



## Teaching & Learning



### Curriculum Statements of Intent

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<b>Early Literacy</b>	At Elvington, reading is our priority from the moment the children join us in FS2 as phonic skills are vital in the development of competent readers. Through the use of indoor and outdoor provision areas, children have the opportunity to explore, enjoy, learn and use words and text in a range of situations. Writing is encouraged and explored at every opportunity. Children are exposed to both real and alien words regularly to prepare for the phonics screening test, although our priority is creating fluent readers who are enthused about learning to read. We aim to expose children to an increasing range of books, including poetry, with the intention of children using vocabulary and forms of speech influenced by their experience of these books.
<b>Reading</b>	Our priority is to nurture a love of reading where children become confident, independent and lifelong readers. We recognise reading as being the key to all learning so, at Elvington, it is our mission to ensure that all children succeed in this area. We have high expectations of our learners and encourage children to read regularly and widely, for the purpose of both education and enjoyment. Through adult modelling, children are encouraged to recommend reading material to their peers as a way of articulating their views and feelings. Children are exposed to high quality texts by a range of authors through both guided reading sessions and through pre-planned cross-curricular topic links. We aim to inspire children through author visits, our reading bingo cards, reading competitions, themed days and a frequent library bus visit for our eldest pupils.
<b>Writing</b>	At Elvington, our aim is to foster competent, confident writers. We recognise that writing is an area that should not be confined to literacy lessons alone, so opportunities are planned for children to write across the curriculum. Children write in the style of a whole range of genres and teachers plan opportunities for children to be able to vary the purpose, audience and form of their writing. We cater for a range of learning styles through a multitude of resources used to inspire our children's creative minds: video clips, auditory recordings, trips, visitors, images, drama, talk for writing and high quality texts are some examples of these. Meaningful, real-life purposes for writing are encouraged wherever possible. Children are taught to discuss, plan, draft and edit their writing through teacher modelling and peer support.
<b>"Either write something worth reading or do something worth writing." — Benjamin Franklin</b>	
<b>Mathematics</b>	At Elvington, we strive towards shaping able and confident mathematicians who are well equipped to use maths in their everyday life. We aim to provide pupils with a secure understanding in all areas of maths: place value, the four operations, algebra, fractions, geometry, measurement and statistics. Within every area of maths, we ensure that all children are fluent, can reason mathematically and solve problems. When new concepts are introduced, children are encouraged to be able to move fluently between different representations and methods. Once the

