

Carmel Christian School

Curriculum Document ABC & Juniors



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Curriculum Document

Introduction

This document is a guide to the aims and structure of our curriculum at Carmel Christian School. It outlines policies on all the Core Subjects, along with details of Programmes of Study for the Supplementary Curriculum.

We believe that the ACE curriculum gives the students an excellent academic programme which is supplemented with afternoon activities to broaden their learning and social experience.

Full programmes of study and progression schedule for subjects covered by the Accelerated Christian Education curriculum may be found in the ACE Schemes of Work.

The following should also be read in conjunction with this document:

- ACE Schemes of Work
- CEE Scope and Sequence
- ACE Procedures Manual

Learning goals for the curriculum

At the very heart of the Curriculum is a clarity about what the children should learn. There are learning goals for all the subjects of the curriculum.

The ACE curriculum Learning Goals are vital as they:

- Help identify the knowledge, skill and understanding children should be learning;
- Help focus on the most appropriate teaching strategies;
- Help decide on the best sort of assessment to use.

Within the curriculum, there are 'Subject Learning Goals' which look at specific learning through different subjects. Key subject learning goals are assessed for each unit taught.

- The Personal Learning Goals are an integral part of the curriculum. The 8 Personal Goals underpin those individual qualities and learning dispositions that children will find essential. At CCS, the Personal Goals are at the heart of our school – not just within the ACE Curriculum. We teach the children how to live and not just how to make a living.
- The eight Personal Learning Goals are embedded within the whole of school life and children are encouraged to use the Personal Goals at home too. Opportunities to experience and practice these are built into the learning tasks within each unit of work, and during the tasks which are taught in small groups.
- Learning Review meetings are held between the class teacher and child to focus on progress and attitudes towards learning. The Personal Goals are

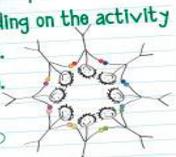
referred to during the meetings and a focus on the children can develop the goals further are discussed.

- Progress meetings with the parents are held termly to discuss progress been made by the child and to make adjustments where needed.
- The Personal Goals are also celebrated during worship/celebration assemblies weekly and then at the end of the academic year, the Personal Goals are recognised in the Assembly. Newsletters are a way of informing parents which Personal Goal is the focus.

Personal Learning Goals

Co-operation

- I understand that different people have different roles to play in groups.
- I can change my role depending on the activity and the needs of the group.
- I can take turns and share.
- I am able to compromise when it's needed.



Respect

- I know that different people, living things and the environment have different needs.
- I look after all living things and the environment.



Adaptability

- I know about a range of views, cultures and traditions.
- I respect the views, cultures and opinions of others which are different to my own.
- I confidently approach new ideas and tasks.



Resilience

- I am able to stick to a task until it is completed.
- I don't give up easily.
- I keep trying if I'm unsuccessful the first time round.



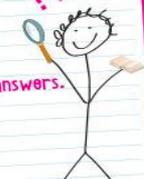
Communication

- I can speak clearly to a range of audiences.
- I can communicate in different ways using a range of tools and technologies. I am learning to communicate in more than one language.



Enquiry

- I can ask sensible questions.
- I can plan and carry out investigations to find out the answers.
- I can collect evidence from a range of sources.
- I have good research skills.
- I think about the wider issues facing the world.



Morality

- I choose to do the right thing.
- I know about the moral issues associated with different subjects.
- I respect that people have different viewpoints to my own.
- I can give reasons for my own viewpoints.



Thoughtfulness

- I am able to use a range of thinking skills in solving problems.
- I consider the points of view of others.
- I think about the feelings of others.
- I reflect upon what I have learned.



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Our Vision

At Carmel Christian School our aim is that students in our school:

- Become confident and enthusiastic learners who can work independently or as part of a team to achieve their potential in all aspects of school life
- Gain a good set of social and moral values; including being compassionate, tolerant, honest, and respectful; and the unselfishness to work for the good of others, as unto the Lord.
- Value the world, their school and each other
- Cultivate self-control to order their own lives
- Acquire the initiative and skills to develop their abilities and talents
- Have a sense of pride in themselves and their achievements and a strong belief in their own uniqueness
- Have happy memories of enjoyable, challenging and exciting learning and high aspirations for the future
- Become ready for the next step in their education; thoroughly prepared for life and with a lasting love of learning.

Our Aims

We aim to achieve our vision by:

- Providing a varied and balanced curriculum that will develop each child's full potential and creativity
- Providing equality of opportunity and equal access to the learning and social activities on offer
- Providing a variety of approaches to learning that give children the skills to enable them to take a greater responsibility for their own learning
- Providing a happy, safe and secure environment
- Encouraging the necessary learning and social skills for taking a positive role in life
- Valuing each child and their contributions
- Fostering good character, a sense of responsibility, honesty and integrity
- Developing self-respect, self-confidence and taking a responsibility for one's own actions
- Developing care and respect for gender, cultural, religious and social backgrounds.
- Encouraging co-operation and communication with the community and other organisations
- Taking positive action against discrimination and stereotyping on the grounds of race, gender, sexual orientation, ability or social class

Our Values

Carmel Christian School has the following values, which underpin all that we do:

- Parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- Commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- The importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.
- Clear and consistent discipline: we work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold.
- Respect for authority and honour for all. We teach the students to respect authority as given by God to parents, teachers and others in the school, Church communities and those in positions of responsibility e.g. the police, government etc.
- A Biblical world view in all areas of school life. We aim to develop a Biblical approach in all aspects of the curriculum, administration and pastoral care.

Our Curriculum

The aim of Carmel Christian School is to present a Christian world view to the children by using the Accelerated Christian Education (ACE) programme and other materials as appropriate.

Our Core Curriculum

The core of the Accelerated Christian Education (ACE) curriculum is comprised of the following subjects:

- Maths
- English Grammar
- Word Building (spelling and etymology)
- Science
- Social Studies (Christianity in the context of History and Geography)
- Literature & Creative Writing or Basic Literature

The programmed learning approach is such that it makes the child responsible for his/her learning.

The A.C.E. programme is unique. It provides individual students with the opportunity to develop their abilities to their maximum potential. Although A.C.E. is a technically complex system, it makes use of well-researched programmed learning techniques and motivational methods. The technical description of the A.C.E. programme is Progress Motivated Individualised Programmed Learning. As this method is not widely used, it bears some further explanation.

Progress Motivated

In a conventional system, students progress through school on the basis of chronological age. Research and experience have shown that this may not be the best way to teach children. It leads to classes being composed of children at many different levels of achievement. In certain countries of Europe, the accepted criterion for 'promotion' to a higher class is the passing of an end of year assessment. This promotion by achievement produces a desire in the student to perform well and is called 'progress motivation'. The A.C.E. programme has adopted some aspects of this philosophy, only 'promoting' children on to the next unit when a satisfactory grade has been attained. Normally the pass mark is 80%, although in 'Word Building' [spelling] units the mark is 90%. A student has to master the material before progressing to the next unit, so this method is often called 'Mastery Learning'. Assessment is by a test, which is taken at the end of each PACE. This test is 'unseen', that is, it is taken under examination conditions without access to the PACE material or other open books. Students take the test one day after completing the PACE. This ensures they have mastered the learning objectives and the content.

Teachers and parents ensure the proper learning of the material by asking probing questions the day before the test is taken.

Individualised

A.C.E. has developed and produced an individualised curriculum composed of 144 core workbooks, called PACEs, in six subjects. A PACE is a Packet of Accelerated Christian Education, i.e. a self-study workbook. Within each PACE are activities that the students complete. There are three check-ups, which are used by the student to ascertain what they have learned so far in each section, the student may look back to find the answers whilst completing these. At the end of the PACE is a Self-Test, which demonstrates what the student has learned in the whole PACE, the student may NOT look back to find the answers whilst completing this. The student is quizzed after each check-up and Self-Test to check their learning and knowledge of the PACE, before taking the PACE Test the following day.

A student does not start on the course at the level that his chronological age indicates. Instead, he takes a diagnostic test which determines his actual performance level. Once this is known, a prescription, or individually tailor-made programme, is created for that student.

In this way no able child is held back and less able children can learn at a rate appropriate to their needs and without the intimidation of being considered 'backward' or 'slow'.

Programmed Learning

A.C.E. uses a technique of programmed learning called linear programming. This means that a base level of ability is assumed, and children proceed through the programmed PACEs at a rate they and their supervisors determine. Motivation is maintained by the setting of short and long-term goals. As the key concept in programmed learning is mastery of concepts, regular testing ensures this. Concepts in the units are repeated several times and they are 'drip fed' to the student over a period of time. Programmed learning has proved to be one of the most effective ways of mastering key concepts and is used extensively by the Armed Forces, industry and commerce in training programmes.

Mastery Learning:

In Mastery Learning testing determines the student's progress. Students are not allowed to proceed until they have demonstrated by successful testing that they have mastered the work. This is true in PACEs and in software programmes, Mathbuilder, Word Builder, Readmaster and Typemaster.

Progress Is Related to Performance not Age

Individual learning ensures that each student performs at their 'level' of learning. Students on the A.C.E. curriculum are not assessed by their chronological age, but

by their level of achievement. Because of this, A.C.E. level numbers should be taken as an indication of performance, not an absolute measure of ability.

Each student completes each PACE until the subject matter is 'mastered' before moving on to the next. A student will usually complete between 10 - 12 PACEs in each subject, each year, depending on ability. Therefore any student completing less than this might need assessing for special needs; any student completing more than this, is likely to be 'most able'.

On average this work is measured every three weeks; each PACE Test has to be passed with a score of 90% (PACE numbers 1001-1036 and all Word Building) or 80% (1037+ in other subjects). These scores are averaged at the end of every term and at the end of every year to determine the progress of each individual student and each department.

Students are encouraged in character development through examples given in each PACE.

