**Content of Brinkley Grove’s curriculum**

**Maths**

At Brinkley Grove all pupils are encouraged by the belief that by working hard at maths they can succeed. Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all children can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept, this is identified quickly and extra teaching is provided. Brinkley Grove uses White Rose Maths materials as its main scheme of work which is supplemented by other resources such as Nrich, kangaroo maths and MyMaths.

The schemes of work for each year group can be found here: <https://whiterosemaths.com/resources/primary-resources/primary-sols/>

**Computing**

Brinkley Grove uses Purple Mash as its computing programme. This is taught from Year 1 up to Year 6 and covers the whole curriculum to enable every child to become competent and confident in a range of skills. Children are assessed four times a year through work completed in the class and work they have submitted to the teacher. The computing lead also regularly speaks to the children to gauge whether the children are being challenged appropriately as well as covering everything they need over the year. Teachers follow the yearly overview and adapt if necessary as well as using other programmes to complement Purple Mash. We have mice (for coding) in use in Early Years as well as in Year 1 and 2 and Dash and Dot robots are used for the older children to allow them to use their coding skills in real-life situations. As well as this, teachers use 2code.org, Barefoot.org, Microsoft and Scratch to allow children time to develop new skills learnt through Purple Mash. By the end of Year 6, we expect children to be confident using a range of programmes, knowledgeable and competent.

**RE**

At Brinkley Grove Primary School, we follow 'ExploRE' the Essex agreed syllabus for religious education across all year groups. Our RE curriculum enables children to consider important life questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. It also encompasses our whole school values by promoting community cohesion through mutual respect and tolerance in a diverse society.

In reception, children will learn about RE through understanding that people have different beliefs and celebrate special times in different ways. In KS1, children follow a broad RE curriculum focussing on the themes of special people, special places, special words and stories, special things in nature, special symbols and objects and special ways of living based on their own experiences at home and of the school and local community. In KS2, children learn about Christianity and other principal religions though in-depth study of the teachings, practices and ways of life central to religion. This includes the impact of religion and beliefs on individuals and society locally, nationally and globally

Throughout our RE curriculum we strive to create experiential learning experiences by making links with our parents, carers and local community through visits, speakers and shared celebrations and events.

**Design and Technology (DT)**

**EYFS:**

EYFS children follow the expectations stated in the *Expressive Arts and Design* part of the EYFS framework. Children in reception are taught to use different techniques for joining materials (for example, how to use adhesive tape and different sorts of glue). Pupils are also shown how to use a range of materials and tools with safely and precision.

**Key Stage One:**

Children learn how to make simple food dishes and begin to think about where food comes from. Pupils are provided with the opportunity to complete cooking projects as part of their topic work in both year groups.

 Pupils are also asked to design and make appealing products following a given criteria. Children are encouraged to discuss their ideas to these practical projects and use pictures to help plan their work. Projects include the use of sewing as part of a dinosaur topic during year one and the creation of a superhero gadget in year two. Pupils are given opportunities to use a range of tools to help them perform these practical tasks (scissors, glue.)They are then encouraged to evaluate their ideas and reflect upon possible improvements through discussion.

**Key Stage Two:**

Pupils continue to think about where their food comes from and how to ensure good hygiene practices when working with food. Alongside PSHE, children learn about what constitutes a healthy diet and how to make a wider range of food dishes. These skills are particularly focused upon as part of a food topic on chocolate during year four.

Children continue to learn how to plan, make and evaluate products using a given criteria. Pupils are provided with a range of opportunities that increase in complexity starting from the creation of a moving puppet with split pins in year three to the construction of a fair ground in year six. As part of these projects, children are encouraged to plan their ideas in greater detail (for example with the use of annotated sketches and prototypes). Pupils are also taught how to use mechanical systems in their products such as the use of cogs when designing a car in year five.  Children then test and evaluate their products by making or suggesting improvements in comparison to the given criteria.