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	<p>methods are learnt, children begin to deeper their understanding by applying their knowledge to reasoning and problem solving tasks. The expectation is that the majority of pupils will move through the areas of maths at broadly the same pace. However, pupils who grasp concepts rapidly should be challenged from the outset and throughout a lesson through rich and sophisticated problems.</p> <p>We encourage children to be independent, resilient thinkers, who develop a positive and enthusiastic attitude towards Mathematics that remains throughout their lives. At Elvington, we endeavour to make maths for children within our school as meaningful and exciting as possible using practical resources, celebrating maths and real life application whenever possible.</p>
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<p><b>“Pure mathematics is, in its way, the poetry of logical ideas.”</b> — Albert Einstein</p>	
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<b>Science</b>	<p>At Elvington Primary School, we hope our children will develop both their substantive and disciplinary knowledge through carefully planned exciting Science opportunities. All Science sessions aim to embed previous learning and opportunities to deepen understanding are planned in. We aim to support children to develop their disciplinary knowledge (an understanding of the processes and methods of Science) by providing a range of scientific enquiries, investigations and questions to help them explore the world around them. Throughout their learning, the children’s substantive and disciplinary learning is carefully planned to show the effect one has on the other enabling them to use their substantive knowledge to work scientifically.</p> <p>For Key Stage One, the focus is to enable pupils to experience and observe the world around them. Following on from their time in Early Years Foundation Stage children need time to deepen prior learning and engage in first hand experiences and begin to use simple scientific language. During their time in Lower Key Stage Two, the emphasis is on children having opportunities to broaden their scientific view of the world around them. Children are still encouraged to talk, test and make links. Children are encouraged to speak about their findings and later write about what they have found. Finally, in Upper Key Stage Two, children’s principal focus is to allow children time to deepen and develop their understating of a range of scientific ideas. Here we encourage our children to independently plan and carry out investigations to answer questions; competently use scientific equipment to measure and record data accurately and have the necessary skills and vocabulary to confidently explain concepts and articulate their findings.</p> <p>Our intention throughout school is to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. During their time at Elvington School, we aim to equip children with the knowledge required to use and implement Science today, tomorrow and for their futures.</p>
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<p><b>“I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.”</b> — Isaac Newton</p>	
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<p><b>Religious Education</b></p>	<p>At Elvington, we engage pupils in systematic enquiry into significant human questions, which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Through Religious Education we aim to ensure that children know about and develop an understanding of a range of religions so that they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we also enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues. In addition, teaching this subject at Elvington will allow children to gain and deploy the skills needed to engage with religions and worldviews, so that they can articulate beliefs, find out about and investigate key concepts and questions of belonging, meaning, purpose and truth by responding creatively.</p> <p>Religious education has a unique place as a central subject in the curriculum at Elvington. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.</p>
<p align="center"><b>“Train up a child in the way he should go; even when he is old he will not depart from it.”</b> — Proverbs 22:6</p>	
<p><b>Computing</b></p>	<p>At Elvington, we prepare our children to be confident and competent within a world that is heavily shaped by technology. We recognise that our children, like many others, are using technology on a daily basis at home and at school therefore, within our curriculum, we aim to develop knowledge, understanding and confidence to ensure our children go through education and beyond being able to apply the computing skills they have learnt in everyday situations. We intend for our children to develop their speaking and listening skills, within the computing curriculum, by using a range of different software where children of all ages can find, analyse and present information and further evaluate their presentations.</p> <p>We aim to develop independent learners who are fluent in their understanding of computer science by teaching them how to use a range of programs where they are able to design, create and evaluate their work using specific vocabulary. We ensure our children are taught the importance of safe internet use during computing lessons. In every year group, e-safety is a key focus and we are proud that our children have the knowledge and understanding of how to stay safe online.</p> <p>We promote the importance of using technology safely and respectfully by ensuring all of our children have access to our key stage specific safe internet use posters, which are clearly displayed in every classroom. Our ambition, for our children, is for them to leave us developing their digital literacy and being able to safely use technology and develop their ideas through information and communication technology, which they will be able to apply to their further education and future career to become masters of technology in the rapidly changing digital world.</p>
<p align="center"><b>“What a computer is to me is the most remarkable tool that we have ever come up with. It's the equivalent of a bicycle for our minds.”</b> — Steve Jobs</p>	

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<p><b>History</b></p>	<p>Through the History Curriculum, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how the local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources (both primary and secondary) in order to make deductions about the past. They are taught to think and behave as historians and archaeologists. The children are also encouraged to pose their own historical questions. We investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. British Values are woven into the History curriculum promoting values such as Mutual Respect, Tolerance and Individual Liberty. Themed days such as Black History, Remembrance and Significant Women promote such values. Themed days, visitors and school visits are used within the History curriculum to develop a deeper understanding of the time periods studied and to inspire the children so that they have a lifelong love of History.</p>
<p><b>"Those that fail to learn from history, are doomed to repeat it." — Winston Churchill</b></p>	
<p><b>Geography</b></p>	<p>It is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people that will remain with them throughout their lives. We aim to offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. It is our intention that Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them.</p> <p>It is our intention that the Geography curriculum will be both stimulating and motivating in order to capture the pupil's curiosity and fuel their motivation to learn. With a solid foundation upon which they can continue to build their knowledge, we hope that the children will continue to have a curiosity of the world throughout their life.</p>
<p><b>"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." — Barack Obama</b></p>	
<p><b>Physical Education</b></p>	<p>It is our intent for the Physical Education curriculum to inspire all pupils to enjoy, succeed and excel in competitive sport and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. We will provide our children with opportunities to compete in sport and other activities to build character and help to embed core values such as fairness and respect. We will strive to ensure that</p>