Since every student's, ACE work is individualised, it takes into account ability, aptitude and previous learning. The aim is that every student by the end of their education will have gone as far as they are able through the ACE programme.

It has been recognised that "In the best schools in the country, excellent classroom practice has already established a pedagogy and culture of **personalised** teaching and **learning**."

The emphasis in the work is upon achievement according to ability, which is rewarded with different coloured stars. Children are responsible for marking/ scoring their own work accurately. They learn how to set realistic goals for what can be achieved in each subject every day. An average of ten to twelve PACEs in each subject per year is expected lower down the school however each child is able to work at his/ her own level/ rate.

Evaluation and Assessment of PACE work

Individual learning outcomes in PACE work are evaluated using:

- Goal Check Reports
- Supervisor Progress Charts
- Check-ups
- Self-Tests
- Quizzing
- PACE Tests
- Academic projections

Self-evaluation:

By the end of Level 2 students are able to score their own work, identify any errors, and correct their mistakes.

They score, correct and rescore their Self-Tests, although the Supervisor ensures the marking is correct.

Students can check their own progress by way of the stars on their star charts

Differentiation

Individual learning ensures that each student performs at their 'level' of learning.

Each student completes each PACE until the subject matter is 'mastered' before moving on to the next.

A student will usually complete between 10 - 12 PACEs in each subject, each year, depending on ability. Therefore, any student completing less than this might need assessing for special needs; any student completing more than this, is likely to be 'most able'.

Students will achieve the following levels depending on their diagnosis or abilities, starting late on the programme, or learning gaps from their previous school/education.

The following applies to those students that are typical learners and who have been on the programme since preschool and who average 10 PACEs in each subject per year.

Our Root Plan

The table below shows the links between the ages of pupils, and the ACE Curriculum.

Age of Pupil	ACE Curriculum	Year Group	Unit Sequence - PACES
Up to age 5	EYFS	Reception	
Up to age 6	Milestone 1	Year 1	1001 - 1012
Up to age 7		Year 2	1013 - 1024
Up to age 8	Milestone 2	Year 3	1025 - 1035
Up to age 9		Year 4	1034 - 1048
Up to age 10	Milestone 3	Year 5	1048 - 1060
Up to age 11		Year 6	
Up to age 12	Milestone 4	Year 7	1061 - 1072
Up to age 13		Year 8	1073 - 1084

The following **only** applies to those students that are '**Most Able**' learners and who have been on the programme since preschool. This does not allow for many repeat PACEs and will only be achieved by those students who are **A** or **A*** learners, who can achieve 12 PACEs in each subject per year.

Students' Age	English Year Group	A.C.E. Level	PACEs
5 – 6	1	1	1001-1012
6 – 7	2	2	1013-1024
7 – 8	3	3	1025-1036
8 – 9	4	4	1037-1048
9 – 10	5	5	1049-1060
10 – 11	6	6	1061-1072

Other Assessments

Students will be assessed in English, Maths and Science using GL Assessments Progress Tests.

Students will also be assessed on their cognitive abilities using GL Assessments Cat4 tests.

The GL Assessments New Group Reading Test will be used regularly to drill down into student's reading and comprehension skills (including phonics where necessary).

These will be used to identify areas where the children need extra support or tuition. This will then be incorporated into our extra-curricular activities.

Standard Age Scores

In the following 'Aims and Targets', School Level A, B and C are used as shorthand.

Students are tested for their Standard Age Score (SAS) using GL Assessments Progress Tests in Mathematics, and English, or a similar assessment.

School Level C refers to those students whose Standard Age Scores (SAS) are between 94 and 110, who are without LDD which strongly limits their possible attainment, and who are not working to catch up after poor attainment at their previous school.

School Level B refers to similar students whose SAS are between 111 and 120; students with average SAS above 117 should be able to gain Grammar School places.

School Level A refers to students whose average SAS are between 121 and 130

School Level A+ refers to students who have several areas where their SAS are above 130 (130+)

Our Group Work Program

A supplementary programme of studies is provided for the students including:

Foreign Languages	Physical Education
Computing/ICT	Art, Design, and Technology
Music	PSHE and Citizenship
Practical Science	
Social Studies	
Math	

The children will work in blocks for afternoon lessons which will supplement the ACE programme.

The groups will be divided into different groups according to their ages:

Grouping	Ages	Years	Band in school
Group 1:	5 – 6	Years 1 - 2	Infants
Group 2:	7 – 11	Years 3 – 6	Juniors

SEND Provision

Carmel Christian School has the following values which underpin all that we do:

- An understanding that parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- A commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- A focus on the importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support from time to time. With this in mind we have an additional needs team. This team includes a number of learning support assistants who offer support across all areas of the curriculum.

It is our aim to raise the aspirations and expectations for all students with Special Educational Needs and Disabilities (SEND). Our approach focuses on the outcomes for children not just an allocation of provision and support.

All students are assessed before entry. Those who are already able to read are diagnosed in several subject areas and placed on a level of curriculum where they can succeed. This diagnosis also identifies any learning gaps or areas where the work has not been fully mastered. These are addressed before the student goes forward. The core curriculum is completely differentiated, per student and per subject, and is entirely individualised. Children are closely monitored when they first enter the school and the work prescribed adjusted if necessary. Some children benefit from being re-diagnosed after their first six months.

The individualised programmed learning approach makes the school ideal for children with special educational needs. Children have succeeded in their education using this programme who have had autism, Asperger's and dyslexia. If a child has Special Education Needs we will diagnose them with our diagnostic materials and set a programme of study suitable to their needs.

All supervisors and teachers monitor and review the progress of all students. Where a student is failing to make progress the teacher will consider different additional strategies.

An assessment of the student's current level of functioning will be undertaken. This assessment could include evaluation of information on attendance, behaviour, vision, hearing, medical information and any changes in personal circumstances.

The school will use as many diagnostic tools as possible to determine the exact nature of the problem. These tools might include:

- The ACE Diagnostic Tests – show up weaknesses in specific subjects and aspects of subjects
- GL Assessments Cognitive Abilities Test (CAT 4) – tests verbal, non-verbal and quantitative abilities
- GL Assessments Suffolk Reading Scale – reading levels for 6 to 14 year olds
- GL Assessments Profiles of Mathematical, English and Science Skills – diagnostic tests for 8 to 15 year olds
- The Aston Index – good for diagnosing potentially dyslexic students

An Individual Education Plan,(IEP) a plan or programme designed for children with SEND, will then be used to build on the curriculum that the child with learning difficulties or disabilities is following, setting out the strategies being used to meet that child's specific needs. These Targets and actions will be different from or in addition to those that are in place for the rest of the class.

The purpose of an IEP is to inform our teachers and others working with the child of specific Targets for the child and how these will be reached. The IEP allows our staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific Targets.

Subject Policy Statements

SUBJECT	PAGE
Linguistic	
'Learning to Read' Programme	16
English Language	17
Teaching English as a second language	25
Mathematical	
Mathematics	26
Scientific	
Science	31
Human & Social	
History	35
Geography	38
Citizenship	41
Personal, Social, Health and Economic Education	46
Aesthetic & Creative	
Art, Design & Technology	49
Music	54
Literature	57
Technological	
Computing/IT	59
Design and Technology	62
Physical	
Physical Education	64
Other	
Foreign Languages	68
Biblical Studies	72

Learning to Read

We recognise that the primary carer and educator in the early years of a child's life is the parent, especially the mother. A child is ready to start the process of becoming part of a bigger social circle by the age of about 3. We desire that a child begins to gain an awareness of their unique value and role as a child of God and towards each person they come into contact with right from the beginning of that process. We aim to work together with the parents to blend home and school experiences of skills, world-view, moral and spiritual values and discipline.

Aims

- To provide a language rich environment that promotes a culture of reading.
- To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.
- To teach reading skills which continually develop children's understanding and enjoyment of texts.

Strategy

Year 1 - approx. Age 5- 6

The 'Learning to Read' ABC's programme provided by 'School of Tomorrow' will be used for those children who join the school whose reading abilities are low, or for extra support for those children with SEN concerning reading and writing.

The 'Learning to Read' ABC's programme provided by 'School of Tomorrow' develops phonetic skills and sight words enabling them to learn to read for themselves. It combines oral, visual and motor-co-ordination skills to develop knowledge of letter sounds and blends to make words and sentences. It builds on the character development already commenced in the Pre-school curriculum. The curriculum will be enhanced using common exception words for reading. Once this programme is completed the students begin on the individualised PACE programme where they learn to take more control of their own learning.

English Language and Grammar

Aims

For the students to come to understand that in the beginning was the Word, and the Word was God, and the Word was God. Jesus Christ is the Word of God and through Him all things were made; He spoke all of Creation into being. His words give us life. He has given us the power of words and they have influence over our lives.

We believe that speech and language are of great importance due to the fact that it makes us distinct from every other part of creation; it helps us to create ideas, thoughts, feelings and beliefs; and it gives us the ability to communicate with one another.

The children in CCS will come to understand how the English language works by looking at its patterns, structures and origins, choosing and adapting what they say and write according to situations.

The overarching aim for the ACE English programme is to encourage high standards of language and literacy by providing students with the skills to communicate in both the spoken and written word, and to develop their love of literature through a variety of ways. In studying English students develop skills in speaking, listening, reading and writing. It enables them to articulate themselves creatively and imaginatively and to communicate with others successfully through their chosen means of communication.

The ACE PACEs for English form part of the ACE Programme for reading, writing, speaking and listening, which also includes:

- daily recitation of Bible passage
- Oral Reports
- Book Reports
- involvement in monthly assemblies
- termly assemblies
- the yearly Awards Ceremony

Objectives

Students will learn to speak, listen, read and write according to their abilities.

