions involved in music making through a varied programme of study upholding the expressed aims of the National Curriculum.</p>		<p>Musical Skills: To introduce the concepts of Pulse and Rhythm and to develop a sense of internalising a beat. Pupils play clapping games, explore body percussion and other rhythm work to build a sense of ensemble and performing together.</p> <p>Other ingredients of music are introduced including dynamics, tempo, pitch and melody.</p> <p>Performance and ensemble skills are also developed through singing games, rounds, chants and simple melodic songs.</p> <p>Musical Knowledge: To introduce different genres of music pupils perform and appraise pieces in the following styles: Hip-Hop, Christmas Music, The Blues, Funk, Baroque, Classical and Romantic Music.</p>
PE	<p>To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>To establish self-esteem through the development of physical confidence and competence.</p> <p>To offer competitive sports at a range of levels.</p> <p>To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p>		<p>Target: to send objects towards a designated target with accuracy, consistency and cooperation.</p> <p>Tag: to run at speed, choosing a clear pathway.</p> <p>Striking and Fielding: to strike and field a ball; to think about tactics that could be applied to the game when both striking and fielding.</p> <p>Net and Wall: to demonstrate the ready position; to understand how to strike a ball with a variety of equipment; to throw towards a target with varied force, to catch a ball.</p>



			<p>Invasion: to demonstrate the ability to throw and catch a ball whilst stationary; to think about the best tactic to use depending on where teammates and opponents are; to understand the role of cold and warm defence; to play enjoyable games.</p> <p>Gymnastics: to demonstrate three ways of travelling, balances using small and large body parts, a log roll and a variety of jumps both on and off apparatus; to create a sequence that can be performed well and joined together fluently.</p> <p>Dance: to travel in a variety of ways; to remember and repeat actions; to use different levels and space; to use gestures; with a partner, discuss and perform a range of movements linked together; to adapt movements to make easier transitions.</p> <p>Sports Day Athletics: to take part in a variety of events which include sprinting, jumping and throwing activities; to compete competitively and aim to improve their techniques.</p>
--	--	--	--

CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
SPORT AND THE OUTDOORS	<p>To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.</p> <p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p>	<p>Sports' Day Play Time House games and competitions Multi Skills Festival</p> <p><u>Activities Programme</u> Gardening Multisports</p>



	To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.	Forest School <u>Extra-Curricular Activities</u> As published termly
--	--	--

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
CREATIVITY	<p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p>	<p>House Art Competition House Creative Writing competition</p> <p><u>Activities Programme</u> Art Appreciation Paper Crafts Sewing</p> <p><u>Extra-Curricular Activities</u> As published termly</p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
PERFORMANCE	<p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p> <p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p>	<p>Whole Class Assembly Whole year group assembly Infant Production Hymn and Singing Practice</p> <p><u>Activities Programme</u> Drama</p> <p><u>Extra-Curricular Activities</u></p>



	To improve communication and language skills so that our pupils can communicate effectively with others with confidence.	As published termly
--	--	---------------------

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
VOLUNTEERING AND MEMBERSHIP	<p>To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service.</p> <p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p>	<p>School Council</p> <p>Helping Hands</p> <p>Reading Leaders</p> <p>CC Champions</p> <p>Harvest Festival</p> <p>Remembrance Service</p> <p>Litter Patrol</p> <p>Calendared charitable events such as</p> <p>Pupil-led charitable events</p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
WORLD OF WORK	<p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability</p>	<p>Careers Week activities and assembly</p> <p>Who's Who in our school?</p> <p>Our Emergency Services</p> <p>Jigsaw PSHE Big Question: What would you like to achieve?</p>



	skills, influenced by independent careers advice and guidance.	
--	--	--

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
NOSCE TE IPSUM - know thyself (PSHE)	<p>To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood.</p> <p>To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically.</p> <p>To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> <p>There is a whole school approach to teaching PSHE, SMSC and British Values at Polam Hall School and a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.</p> <p>The six Puzzles (units) are taught across the school and the learning deepens and broadens every year.</p>	<p>Autumn 1: <u>Being in my world</u> <i>Focus word: identity</i> What do you do in class to help other children and your teacher?</p> <ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter <p>Autumn 2: <u>Celebrating difference</u> <i>Focus word: tolerance</i> How are you the same as a friend and how are you different?</p> <ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone <p>Spring 1: <u>Healthy me - mens sana in corpore sano</u> (a healthy mind in a healthy body) <i>Focus word: respect</i> What choices do we make to stay healthy?</p> <ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe



Intended outcomes

As a result of our PSHE programme of learning, pupils will:

- develop their knowledge and understanding of citizenship and economic wellbeing, rights and responsibilities, and aspects of law.
- understand the importance of healthy lifestyles and their physical and mental wellbeing, and develop skills and strategies to raise confidence and self-esteem
- know and understand the importance of staying safe
- be able to recognise the characteristics of healthy and unhealthy relationships
- understand why and how their body will develop and change as they grow up.

- Medicine safety/safety with household items
- Road safety
- Linking health and happiness

Spring 2: Dreams and goals

Focus word: aspirations

What would you like to achieve and why is it important to keep trying?

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges Identifying and overcoming obstacles
- Feelings of success

Summer 1: Relationships

Focus word: integrity

How does it feel to be part of a family?

- Belonging to a family
- Making friends/being a good friend
- Physical contact preferences
- People who help us
- Qualities as a friend and person
- Self-acknowledgement
- Being a good friend to myself
- Celebrating special relationships

Summer 2: Changing me

Focus word: resilience

How will you change as you grow up?

- Life cycles – animal and human
- Changes in me
- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change



		<ul style="list-style-type: none">• Transition
--	--	--