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	<p>every child exceeds their potential and the impact of our PE curriculum will allow our children to live a healthy and active lifestyle.</p> <p>In Key Stage 1, the children will develop fundamental skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. The children will engage in competitive and co-operative physical activities, in a range of challenging situations. Over the year, the children will take part in a variety of games, gymnastics and dance activities.</p> <p>In Key Stage 2, the children will continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences in movement. We will provide the children with plenty of opportunities to allow them to enjoy communicating, collaborating and competing. Throughout the year, the children will have the opportunity to take part in a variety of games, gymnastics and dance. Year 5 children will be taught to swim competently, confidently and proficiently.</p>
<p align="center"><b>“There’s no substitute for hard work. If you work hard and prepare yourself, you might get beat, but you’ll never lose.”</b> – Nancy Lieberman</p>	
<p><b>Design &amp; Technology</b></p>	<p>At Elvington, it is our belief that by offering children an inspiring, stimulating and challenging design technology curriculum, we can equip them with the skills and knowledge they will need to thrive in a rapidly advancing technological world. Design and Technology aims to allow children to use their imagination and creativity to design and make a range of products within a variety of contexts. They are given the opportunity to understand nutrition and learn how to cook.</p> <p>We aim to implement this through a variety of teaching methods; Design and Technology lessons, developing skills in Art and Design, and through a cross curricular approach within other subject lessons. Design and Technology requires children to draw on skills within Mathematics, Art, Science and Computing. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons. Children are given regular opportunities to develop their understanding of the technological world.</p> <p>Throughout their time at Elvington, children will be encouraged to take risks when designing and making their products. Through a diverse range of experiences, we actively encourage our children to be critical thinkers, forward planners and effective problem solvers. Lessons will be hands on and engaging, with the children having access to lots of resources and materials. We also teach our children to be able to work as capable individuals and valuable, productive team members.</p> <p>We want the children at Elvington to develop their imagination, their critical thinking and their understanding of the world around them through their love of Design and Technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind.</p>
<p align="center"><b>"You can't use up creativity. The more you use, the more you have."</b> – Maya Angelou</p>	
<p><b>Art &amp; Design</b></p>	<p>At Elvington we ensure that art is inclusive and accessible to all pupils whatever their ability or cultural background. We offer opportunities for the children to explore and experiment with lots of different techniques and materials, fostering enjoyment and confidence in art. We welcome visits of art professionals and</p>

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	<p>parents with experience of working with art into school. We consider these valuable experiences. We also enjoy whole school art events such as Art Week or Big Art Days. We also value visits local art galleries and the Yorkshire Sculpture Park to enhance our experiences. We also value art as a way of recording learning across the wider curriculum for instance in R.E.</p> <p>Pupils are encouraged to express themselves using a wide range of materials and equipment and so develop their artistic skills. Through artistic expression they develop the ability to record experiences, observations and imaginings and so gain a greater understanding of the world around them.</p> <p>Drawing, painting, printmaking, sculpting, textiles, collage and ICT are the main areas of work and children are taught progressively about colour, pattern, texture, line and form to develop their ability and confidence. They are also taught about great artists and learn to appreciate their work and use them for personal inspiration.</p> <p>Early Years children explore art through play, creating pictures and sculptures that use a variety of tools and techniques. In our indoor and outdoor provision our children have free access to a wide variety of resources that are able to use to inspire and record their ideas.</p>
<p><b>“Every child is an artist. The problem is how to remain an artist once he grows up.”</b> — Pablo Picasso</p>	
<p><b>Music</b></p>	<p>At Elvington, we encourage children to participate in a variety of musical experiences throughout the year. Through the music curriculum, the children have the opportunity to explore their creativity, engage their imaginations, grow in self-confidence and develop their listening skills. Our aim is to promote enthusiasm for and the enjoyment of, music in all its forms and also to develop musical skills and knowledge.</p> <p>Music is taught through practical, creative activities, which should enhance the lives and learning of all children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Our Music Curriculum reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in.</p>
<p><b>“Music can change the world.”</b> — Ludwig van Beethoven</p>	
<p><b>Modern Foreign Languages (French)</b></p>	<p>Through teaching a Modern Foreign Language, we aim to encourage and develop skills for life in language learning, which will equip our children with the necessary foundation skills to build upon in secondary education. This will enable them to compete in a diverse world and international workplace where English is not the only spoken language.</p> <p>We focus on key skills to develop linguistic competence:</p> <ul style="list-style-type: none"> <li>• <b>Speaking and listening</b> to develop confidence and accuracy;</li> <li>• <b>Reading</b> to develop an awareness of grapheme/phoneme correspondence and to practise vocabulary;</li> <li>• <b>Writing</b> to develop confidence in using words, phrases and building towards sentences</li> </ul> <p>Throughout the teaching of MFL, every opportunity is taken to develop the children’s cultural awareness.</p>

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**"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."**

**— Nelson Mandela**

**PSHE**

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our PSHE curriculum incorporates Relationships and Sex Education (RSE); aiming to provide age appropriate learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We believe the understanding of such values is integral to supporting and developing positive attitudes towards each other and ensuring positive emotional well-being. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our intent is to build learners' communication skills by increasing not only their vocabulary but also their ability to communicate effectively with others and express their views successfully. Our RSE programme aims to prepare learners for successful and safe futures.

**"Kind words can be short and easy to speak, but their echoes are truly endless."**

**— Mother Teresa**