1. To speak confidently in a range of circumstances, with different purposes, and varied audiences
2. To learn to listen carefully and to understand what is being said so that they may respond suitably
3. To be able to read with comprehension and speed, on their own and out loud, from a range of materials; being given the opportunities to reflect, analyse and discuss where appropriate
4. To have the ability to write neatly and accurately
5. To know the rules of punctuation and spelling

6. To be able to express their thoughts and ideas in written English, planning, drafting and editing their work as needed.

Staff will ensure that the children use correct spellings and speech patterns where possible, and will endeavour to ensure that the children are writing neatly and accurately in all subjects.

Wherever American spellings occur they will be replaced by English, especially in Word Building. Children will then be able to tell the difference between the two (e.g. honor/honour). They will be taught to understand the meanings of words in their cultural context (e.g. faucet/tap). This will be especially helpful where so many programmes that the children watch are from America.

Students will learn the following at appropriate stages throughout the lower school:

Reading

- Silent Reading: Specified Literature books
- Reading Aloud: Daily Bible passage, Oral Reports, personal writing
- Readmaster: IT Programme to develop reading speed and comprehension

Writing

- Use of written language to communicate with others
- Use of written language to express themselves
- Use of imaginative vocabulary
- Sentences, paragraphs, stories, etc. progressing to paragraphs
- To learn to write neatly – to use cursive (for those who have been through the whole system)
- To increase their range of vocabulary
- To write poetry and stories that draw on their own experience
- To further develop skills of planning, drafting, and presentation
- To write poetry, essays, stories, reports, letters, diaries
- To write persuasive essays; developing logical arguments with supporting evidence; using persuasive patterns/ techniques (e.g. questions and answers)
- To write a report every month to be given as an Oral Report
- To write a Book Report every half term
- To write projects that inform, explain and describe
- To develop writing skills that analyse, review and comment
- To develop skills of planning, drafting, and presentation

Speaking/ Listening

- To encourage awareness of others
- To speak clearly and be understood
- To be attentive and responsive
- To be included in class discussions

- To include daily recitation of Bible passage, Oral Reports, involvement in monthly assemblies, termly assemblies and the yearly Awards Ceremony

Drama

- Drama exercises
- Role-play
- Performances at Christmas, Easter and the Awards Ceremony in July

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for English and Word Building, as well as extra activities where appropriate.

Targets and Assessments to end of Year 2

Each child should have successfully completed PACEs 1007-1024 in English, Social Studies and Science (as controlled vocab readers) and PACEs 1013-1018 in Word Building, Bible Reading and Literature & Creative Writing with 90% scores in each PACE

School Level A students should have also successfully completed Animal Science 1013-1018 with 90% scores in each PACE.

The children should have read all Peter and Jane from 7a to 12b (supplementary readers); and all Ladybird Well-Loved Tales and Fiction interleaved with those.

Children in School Level B (SAS 111-120) should have also read half the Infant Classics list

Children in School Level A (SAS 120-130+) should have read this entire list.

They should all:

- have completed Readmaster Level 1 and Word Builder Level 1 (software programmes to support reading and spelling)
- be able to spell simple and common words
- be able to write in sentences and at length
- be able to learn and recite simple poetry
- be able to take learned parts in plays

Achieved by Year 2:

Successfully completing English, Social Studies and Science PACEs 1007-1024 with scores of 90%+

Learning to score, correct and rescore work and set own goals.

Completing Peter and Jane 6b-9b+ and the Well-loved Tales and Ladybird Fiction interleaved with those.

Successfully completing Readmaster Level 1, stories 1-18

Learning Scripture, poems and songs and rhymes

Taking part in the daily choral reading of Scripture

Taking part in role-play, acting out characters and stories

Taking learning parts in school plays

Taking part in weekly show and tell
Taking part in weekly extended writing class

Measured Targets:

Each student should have:

- successfully completed English, Social Studies, Science and Word Building to end of Level 2, 1024, with 90%+ in each
- successfully completed Literature and Creative Writing and Bible Reading to 1018 with 90%+ in each

Therefore, successfully completing the ACE scope and sequence to this level

- completed the entire supplementary Ladybird Reading Scheme

Each student should be able to:

- speak for five minutes in Show and Tell
- write in sentences and at length

School Level B should additionally have completed half the Infants Classics List

School Level A should have:

- completed the Infants Classics List
- completed Level 1 in Readmaster and Word Builder (Mastery Learning software)
- all scored 100+ SAS in the annual GL Assessments Suffolk Reading Tests

Targets and Assessments to end of Year 6

Each child should have:

- successfully completed PACEs in English, Social Studies (Reader), Science (Reader), and Word Building to:
School level C to 1060 at 88%+ (SAS 94-109)
School level B to 1066 at 92%+ (SAS 110-119)
School level A to 1072 at 96%+ (SAS 120-130+)
School Level A+ to 1078 only at 98%+ (further extension work will be given if necessary, but not further PACEs in Year 6). Please note these are approximations, for a guide only. For example, some A+ students work slowly and might correctly achieve 1072.
- successfully completed PACEs in Literature and Creative Writing to:
School Level C to 1048 at 88%+
School Level B to 1060 at 92%+
School Level A to 1066 at 96%+
School Level A+ to 1072 at 98%+
- successfully completed PACEs in Bible Reading (KJV) to PACE 1048 (60)

Therefore successfully completing the ACE scope and sequence in all these subjects at this level

Each child should be:

- clearly spoken and able to speak engagingly and at length, taking part in monthly Oral Reports and in school productions

- able to discuss and ask helpful questions, taking turns properly
- established and flexible readers, able to read difficult words and with expression
- able to write in various genres and at length (350 words)
- able to write poetry and prose, fiction and non-fiction, including friendly and business letters and reports
- able to write neatly in cursive and present their work neatly and well

They should maintain their scores in the GL Assessments Suffolk Reading Tests and Progress Tests in English

School Level C should:

- complete the Infant Reading List and complete half the Junior Reading List
- complete Level 4 in Readmaster and Word Builder

School Level B should:

- complete $\frac{3}{4}$ of the Junior Reading List
- complete Level 5 in Readmaster and Word Builder

School Level A should:

- complete the Junior Reading List
- complete Level 6 in Readmaster and Word Builder

All students should complete 60-72 PACEs a year, depending on ability and whether they have been in the school from the beginning/equally well taught, or not.

Students may complete more than 72 PACEs in a year.

They should maintain academic balance between the subjects and complete their Targets set by the supervisor.

Achieved by Year 3:

Each child should have:

- successfully completed English, Social Studies, Science, Word Building PACEs 1025-1036 at 90%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1019-1024 at 90%+
- took part in daily choral Scripture reading
- taken part in reading round in class
- completed any unfinished parts of the Infant Reading List and starting the Junior Reading List
- read weekly to a teacher
- completed Readmaster Level 2
- completed Word Builder for each Word Building PACE they complete
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture learning passage
- practiced speaking and writing poetry
- attended extended writing classes
- took part in school plays

Achieved by Year 4:

Each child should have:

- successfully completed English, Social Studies, Science and Word Building PACEs 1037-1048 at 80%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1025-1036 at 90%+
- took part in daily choral Scripture reading
- took part in reading round the class
- continued reading through the Junior Reading List
- read weekly to a teacher
- completed Readmaster Level 3
- completed Word Builder for every Word Building PACE
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture learning passage
- practiced speaking and writing poetry
- attended extended writing classes
- took part in school plays

Achieved by Year 5:

Each child should have:

- successfully completed English, Social Studies, Science and Word Building PACEs 1049-1060 at 80%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1036-1048 at 80%+
- took part in daily choral Scripture reading
- took part in reading round the class
- continued reading through the Junior Reading List
- read weekly to a teacher
- completed Readmaster Level 4
- completed Word Builder for every Word Building PACE
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture learning passage
- practiced speaking and writing poetry
- attended extended writing classes
- took part in school plays

Achieved by Year 6:

Each child should have:

- successfully completed English, Social Studies, Science and Word Building PACEs 1061-1072 at 80%+
- successfully completed Bible Reading and Literature and Creative Writing PACEs 1048-1060 at 80%+
- took part in daily choral Scripture reading
- took part in reading round the class
- continued reading through the Junior Reading List
- read weekly to a teacher

- completed Readmaster Level 6
- completed Word Builder for every Word Building PACE
- prepared and presented monthly Oral Reports
- learned and recited the monthly Scripture learning passage
- practiced speaking and writing poetry
- attended extended writing classes
- took part in school plays

Measured Targets:

School Level C children should have successfully completed to PACE 1060 in English, Social Studies, Science and Word Building and to PACE 1048 in Literature and Creative Writing and Bible Reading @ 88%

School Level B children should have successfully completed to PACE 1066 in the above PACEs and to PACE 60 in Literature and Creative Writing and Bible Reading @ 92%

School Level A children should have successfully completed to PACE 1072 in the core PACEs and in Literature and Creative Writing and Bible Reading @ 96%; some will complete to 1078.

All students should:

- maintain their SAS scores in their annual GL Assessments Suffolk Reading Tests within the tolerance of the Test
- maintain their SAS scores in the annual GL Assessments Progress Test in English

School Level C students should have successfully completed Level 5 in Readmaster and Word Builder (mastery learning)

School Level B students should be working in level 6 in Readmaster and Word Builder

School Level A students should have completed Level 6 in Readmaster and Word Builder.