**Music**

An engaging scheme called ‘Charanga’ is followed through the school to teach music. The interrelated dimensions of music weave through the units in each year group to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

**Art**

Art, craft and design embody some of the highest forms of human creativity. At Brinkley Grove we are committed to providing a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art. As pupils progress, they learn to think critically investigate how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In EYFS, children are taught art through the 'Expressive Art and Design’ learning area. They learn about the process of developing and creating artwork through a range of media and materials to express their ideas and feelings. In Key Stage 1, children build upon this foundation using colour, pattern, texture, line, shape, form and space to develop skill within their artwork. They will learn about a range of artists, craft makers and designers, enabling them to make links with their own work. In Key Stage 2 children begin to progress their skills further, become proficient in drawing, painting, sculpture and other art, craft and design techniques . As well as being encouraged to evaluate and analyse creative works using the language of art, craft and design, making links to great artists and understanding the historical and cultural development of their art forms.

**History**

At Brinkley Grove Primary School, we believe that the teaching of history should be an ‘experience’ allowing the children to become immersed and actively involved in their learning. To do this, we provide our children with as many opportunities to learn through discovery. Using artefacts provided by local museums, the children could gain knowledge and understanding about British and worldwide history from a range of historical periods. Our children are encouraged to search for clues within artefacts to create their own predictions that they can then investigate. All our children are offered further opportunities to experience the past through trips to areas of historical interest and though interactive enrichment experiences. From one year to the next, children will build upon their ability to link historical events chronically and develop their research skills in order to broaden their historical knowledge.

Here are a few examples of the trips and experiences our children have had to develop enjoyment for their learning of history:

**Y1:** Creating a ‘toy museum’ within the school using artefacts from the local museum and items gathered at home.

**Y2:** One day workshop about the Great Fire of London

**Y3:** Interactive enrichment experience: Aztec whole-day workshops ran by local historical group within school hall and classrooms

**Y4:** Day trip to Colchester Castle museum.

**Y5:** Visit to the British Museum (London) and trip to the West Stow Anglo Saxon village

**Y6:** Visit to the Duxford Imperial War Museum

**PSHE**

**The new relationships and sex education (RSE) curriculum is compulsory from September 2020. Due to the disruption caused to education by the global pandemic, this will be taught at the start of the summer term 2021. (Updated details to follow.)**

At Brinkley Grove Primary School, we use the Essex PSHE scheme of work that is subdivided into seven themes. There are three overlapping and linked core themes that include Health and Well Being, Relationships and Living in the Wider World. Teachers adapt activities to suit their class and assemblies are linked to these themes. In Reception, children learn to see themselves as a valuable individual and build constructive and respectful relationships, manage their own needs, think about the perspective of others, express their feelings, and consider the needs of others. They are encouraged to show resilience and perseverance in the face of challenge and identify and moderate their own feelings socially and emotionally.

In KS1, children learn about what contributes a heathy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. They have the opportunity to communicate their feelings to others, to recognise how their behaviour affects other people and how to respond. They help construct, and agree to follow, group and class rules and to understand how these rules help them. They learn that people and other living things have needs and they have responsibilities to meet them (including being able to take turns).

In KS2, children build on what they have learnt in KS1 and have the opportunity to learn what positively and negatively affects their mental health and emotional health, how to make informed choices and to begin to understand the concept of a ‘balanced lifestyle’. They learn to recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive and healthy relationships. Children are provided with opportunities to research, discuss and debate topical issues and to learn what the consequences are of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.

Here at Brinkley Grove Primary School, we strive to provide a safe and supportive learning environment where the children can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience , express their views and opinions and put what they have learned into practise in their own lives.

**Science**

At Brinkley Grove, KS1 and KS2 children are taught using the Empiribox scheme of work for science. These plans are curriculum-aligned science lessons that include supporting resources and adaptable hands-on activities that follow the national curriculum programmes of study for science.

**Geography**

We believe that children should develop a keen awareness of the many areas of geography and develop an understanding of a world beyond maps. We take opportunities to highlight and discuss different elements of geography and incorporate them into other curriculum subjects. Across the year groups, our progression plan ensures we introduce a variety of knowledge about places, peoples, cultures and history of the world in which we live and interlink this with geographical skills.

**PE**

**Year 1**

In year 1 children will learn to throw, catch and hit a ball by aiming at a target. They will learn to use different parts of the body to perform expressive actions in their dance lessons. In games that they play they will learn to dribble a ball with control and pass to a target. They will learn basic rolls and jumps as well as a variety of balances in gymnastics. In athletics children will link running and jumping activities with control.