Resources - Infants:

English, Social Studies and Science Paces 1001-1024+

Word Building PACEs 1013-1024+

Bible Reading, Literature and Creative Writing Paces and Animal Science PACEs 1013-1018+

Score Keys and Tests for the above

Peter and Jane Reading Scheme 1a-12b

Read-It-Yourself, Well-Loved Tales and Ladybird Fiction at each level

Infant classic books as required by the List, plus many extra

Story, poetry and picture books

Toys as in previous years to increase vocabulary and imagination

Art and craft materials

Computer and Readmaster software

Additional assessment/coursework:

- Reading records
- Readmaster - once or twice weekly by every student from Y1 or Y2 as appropriate – increases reading rate, accuracy and comprehension
- Annual GL Assessments Suffolk Reading Tests
- Annual GL Assessments New Group Reading Tests
- Annual GL Assessments Progress Test in English
- Annual GL Assessments CAT4 online tests

Suffolk Reading tests are carried out across the whole school. Children are tested at the beginning of school year. Tests are diagnostic, providing children with a reading age which takes into account their actual age at the time of testing and a standardised score with '100' being our goal for every child, i.e. their reading is at an age appropriate level. Students giving cause for concern are tracked and re-tested in the Spring Term. All students are retested in the Summer Term. Full data sets are kept in the Office and analysed against national patterns.

Teaching English as a Second Language

The policy of Carmel Christian School is to treat each student as an individual and to devise a programme to meet their specific needs. This would also apply to any student learning English as a second language. We would need to consider the student's age, abilities, competence, cultural background, previous experience and future requirements so that we could develop a personal, individualised programme suitable for them.

We would endeavour to provide a relaxed, stress-free environment and liaise with parents to build relationships. We would expect the children to be received with warmth by both staff and students.

The structure of the English ACE language programme is very clear and builds grammatically so would be helpful to those students needing to learn English as a second language.

The student's progress would be carefully monitored, following an action plan with Targets and reviews.

There are also optional courses from School of Tomorrow, which teach English as a second language which would be made available if appropriate for the student.

Speaking English with Ace and Christi is designed for young school-aged children learning English as a second language. Sixty lessons teach conversational English and prepare students for ABCs with Ace and Christi.

The **ABCs for English Learners** is designed for students aged 5-9. The English vocabulary within the curriculum allows children to verbally communicate their questions, needs and ideas. This 36 week programme is a combination of Speaking English with Ace and Christi and ABCs with Ace and Christi. By week 19, the students are ready to begin the first level of English PACEs.

Mathematics

Aims

For the students to see Mathematics in the world that God created – design, pattern, structure and balance – and to be equipped with tools which include logical reasoning, problem-solving skills and the ability to think in abstract ways.

For the students to understand that Mathematics is important in everyday life; that it is found in science and technology, medicine, the economy, the environment, employment etc.; and that it is a creative discipline that stimulates the mind. It can

fulfil a varied range of interests and abilities; provide challenge, develop the imagination and train in rational thought.

Objectives

For the students to understand the basics of mathematics using mixed and regular practice as the problems increase in difficulty through a spiral, each year. In so doing the students will become fluent in mathematics and progress in their understanding and the ability to recall and apply knowledge quickly and accurately.

For the students to be able to use reason mathematically to solve word problems.

Students will learn the following at appropriate stages throughout Infants and Juniors:

- To write numbers accurately, understand place value and make estimates and approximations
- To be able to count, know their times-tables and perform mental arithmetic
- To learn to tell the time
- To learn the concept of money and counting coins
- To learn about equivalents and comparisons
- To learn how to multiply and divide
- To learn how to add and subtract
- To be able to solve problems using activities which challenge their thinking and allow them to use and apply their skills.
- To be able to use accurate and appropriate mathematical language in a range of situations
- To learn to measure length, weight, volume and time
- To add, subtract, multiply and divide fractions and decimals
- To learn basic geometry
- To identify 2D and 3D shapes
- To identify and measure angles and learn about symmetry
- To use graphs and charts
- To learn about probability and ratios
- To identify prime and composite numbers

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Maths as well as extra activities where appropriate.

Targets and Assessments to end of Year 2

Their ideas of size, shape, number and measurement, 2D and 3D, money (pounds and pence) and time (able to tell the time), and their knowledge of the appropriate and relevant vocabulary, should be secure.

They should be able to deal with fractions of half, quarter and thirds in practice and theoretically.

They should be able to add and subtract within 100; extract data from bar graphs and pie charts and construct the same with help.

They should know 2 x, 3 x, 5 x, 10 x and 11 x tables.
They should be engaged in daily IT practice of the four rules of number on Mathbuilder.

Measured Targets:

They should pass Maths PACEs 1004-1024 with 90% (required), which ensures a good grasp of the above and covers ACE scope and sequence for this level. Carrying out the supplementary curriculum ensures sufficient practical experience. Mathbuilder Levels 1 and 2 completed.

Targets and Assessments to end of Year 6

Each student should complete 60+ Maths Paces per year (not SEND, who may or may not, as appropriate); Maths 1025-1036 requires each PACE to be passed at 90%; Maths 1037-1078 requires each PACE to be passed at 80%.

School Level C should complete to Maths PACE 1060, with 80%+ average
School Level B should complete to Maths PACE 1066 with 92% average
School Level A should complete to Maths PACE 1072 with 96% average
School Level A+ should have completed to Maths PACE 1072 @ 98% (some will complete to 1078).

They should all:

- have completed Mathbuilder to the equivalent PACE level
- have mastered the four rules of number, adding and subtracting and able to handle long multiplication and short division with any size of number
- be secure in their ideas of fractions should practically and theoretically
- be able to add, subtract and understand simple decimals
- be able to work simple algebra questions
- be able to accurately estimate and measure line, regular shape and volume in simple, non-living figures
- be able to handle percentages
- be able both to create accurate bar and pie charts and to extract and use data from them
- be able to recite 12 x 12 tables and to be drilled sufficiently to use any of them at random as required
- have completed the practical Maths plans, completing the required sections of Heinemann Maths (not repeating PACE work) to give them sufficient practical experience
- have received sufficient theoretical practice
- have had oral drills and IT drills to make them secure with handling the numbers required

Measured Targets:

School Level C students should have completed and passed Maths 1060 with 80%+.

School Level B should have completed and passed Maths 1066+ with an average of 92%+

School Level A should have completed and passed Maths 1072/78 with an average of 96%

School Level A+ should have completed and passed Maths 1078 with an average of 98%, where their strong SAS scores are in Maths

School Level C students should:

- be scoring between 95 and 110 in both Maths problems solving and Maths concepts in the GL Assessments Progress Test in Maths or their scores in the two Maths sections of the test should not pull their overall average below 95
- know all their tables
- have completed Mathbuilder to the corresponding PACE level
- have completed Mental Arithmetic Introductory Book with 50% scores
- have completed all the selected areas of Heinemann Maths up to end of Year 5 and be able to measure line and compute area and volume using concrete examples

School Level B should:

- be scoring between 110 and 120 in both Maths problem solving and Maths concepts in the GL Assessments Progress Test in Maths or their Maths scores in these two should not pull their overall average scores below 110
- know all their tables and be able to use them
- have completed the Introductory MA book and half of Book 1 with 60% scores
- have completed the selected areas of Heinemann Maths up to end Year 6 and be able to measure line, and compute area and volume competently, using concrete examples
- have completed Mathbuilder to the corresponding PACE Level

School Level A students should:

- have completed and passed Maths 1072 with an average of 96%; some will complete to 1078 and then be given further extension work
- have completed the Introductory MA book and MA Book 1 with 70% scores
- be scoring between 121 and 130+ in both Maths problem solving and Maths concepts in the GL Assessments Progress Test in Maths or their Maths scores in these two should not pull their Richmond Test average scores below 120
- have successfully completed Year 6 Heinemann Maths; some should complete extension work; some will continue with SMP Maths Books 1a-2b (Year 7 work) as extension
- know and be able to use all their tables beyond 12 x 12
- be able to measure line, and compute area and volume
- be able to do simple algebra and geometry
- be able to extract data from a range of charts and construct their own bar and pie charts

Resources - Infants:

PACEs; clock faces; shop play including money and cash register; coins; 2D and 3D shapes; number blocks, rulers, jugs for measuring volume, sand and water play, scales and weights; squared paper (plus many other resources, some permanent and others introduced as required), but using those resources appropriate to their age and stage
A computer

Resources - Juniors:

PACES 1025-1078 and all the materials required for this
Score keys

Mathbuilder software and computer

Problem solving books

Graphs and Tables books

Mental Arithmetic Books, Introductory and 1 and 2

Chess and draughts

Heinemann Maths texts

Various instruments of measure: ruler, jugs, scales and weights, multi-base, 3D shapes, squared paper, graph paper, metre sticks, trundle wheels (and many other resources, either in school permanently or introduced as required)

Additional assessment/coursework:

- Reading records
- Mathbuilder software - once or twice weekly by every student from Y1 to Y6 as appropriate – to drill four rules of number
- Weekly: extra work in mental arithmetic using Mental Arithmetic books with built in testing
- Annual GL Assessments Progress Test in Maths

Inclusion

We aim for all children to participate in all areas and extra support will be put in place for children with S.E.N. including a 'My Plan' and adult support where needed.

Where it is felt necessary, a student will be receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

Science

Aims

Scientific study stimulates the student's curiosity and critical thinking. Through teaching the sciences we aim to empower the students to be persuaded by evidence reached through careful thought and accurate observation.

God has given man responsibility over the earth, and through Science we learn how to care for it and improve the lives of both mankind and the animal kingdom. God is the Creator of all things seen and unseen. He created our planet and everything on it. He created the wider universe and time itself. Through our study of Science we learn more about Him.

The students will study living things and life processes, materials and their properties and physical processes.

As they proceed through the PACE work they will study Science from a Creation viewpoint; discovering the wonders of the world around them whilst being made aware of alternative world views, including the theory of evolution.

The programme aims at helping the students to become better informed citizens through developing their knowledge and skills through finding answers to questions about the workings of the scientific world. Students are taught to appreciate the achievements of scientists and their research.

Objectives

To give the students a basic knowledge and understanding of a wide range of science topics to introduce them further to the world God made.

To enable them to learn about the immensity of the universe, the very large and the very small; so that they have the opportunity to develop a sense of wonder, awe and humility.

As the students' progress through the PACEs they will build on the range of study using an educational spiral.

Some PACEs also include practical projects for the students to complete, either at home or in school.

Areas covered will broadly cover the following three areas:

1. Life Processes and Living Things
2. Materials and their Properties
3. Physical Properties

Topics will be applied as appropriate for the age group being taught.

The students will look at how science has played a part in developing many useful items. They will be taught to use simple scientific language to communicate ideas and to describe living things, materials and processes.

Students will learn the following at appropriate stages throughout Infants and Juniors:

- Develop a basic basic knowledge and understanding of science
- Begin to answer the questions 'How?' and 'Why?'
- Look at the world around them from a scientific point of view.
- Begin to use simple scientific language
- Discover God's wisdom as they learn about God's creation Earth and everything on it and around it
- Learn about Intelligent design
- Learn about the solar system.
- Learn about the concept and measurement of time.
- Learn about animal and plant life cycles
- Learn about geology and geological changes after the Flood
- Learn about the water cycle
- Study living and nonliving matter
- Learn about gravity

- Learn about botany
- Identify simple machines
- Learn about respiration and blood circulation, the diaphragm and heart, digestion and saliva
- Focus on good hygiene and teeth; bacteria, viruses, and fungi; and the design and function of the skin.
- Learn about energy
- Study molecular and atomic theories; friction, heat, and gravity; and expansion and contraction
- Read narrative using new vocabulary and visual discrimination.

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Science as well as extra activities where appropriate – students will be given the opportunity to study some of these subjects in more depth in supplementary lessons as practical science.

Supplementary Lessons for Science

The children will be assessed annually using the GL Assessments Progress Test in Science.

Where there are gaps in the children's learning supplementary lessons will be given to address these areas.

Targets and Assessments to end of Year 2

To enable the child to understand something of who God is, what He is like and what He wants by showing them His Creation.

To draw the child's attention to the natural world, by observation, talking about it and through looking at pictures online and in books and by making specific collections

To give the child adequate skills and understanding of science through taught lessons with concrete examples, enabling him or her to handle and manipulate materials.

To help them understand that science is endlessly exciting.

To successfully complete Animal Science PACEs 1013-1018+ and Science PACEs 1007-1024+, learning to score, correct and rescore their own work and set their own goals,

Thus covering the ACE scope and sequence for this level

Achieved by:

Drawing the children's attention to creation whilst on outside breaks and when walking outside the city; and by looking at and talking about pictures of various aspects of creation in books and online

Weekly taught lessons with experiments

Measured Targets

By end Year 2:

Each student should have:

- completed Animal Science PACEs 1013-1018 with 90% in each
- completed Science PACEs 1007-1024 with 90% in each

Targets and Assessments to end of Year 6

To continue to introduce the children to Creation through observation, measurement, recording, drawing their attention to it through outside breaks, walks beyond the city and in books and online; and thus to continue to introduce the children to God as Creator, to enable them to understand something of His nature and what He would like them to do and be.

To give the children basic knowledge and understanding of a wide range of science topics and to stimulate them to see that science is exciting.

To give them weekly opportunities in practical science so that this increases their understanding and also provides them with practical skills in observation, drawing conclusions, measurement, recording data and extracting recorded data, testing their estimations and ideas.

To engage and promote their interest in science

To complete four levels of science in PACEs

Measured Targets:

All students to complete Animal Science with 90% scores

School Level C to complete up to 1036 in Science PACEs with 90% scores and from 1037-1060 with 80% scores

School Level B to complete up to 1036 in Science PACEs with 90% scores and from 1037-1066 with 92% scores

School Level A to complete up to 1036 in Science PACEs with 90% scores and from 1037-1072 or 1078 with 96% scores

Resources - Infants:

- See full list of school's *Science Resources*, plus
- Animal Science PACEs 1013-1018+
- Science PACEs 1007-1024
- Score keys
- Computer/ Printer/ Internet
- Many science books appropriate to this level

Resources - Juniors:

- Animal Science PACEs 1013-1024
- Science PACEs 1025-1078
- Score keys
- PACEs require projects to be carried out by the students up to 1072. Resources for some of these are kept to hand, including mirrors, magnets, iron filings, litmus paper; most of the materials required are commonly found at home (pegs, lemonade bottles etc.).
- Many textbooks and general information books on science
- Computer and printer

Additional assessment/coursework:

- Annual GL Assessments Progress Test in Science

Inclusion

We aim for all children to participate in all areas and extra support will be put in place for children with S.E.N. including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will be receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

Social Studies - History

Aims

History is about who we are, where we've come from, and what has happened along the way. The Bible is the history of God's relationship with man from the point of creation, with particular reference in the Old Testament to the people of Israel. From the Cross of Christ to His resurrection the focus broadens to include the wider world of Christian belief, pointing to the future and ultimately the conclusion of history as we know it.

Objectives

In studying History within Social Studies, students will develop a knowledge and understanding of events, people and changes in the past. Through looking at History students can learn lessons from past mistakes or successes and make informed choices about their futures. They will learn why we live as we do by looking at past cultures and traditions.

- to develop investigative skills
- to introduce Chronology – words relating to passing time
- to look at British History:
 - The Romans
 - The Anglo Saxons
 - The Vikings
 - The Middle Ages
 - The Tudors
 - The Stuarts
 - The Georgians
 - The Victorians
- to include specific incidents from the past that still affect the present e.g.:
 - The Gospel coming to Britain
 - The Reformation
 - The Renaissance
 - The Agricultural and Industrial Revolutions
 - Wars

Students will learn the following at appropriate stages throughout Infants and Juniors:

- Develop a chronological framework for their knowledge of significant events and people

- See what people and societies were like in the past, and how they differed from ours today
- Consider how the past influences the present
- Understand more about themselves as individuals and members of society
- Discover that what they learn can influence their decisions about personal choices, attitudes and values.

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs. Students will be given the opportunity to study some of these subjects in more depth in group lessons; along with occasional field trips.

Targets and Assessments to end of Year 2

To further develop information and understanding of British and Biblical history with relevant vocabulary.

To promote an interest in British History, using visits, visiting speakers, taught lessons, PACEs, role play, pictures and stories

Measured Targets:

All students should successfully complete Social Studies Paces to 1007-1024 with 90%+ scores.

Targets and Assessments to end of Year 6

Aims:

Each student should:

- know and understand the basic facts of ancient history taught and structured through Biblical history
- know and understand the basic facts of British History
- complete one book of the Longman's History course each year, including working through the questions and answers sections, some orally, some written, with accompanying art, craft, projects and visits, to support and strengthen their understanding and enjoyment of history
- use texts with extensive pictures to support and develop the PACE teaching of history so that children typically in:
 - Year 3
 - Understand how archaeology helps us to know about the past
 - Know about Britain from 1st century BC to 11th century
 - Year 4
 - Know about Britain from 11th century to 15th century
 - Year 5
 - Know about Britain from 16th, 17th and 18th centuries
 - Year 6
 - Know about the Industrial Revolution, 19th and 20th century Britain
 - Begin to understand about the rise of Islam.
- complete Social Studies to 1072 (end Level 6)

History teaching is achieved through PACEs, including UK PACEs, and through:

- the completion of one History text per year
- completing a course on Graphs and Tables
- drills on topography
- visits to art galleries and museums
- walks to different parts of the city/town that they live in
- visiting speakers
- art and crafts

Measured Targets:

The children should successfully complete Social Studies PACEs 1025 to 1036 with scores of 90% and PACEs 1037 to 1072 with scores of 80%.

Annual GL Assessments CAT4 online tests – students should maintain their scores

Resources - Infants:

Social Studies PACEs 1007-1024
Score Keys
Computers / Internet
Encyclopaedias
Library
Museums and Art Galleries

Resources - Juniors:

Social Studies PACEs 1025-1072+
Score Keys
Art and craft materials
Computer and printer
Longmans History Books 1-4
Encyclopaedias
Library
Museums and Art Galleries

Additional assessment/coursework:

Twice-weekly quizzes enable teachers to know how General Knowledge, including historical knowledge, is progressing.

Inclusion

We aim for all children to participate in all areas and extra support will be put in place for children with S.E.N. including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will be receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

Social Studies - Geography

Aims

We aim for our students to come to realise that the world around us is a gift from God who created it for us to enjoy and to look after. Through Geography the students will learn more about the world, its features and the people who live on it.

The students will acquire knowledge of places and environments throughout the world; studying different societies, cultures and religions.

For the students to develop:

- Appropriate language
- Awareness of different cultures
- Use of maps and globes
- Awareness of different religions

Objectives

In studying Geography within Social Studies, students will be able to put current events in context, understand history, develop spatial thinking, understand the place where they live, understand the changes that have swept the world, and understand and appreciate the incredible diversity of cultures around the world.

Students will learn the following at appropriate stages throughout Infants and Juniors:

- Learn to use atlases, maps and globes
- Appreciate other people's values
- Use geographical vocabulary
- Ask geographical questions.
- Gain knowledge and understanding of places through learning to locate places and environment
- Understand something of the physical and human features about different parts of the world;
- Be able to explain how and why changes happen around the world in different areas.
- Gain knowledge and understanding of patterns and processes by learning to recognise and comprehend patterns of physical and human features, relating them to places and environments
- Be able to identify and explain physical and human processes and their impact on places and the environment.
- Gain knowledge and understanding of environmental change and sustainable development and recognise ways of managing it; exploring ideas and implications.

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs as well as extra material in supplementary lessons.

Targets and Assessments to end of Year 2

To further develop information and understanding of British and World Geography, with relevant vocabulary.

To promote an interest in British and World Geography, using visits, visiting speakers, taught lessons, PACEs, role play, pictures and stories

Measured Targets:

All students should successfully complete Social Studies Paces to 1007-1024 with 90%+ scores.