**Year 2**

In their dance lessons year 2 will learn to use coordination and control when linking dance moves to perform. They will learn to show a change of speed and good awareness when travelling with a ball in games they play. They will show understanding of the rules of a game. In gymnastics children will show improved body control when creating short sequences using a variety of transitions. In athletics they will make up and repeat sequences of linked jumps as well as taking part in relay and throwing activities.

**Year 3**

In dance, year 3 children will learn to improvise and communicate ideas with their peers. They will learn to keep possession, score and show increased awareness of space in games that they play. In gymnastics children will show creativity when travelling and using apparatus. In athletics children will show a range of throws and jumps and be able to reflect on their work.

**Year 4**

In year 4 children will use a variety of simple tactics in games they play and understand the need to defend and attack. Children will learn to use a range of strokes to swim over 25 metres and learn to perform safe self-rescue. In gymnastics children will create different ways to pass over, under and through apparatus. In dance children will perform clear and fluent dances by using simple motifs and movements. In athletics children will throw with some accuracy and power. Their jumps will sometimes include a short run up.

**Year 5**

In year 5 children will pass, dribble and shoot with control in games. In gymnastics, they will perform rolls and spins win control. In dance children will perform expressively and sensitively and will control. Children will strike, catch, throw and bowl with increasing consistency in striking/fielding games. In athletics they will sustain their running to improve on a personal target. Children will show improved throwing accuracy and jumping control.

**Year 6**

In year 6 children will use different techniques for passing, controlling, dribbling and shooting in games they play. In gymnastics they will hold and support body weight on small body parts. They will create shapes using apparatus and balances with a partner. In dance, children will adapt and refine the way they use weight, space and rhythm in their work. In athletics they will reflect on their performance and understand how power and stamina enhance performance.

**MFL (French in Years 3 – 6)**

**Year 3 - Objectives**

Autumn term: I can give a response using a short phrase.

Simple commands : hello, goodbye, please, thank you.Asking and saying your name, asking and saying how you’re feeling**.** Numbers 1-10.

**Spring term: I can start to speak in sentences**.

Asking and saying your age. Family members (brother, sister), I would like …

**Summer term: I can read and understand a short passage using familiar language.**

Numbers 11-20. Colours, more commands

**Year 4 - Objectives**

**Autumn term: I can have a short conversation saying 3-4 things.**

**I can explain the main points in a short passage.**

**I can write phrases from memory.**

**I can say what I like/dislike about a familiar topic.**

Animals. Saying you like/love/dislike/hate something. Days of the week

**Spring term:**

**I can name and describe people.**

**I can read a passage independently.**

**I can write 2-3 short sentences on a familiar topic.**

Numbers 21 – 31, family members. Months of the year, saying and asking when your birthday is.

**Summer term:**

**I can name and describe an object.**

**I can use a bilingual dictionary or glossary to look up new words.**

Parts of the body, asking and answering if something hurts, classroom items

**Year 5 - Objectives**

**Autumn term:**

**I can have a short conversation saying 3-4 things.**

**I can read a passage independently.**

**I can write 2-3 short sentences on a familiar topic.**

**I can use a bilingual dictionary or glossary to look up new words.**

Commands (formal/plural). Christmas

**Spring term:**

**I can hold a simple conversation with at least 4 exchanges.**

**I can understand a short story or factual text and note the main points.**

**I can write a paragraph of 4-5 sentences.**

Commands (informal/singular)**.** Descriptions

**Summer term:**

**I can hold a simple conversation with at least 4 exchanges.**

**I can understand a short story or factual text and note the main points.**

**I can write a paragraph of 4-5 sentences.**

Weather and seasons. Numbers 31-60.

**Year 6 – Objectives**

**Autumn term:**

**I can hold a simple conversation with at least 4 exchanges.**

**I can understand a short story or factual text and note the main points.**

**I can write a paragraph of 4-5 sentences.**

Numbers 61 - 100. School subjects - opinions. Food.

**Spring term:**

**I can use my knowledge of grammar to speak correctly.**

**I can use the context to work out unfamiliar words**

**I can substitute words and phrases.**

Holidays. Classroom items. Sports and other leisure time activities.

**Summer term:**

**I can use my knowledge of grammar to speak correctly.**

**I can use the context to work out unfamiliar words**

**I can substitute words and phrases.**

Focus on oral French, speaking in third person to describe others.