Targets and Assessments to end of Year 6

Each student should:

- be able to use a globe with understanding
- be able to use maps
- be able to draw up simple plans
- be able to draw simple maps to give directions
- know all the continents, countries and major capital cities of the world
- understand something of the development of different cultures as defined by nations or by different cultures within nations
- understand where and why different cultures arise
- develop respect for different cultures, that we are all human beings and precious as made in the image of God
- know basic information about Britain covering physical, political and social geography:
 - Countries in UK/Great Britain, languages and capital cities;
 - Counties of England; county towns
 - Most important physical structures
 - Most important cities and their products; London; Manchester
 - Industries, trade, economics
 - Populations
 - Resources
 - Peoples and cultures in their own area
- have a basic understanding of democracy, journalism and 'the news' and begin to know about institutions and politics
- develop discrimination about information – reliable/unlikely to be totally reliable/slanted; reasons for bias

Measured Targets:

The children should successfully complete Social Studies PACEs 1025 to 1036 with scores of 90% and PACEs 1037 to 1072 with scores of 80%.

Annual GL Assessments CAT4 online tests – students should maintain their scores

Resource - Infants:

Social Studies PACEs 1007-1024
Score Keys
Maps and globes
Computers / Internet
Encyclopaedias
Library
Museums

Resources - Juniors:

Social Studies PACEs 1025-1072+
Score Keys
Maps and globes
Art and craft materials
Computer and printer
Encyclopaedias
Library
Museums and Art Galleries

Additional assessment/coursework:

Twice-weekly quizzes enable teachers to know how General Knowledge, including geographical knowledge, is progressing.

Annual GL Assessments

Citizenship

Aims

The children are encouraged to be committed, contributing members of their communities. We aim to provide our students with knowledge, skills and understanding to prepare them to play a full and active part in society. We encourage them to help others with the gifts and talents that God has given them and to respect other people's culture.

We desire our students to recognise the importance of legal, political, religious, social and economic systems and institutions and the fact that they influence their lives and communities.

We aim to cover issues such as those laid out in the *DfE Guidance on The Programme of Study for Citizenship 2015*.

As Christians, we understand the importance of volunteering and we aim to help our students develop a commitment to volunteering that they will take with them into adulthood.

We encourage the students to be aware of the world immediately around them so that they can acquire a basic knowledge and understanding of what it means to be a citizen in the United Kingdom.

We understand the importance of British Values and will ensure that our students have a basic knowledge of:

- democracy
- the rule of law – the law and justice system
- individual liberty – liberty and respect for others
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Objectives:

The following is taken from the DfE Guidance on The Programme of Study for Citizenship 2015.

Students will learn the following at *appropriate* stages throughout Infants:

Developing confidence and responsibility and making the most of their abilities:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- To share their opinions on things that matter to them and explain their views;
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to set simple goals

Preparing to play an active role as citizens:

- To take part in discussions with one other person and the whole class;
- To take part in a simple debate about topical issues;
- To recognise choices they can make, and recognise the difference between right and wrong;
- To agree and follow rules for their group and classroom, and understand how rules help them;
- To realise that people and other living things have needs, and that they have responsibilities to meet them;
- That they belong to various groups and communities, such as family and school;
- What improves and harms their local, natural and built environments and about some of the ways people look after them;
- To contribute to the life of the class and school;
- To realise that money comes from different sources and can be used for different purposes

Developing a healthy, safer lifestyle:

- How to make simple choices that improve their health and wellbeing;
- To maintain personal hygiene;
- How some diseases spread and can be controlled;
- About the process of growing from young to old and how people's needs change;
- The names of the main parts of the body;
- That all household products, including medicines, can be harmful if not used properly;
- Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

Developing good relationships and respecting the differences between people:

- To recognise how their behaviour affects other people;
- To listen to other people, and play and work cooperatively;
- To identify and respect the differences and similarities between people;
- That family and friends should care for each other;
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities: Students will be taught the knowledge, skills and understanding through opportunities to:

- Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- Make real choices (for example, between healthy options in meals, what to watch on television, what games to play, how to spend and save money sensibly);

- Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- Develop relationships through work and play (for example, by sharing equipment with other students or their friends in a group task);
- consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- Ask for help (for example, from family and friends, supervisors, monitors, older students, the police.)

Students will learn the following at appropriate stages throughout Juniors:

Developing confidence and responsibility and making the most of their abilities:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- To look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens:

- To research, discuss and debate topical issues, problems and events;
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- To resolve differences by looking at alternatives, making decisions and explaining choices;
- What democracy is, and about the basic institutions that support it locally and nationally;
- To recognise the role of voluntary, community and pressure groups;
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- To explore how the media present information.

Developing a healthy, safer lifestyle:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- About how the body changes as they approach puberty;
- Which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- School rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people:

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- To think about the lives of people living in other places and times, and people with different values and customs;
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- To recognise and challenge stereotypes;
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- Where individuals, families and groups can get help and support.

Breadth of opportunities: Students will be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger students; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);
- Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);

- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);
- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);
- Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);
- Find information and advice (for example, through helplines; by understanding about welfare systems in society);
- Prepare for change (for example, transferring to another school.)

Strategy

These issues will be covered in various PACEs and in the afternoon activities. Within the PACE system good citizenship is encouraged through all subjects. E.g. financial management, and respect for the law and other people etc.

The children are taught about the basics of the following five religions as a supplementary activity:

- Christianity
- Judaism
- Hinduism
- Islam
- Sikhism
- Buddhism

PSHE

Aims

We aim to help students develop confidence in the character and gifting that God has given them; to help them to develop and maintain a healthy lifestyle; to equip them with an understanding of social issues; to help them acquire life-skills. We want to develop positive attitudes and values in the students and thereby enhance students' personal and social development. We aim to help them make responsible and well informed decisions about their personal lives through effective sex and relationship education.

Each student will be encouraged to find out their purpose in life – to know the giftings that God has placed in their lives. They will be encouraged to develop a healthy lifestyle, physically, morally and spiritually.

Our Sex and Relationship Education is always taught with due regard to moral and legal considerations and with the explicit values of family life. It will teach them the importance of Christian attitudes and values; help them develop personal and social

skills; and give them a basic knowledge and understanding about human sexuality, reproduction, sexual health, emotions and relationships within the context of God's new creation.

Parents may request that children are withdrawn from sex education teaching or they may request to see any plans or any resources that may be used for this topic. Any withdrawal requests must be made in writing to the Head teacher.

Objectives:

We will cover the following four areas:

Sex and Relationship Education:

Our Sex and Relationship Education concerns lifelong learning of physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. As an Independent School we will not promote sexual orientation or sexual activity, as this would be inappropriate teaching. Whilst we understand that the Government has redefined marriage we will actively promote exclusive heterosexual marriage and celibate singleness, as God's gift and design; and as such the best way toward human happiness and fulfilment, but will discourage intolerance.

Our teaching will encompass the following:

Attitudes and Values:

- The importance of Christian attitudes and values, individual conscience and moral considerations
- The value of family life, marriage, and stable and loving relationships for the nurture of children
- The value of respect, love and care
- The value of keeping sex within marriage
- Exploring, considering and understanding moral dilemmas

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict.

Knowledge and Understanding:

- Learning and understanding physical development at *appropriate* stages

Drugs and Alcohol:

To increase students' knowledge and understanding, and personal and social skills, as appropriate for their age

To develop students' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Resisting pressures.
- Finding information help and advice.
- Developing self-awareness and self-esteem.

To enable students' to explore their own and other people's attitudes towards drugs and alcohol.

Nutrition:

- Knowing and understanding a healthy lifestyle
- The importance of a varied and balanced diet
- The effects on their concentration and performance at school,
- Their health, growth and development and their resistance to illness
- The effects of a poorly balanced diet

Our aim is to give our students clear, consistent and positive messages about food, thereby encouraging them to make healthy food choices both in and outside school, now and in the future.

Dental Care:

- Knowing the basics of good dental care

Strategy

We will cover these subjects through 'Citizenship', and afternoon discussion groups aided and supported through a sex and relationship education programme, which will help them to learn to respect themselves and others and transfer with confidence.

We believe we can enhance and enrich our curriculum by the delivery of a rich and varied PSHE programme. We will plan and deliver PSHE through a tutorial programme and build upon the direct experiences of the students within the school.

The school will use a whole school approach to the delivery of PSHE by the use of four quite different platforms:

Timetable suspension for special activities

Inclusion within the PACE curriculum

Additional opportunities arising from other initiatives/activities, e.g. assemblies and trips

Timetable slot, e.g. tutorial period each week.

Art & Design

Aims

Throughout the world that God made we can see design and colour, variety and intricacy, magnificence and ingenuity. We, being made in God's image, are able to appreciate and imitate this creativity through patterns, colours, textures and materials using art and design to interpret and reproduce what we observe and believe.

We can use art and design to reflect culture, thoughts and emotions. We can use it to communicate what we see, feel and think. We can use it to enrich our lives and the lives of others.

We can learn how art, craft and design has shaped our history and contributed to our nation's culture, creativity and wealth.

We desire for the students to have the opportunity to express thoughts, feelings and ideas through the media of Art, Craft, and Design. Ideas for work will often flow out of other topics as well i.e. Science and Social Studies.

As the children mature we aim to enable the students to develop their creativity and imagination, to improve their practical and critical skills, and to extend their knowledge and experience of materials, techniques and artistic media.

Children are able to learn new skills and to improve skills already acquired, in two and three dimensional art and design. We aim to give children new and first-hand experience with a variety of media which enables them to express what they observe and imagine in visual form.

When working on a project, they learn how to use materials and develop their techniques become proficient in drawing, painting, sculpture and other art, craft and design techniques. They should then be able to describe and evaluate their work and that of others.

There are experiences of being able to visit collections and museums as well as working in the outdoor environment, using natural objects. They will study great artists and designers and understand how they have contributed to our history and society.

Objectives

Through Art and Design the students will develop the ability to:

- Enjoy art and design for its own sake
- Develop personal skills and abilities
- Work together and appreciate each other
- Communicate what they see, feel and think through visual form
- Learn about the work of individual artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Be creative with the use of various art materials – producing work, exploring their own ideas and noting their experiences
- To become skilful in drawing, painting and other techniques pertaining to art, craft and design

- Evaluate and analyse creative works using the language of art, craft and design
- To enable the children to acquire skills and competencies in various media:
 - Painting, drawing and making 2D and 3D forms
 - Drawing from copies and from life
 - Composing their own pictures
- To enable the children to respond in a personal and reflective way to ideas, people and events
- To enable the children to exercise their imagination and put themselves in others' shoes
- To enable the children to develop an understanding and appreciation of art and the history and importance of art through books, visits to art galleries and through online items
- To develop discrimination and develop an idea of and a response to beauty and truth in their own and others' work

Strategy

The children will be given opportunities to work with the following mediums:

- Colour
 - Drawing – pastels, pencils, charcoal, crayon
 - Painting – watercolours, poster paints, oils
- Tone
- Form
- Space
- Texture and Textiles
 - Materials
 - Collage
 - Fabric Painting
- 3D Design
 - Clay work
 - Sculpture
- Pattern
 - Lines
 - Shapes

The children will:

- Record from first-hand evidence, experience and imagination for a variety of purposes
- Question and make thoughtful observations about starting points for work
- Collect visual and other information to develop ideas, including using a sketchbook
- Investigate and combine visual and tactile qualities and match them to the purpose of their work
- Apply and develop use of tools and techniques, including drawing
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods
- Compare methods and ideas used in their own and others' work and say what they think and feel

- Adapt work in response to their feelings about it
- Weekly lessons in art and craft
- Craft opportunities in breaks and on Friday afternoons in addition

Achieved by (to end Year 6):

Weekly art lessons, using several ACE art manuals, including learning to draw accurately, in 3D in various media, including painting
Looking at selected art books

Targets and Assessments to end of Year 2

To enable children to acquire skills and competencies in various media, painting, drawing and making in 2D and 3D

To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

To provide experiences in many forms of art and art appreciation

To relate part of their art work to other work, both to fix their other work in their minds and to enable them to produce a reflection and response to that work.

To see the children growing in skill, competence and confidence

Children given opportunities to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy

Children learn to mix colours and to achieve deliberate effects.

Measured Targets:

Infant art checklist:

Students should be able to:

- use a pencil to draw people, houses, cars and some things with some degree of accuracy and showing careful observation of exact features
- use colouring pencils and felt tips to colour in, keeping within the lines, and producing a smooth and pleasing result; using colours in a varied and interesting way
- mix red and yellow paints to make orange, blue and yellow to make green, red and white to make pink
- manage three different colours of paint at once
- begin to be able to copy simple drawings
- compose their own pictures
- draw pictures to record events
- make recognisable things from playdough, Plasticine or clay
- cut straight lines and shapes accurately
- cover a box with paper, cutting and sticking
- make 3D models
- draw round given shapes

Targets and Assessments to end of Year 6

To enable children to acquire skills and competencies in various media, painting, drawing and making in 2D and 3D

To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

To provide experiences in many forms of art and art appreciation

To relate part of their art work to other work, both to fix their other work in their minds and to enable them to produce a reflection and response to that work.

To see the children growing in skill, competence and confidence

Children given opportunity to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy

Children learn to mix colours and to achieve deliberate effects.

And

To draw from life with accuracy and close observation, both in shape and colour and showing action

To use shades of colour with more discrimination and to mix their own colours to do this

To begin to be able to draw in 3D, with attempts at perspective

To gain experience in further more difficult media, including pastels, charcoal and water colour and to use clay to model

To respond and compose with increased thoughtfulness

Measured Targets:

Junior Art Checklist:

By the end of year 6 students should be able to:

- draw from still life and inanimate objects with close and accurate observation, using skills such as shading and highlighting to produce 3D effects
- show figures in action, such as standing, walking, running
- use pigments deliberately to achieve subtle difference in tone and shade
- make models with a range of media, such as Papier Mache and clay, with fair approximation to the intended shape
- trace

Resources - Infants:

Very large, including resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:

Poster paint, brushes, palette

Pencils, rubbers

Paper of various types, card, paper plates

Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins

Glitter and Christmas art

Playdough

Resources - Juniors:

Very large, including resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:

Poster paint, brushes, palette

Pencils, rubbers

Paper of various types, card, paper plates

Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins

Glitter and Christmas art
Playdough
Computer and printer
Watercolours, brushes
Colouring pencils
Drawing pencils and rubbers

Music

Aims

Music is a universal language that transcends cultural and geographical barriers. It has the power to lift the soul of man to another plane. Music has played a major part in Judeo-Christian worship throughout history and the Bible shows heaven to be full of music.

Music is a universal language and can be used to unite or divide people; it can express personal experience and be used to describe what people see around them. It is one of the utmost forms of creativity.

Through the teaching of music students can develop their self-confidence, creativity, intellect and emotions in ways that will develop links between themselves and the wider world. They will develop an ability to listen, appreciate and make critical assessments. Students who choose to learn a musical instrument or develop their singing talent will naturally increase their self-discipline and creativity.

Objectives

For the students to:

- Enjoy music and be active in singing, listening and performing
- Experience music from many traditions, historical periods, genres and styles
- Experience works of the great composers and musicians
- Read music and to understand the elements of musical language using music paces (seniors)
- Understand and explore how music is created, produced and communicated
- Learn about pitch, tempo, timbre, structure, etc.

Achieved by:

Singing daily in assembly and joining in whole school percussion in assembly weekly

Listening to music in PACE time most mornings

Learning nursery rhymes and songs

Learning to clap in time, singing and the use of percussion in weekly music lessons (including hand drums)

Music and movement in PE lessons, including dance

Group recorder lessons weekly including basic music notation

Some children to pursue individual music lessons

Ages 7-11: Perform music and songs within assemblies and ceremonies
Experience works of great composers and musicians
Develop an understanding of the history of music

Achieved by:

Learning traditional and new hymns and spiritual songs, singing daily in assembly and joining in whole school percussion in assembly weekly

Listening to music in PACE time most mornings

Weekly music lessons in which they learn new hymns, spiritual songs, traditional and folk songs, learning to clap in time

The use of percussion, including drums (small hand drums and large when available)

Learning music theory (staves, clefs, crotchets, quavers, rests, minims, breves, semi-breves, semi quavers)

Music and movement in PE lessons, including dance

Attending concerts including lunchtime concerts

Weekly group lessons in recorder including part playing and rounds

Grade exams, all passing Grade 1 and some Grade 3

Targets and Assessments to end of Year 2:

To develop the children's musical ability to engage in singing, rhythm and dance for learning, expression, enjoyment, worship and praising God

To enable the children to develop their ability to sing in tune and with others

To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires

To develop their appreciation of beauty

To help them remember as they learn

Targets and Assessments to end of Year 6:

To develop the children's musical ability to engage in singing, rhythm and dance for learning, expression, enjoyment, worship and praising God

To enable the children to develop their ability to sing in tune and with others

To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires

To develop their appreciation of beauty

To help them remember as they learn

Literature & Creative Writing

Literature affects people by educating and amusing them. It inspires, motivates, and moves people in their emotions. Literature gives a new outlook on people's lives and the lives of others. Literature facilitates development in thinking and reasoning.

Carmel Christian School believes that reading literature can be rewarding in so many ways. For instance, it helps students understand the nature of society, understand what life was like in the past, and imagine what life could be like in an unspoiled world. Christian literature helps people find and nurture their faith. Literature offers students a way to express themselves through writing and reading.

Aims

- To encourage a love of reading
- To provide an introduction to some quality literature

Objectives

Students will develop a passion for reading, and enjoy writing stories and poems of their own.

As the students study literature they will:

1. Use their imagination
2. Give personal and practical responses
3. Consider how literature influences people
4. Understand more about the nature of society and have the opportunity to discuss their findings
5. Develop greater empathy for, and understanding of, other people.

Strategy

We will use the ACE curriculum for Literature & Creative Writing, and Literature as laid out in The ACE Schemes of work as well as Book Reports, silent reading, book clubs, reading lists and studying classic English Literature.

Peter and Jane Learning to read books (Years 1 and 2)
Book Clubs
Reading Lists

A Reading Record will be kept in Years 1 and 2

Book Reports from Year 3 onwards
Oral Reports from Year 3 onwards

Inclusion

We aim for all children to participate in all areas and extra support will be put in place for children with S.E.N. including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will be receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

See main statement for more details.

Computing/ ICT

Aims

For our students:

- to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To be responsible, competent, confident and creative users of information and communication technology.

Objectives

We recognise that Computing plays an important role in the student's lives, preparing them to take part in a world that is rapidly changing. Students will use Computing tools to find, investigate and present information responsibly, creatively and with discernment.

Computing also plays an important role in developing the student's ability to learn independently.

We would expect each child to leave school digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Strategy

To use a suitable programme of study that teaches the principles of information and computation, and how digital systems work.

To use suitable programmes of study that teach coding and programming at a level that the students can understand

To make links with mathematics, science, and design and technology and use *Typemaster, Readmaster, Mathbuilder* and *Word Builder*

For the students to use the Internet for their monthly reports

The children will have the chance to use the computer for extracurricular activities using various resources online.

These will include:

- Comic Strip Maker

- Think Draw Collage Maker
- Spider / Sketch & Paint / Snake / Asteroids
- Online Games
- Simple Machines:
- Online ICT Activities
- <http://www.e-learningforkids.org/>
e-learning for kids is a global, nonprofit foundation dedicated to fun and free learning on the internet for children ages 5 - 12. They offer free, best-in-class courseware in math, science, reading and keyboarding
- "Welcome to the Web"

"Welcome to the Web" is an interactive set of web pages which can be used to teach children (and adults) about the Internet. They can be used in the classroom / computer room and children are welcome to explore them as they wish.

The resources are in split into seven sections:

1. The Beginning - explains how to use the site.
2. Getting Started Online - teaches children about the basic concepts involved in the Internet (World Wide Web, Hyperlinks, Back button etc.). Including valuable practice in visiting and navigating around web sites.
3. Staying Safe - encourages students to keep themselves safe online by following the SMART rules.
4. Using Your Browser - helps children to learn more about their web browsers.
5. Searching Online - teaches children how to search effectively, and keep themselves safe when doing so. Also identifies search engines which are particularly suitable for children to use.
6. Trying Top Tricks - This section explains about printing, using the Find tool to locate specific information within web pages, copying and pasting text, and saving images from the web. Also includes information about copyright and why it is important to credit others when you use their work.

The Welcome to the Web Challenge - When the children have completed all of the sections of Welcome to the Web, they can complete this exciting challenge. It requires them to use all of the skills which they have learnt to catch the creator of a destructive computer virus!

Targets and Assessments to end of Year 2:

Provide design and technology lessons on a half-termly rotation through the six sections to give the students beginners' skills

Provide IT lessons which enable the children to become confident users of the computer and prepare them for Readmaster, Mathbuilder and Word Builder.

Resources - Infants:

Computer, printer and internet

Appropriate software programmes

TV and DVDs

Cookery requirements

Modelling materials, e.g. clay, paper, card

Craft materials, e.g. knitting, embroidery

Resources - Juniors:

Computer, printer and internet
Software: Readmaster, Word Builder, Mathbuilder
TV and DVDs
Cookery requirements
Modelling materials, e.g. clay, paper, card
Craft materials, e.g. knitting, embroidery

Design & Technology

Objectives

Studying Design and Technology will enable the students to learn to think creatively to improve quality of life. The subject should help the students to become creative problem solvers. They will combine practical skills with critical thinking to become discriminating and informed users of products; understanding aesthetics, social and environmental issues; evaluating uses and effects of past and present design and technology.

Aims

The students will develop the ability to:

- Perform everyday tasks confidently
- Participate successfully in today's technological world
- Analyse a problem
- Research and plan solutions to problems
- Implement plans
- Evaluate outcomes
- Learn how to cook and have a basic knowledge of nutrition
- Leather craft
- Learn photography

Strategy

The students will develop these skills through a series of projects and assignments which will draw on other areas of the curriculum including Science and Social Studies.

They will learn how to design products; perform practical tasks; investigate and evaluate products; build structures and explore mechanisms.

They will be taught how to cook and apply the principles of nutrition and healthy eating using the Sainsbury's Active Kids 'Let's Cook' programme.

Targets and Assessments to end of Year 6:

To give the children experience in all areas of Design & Technology

To increase their skills including using:

- hard and soft material
- cookery and experimenting with food
- textiles, including knitting and sewing
- electronics

Measured Targets:

Tick list to demonstrate each student is able to knit, sew on a button, use Lego, Meccano, balsa wood, plastic, paper and card or other construction materials to build models, use paper and card to build structures; able to understand and employ the basic principles of cooking – boiling, simmering, steaming, frying and baking. All students will be able to follow flow charts.

Self Evaluations/Assessments

Peer Group Evaluations/ Assessments

Resources:

Kitchen, cooker, fridge, sink, microwave, freeze box

All kitchen utensils needed

Binka, embroidery threads, various materials, buttons, new sewing machine.

Needles, pins, scissors

Art and craft materials

Lego, Meccano, balsa wood, plastic model kits, cardboard model kits; card, paper

Physical Education

Aims & Objectives

God has designed man as a whole person and He expects us to look after our bodies as His temple. Physical exercise activates the brain, increases energy levels and promotes health, enabling our bodies to function efficiently.

Students will:

- Acquire and develop competence and confidence in a range physical skills
- Be involved in physical activities that increase their stamina
- Join in team games and competitive activities
- Lead healthy, active lives

Strategy

Areas of activity will include swimming and dance; team games; P.E. and outdoor activities; and a yearly sports day.

Ages 5 – 7: Master running, jumping, throwing & catching; develop balance, agility and co-ordination
Participate in team games
Perform simple dance movements

Ages 7-11: Improve in running, jumping, throwing & catching; develop balance, agility and co-ordination
Participate in team games
Perform a range of dance movements
Take part in outdoor activities, individually and as a team

Swimming:

Students aged between 5 and 11 will be given the opportunity to:

- Learn to swim competently over a distance of at least 25m.
- Learn to use a range of strokes effectively
- Learn to perform safe self-rescue in different water-based situations

Targets and Assessments to end of Year 2:

To increase large and small motor skills and hand-eye co-ordination

To gain an increasing awareness of body space

To be able to follow instructions

To be able to take a successful part in team games

To become supple through gym exercises

To learning the rules of games

To begin to understand that exercise helps to keep you healthy

Achieved by:

Active breaks with stilts, skipping ropes, hoops and footballs inside and outside

PE lessons:

- Music and movement
- Team Games
- Football
- Gym exercises
- Tennis skills

Annual Sports Days with other schools and home-schools

Social Studies PACEs, sections on healthy living

Measured Targets:

Measured half-termly by Year 2 checklist showing whether students are able to:

Students to be able to control a football; skip with a rope held by themselves, forwards, backwards and cross skips; join in group skipping games

Able to throw a small ball accurately and catch a ball

Able to hit a large sponge ball on a large plastic racket

Able to take a competent and responsive part in team games

Targets and Assessments to end of Year 6:

To increase large and small motor skills and hand-eye co-ordination

To gain an increasing awareness of body space

To be able to follow instructions

To be able to take a successful part in team games

To become supple through gym exercises

To understand that exercise helps to keep you healthy and what that means in practice.

To master smaller motor skills – e.g. throwing and catching a small ball, serving with a table tennis ball.

To learn play, football, cricket and rounders; and begin to play table tennis and badminton

To learn associated skills and learning the rules of the above games

To learn to take part in team games

To learn what it takes to persevere and how to win

To learn to swim

To take a competent part in school sports day with other schools and home-schools annually

Achieved by:

Active breaks, inside and out

Weekly PE lessons to include:

- Gym exercises
- Tennis
- Team games
- Football
- Cricket
- Rounders

Occasional opportunities to learn table tennis and badminton

One session of 6 weeks learning to swim

Annual sports day with other schools and home-schools

Measured Targets:

Measured half-termly by Year 6 checklist showing whether students are able to:

- hop on either foot
- run well, jump in star, pike and tuck
- play bat and ball successfully with large racket and sponge ball
- walk on stilts
- skip with a rope:
 - back skips
 - cross skips
 - big bumps
- skip with the large rope:
 - able to turn the rope
 - able to participate in group skipping games
- throw and catch a small ball and take part in games involving a small ball thrown and caught (into the air, against a wall)

- receive and kick a football accurately and take part in football games, following the basic rules
- take their part in rounders, hitting, running, fielding and bowling, knowing the basic rules
- take their part in cricket, batting, fielding, bowling, running, knowing the basic rules for scoring
- serve and return serve in table tennis and know the basic scoring rules
- serve and return serve in badminton and know the basic scoring rules
- swim one width; one length

Foreign Languages

Aims

Other languages broaden students understanding of the tremendous diversity of people and cultures in our world.

As well as the confidence and sense of accomplishment that comes with learning another language the student will develop an affinity for another culture along with the commercial advantages that are to be had in the business world.

Objectives

We plan to give the students a rudimentary understanding of at least one foreign language that will give them the opportunity to progress further at college should they so desire.

The students will study basic French and will learn something of the French culture.

To help students:

- develop an international outlook
- communicate and enjoy other cultures
- show respect to other people by learning their language
- enjoy learning the roots of language
- get to know how the culture thinks
- to travel abroad with a degree of confidence, interacting with the culture and not merely imposing their own
- learn to read the Bible and other books and texts in the studied language

Strategy

Students learning French up to Year 6 are assessed by completing the required Skoldo Books for their level

Languages will be taught as a supplementary subject using computer software.

Students learn French through activities using a computer programme, and through fun afternoon activities.

Students practise four skills, often in combination:

Listening:

- Listening to French and identifying key information
- Listening and responding to the programme

Speaking:

- Responding to questions in French
- Responding to questions in French from other students in the class
- Taking part in paired dialogues and group conversation
- Questioning others by means of questionnaires and surveys

Reading:

- Identifying key information

Writing:

- Writing key words
- Writing pieces of work of increasing length and complexity, beginning with short sentences and gradually building up the difficulty

Targets and Assessments to end of Year 2:

To introduce the children to more information about French culture and some more words and songs

Measured Targets:

Not at this level, although the children are drilled and checked

Targets and Assessments to end of Year 6:

Year 3:

To teach the children more songs and phrases in French

Year 4 and 5:

To begin to teach the children French so that they know the vowel sounds several French songs and basic vocabulary.

Year 6:

To continue French lessons; those children who complete and pass Skoldo Introductory Book to progress to Book 1

Measured Targets:

French:

Year 4 and 5: Formative: Completing all the requirements of the Introductory Book and passing the *revisions*.

Summative: Passing again the 4 *revisions*.

Year 6: Formative: Completing all the requirements of Book 1 and passing the *revisions*.

Summative: Passing the 4 *revisions* again.

Biblical Studies

Aims

The school is founded on the belief that there is one God who has revealed Himself through nature, the Bible and ultimately His son Jesus Christ. God's plan is for every person to know Him in a personal way that goes beyond the boundaries of religion. True Christianity is the realisation that God is reaching out to men whereas religion is man's attempt to reach God. With this in mind our relationship with God is woven into the fabric of our entire life including every aspect of the school curriculum

Objectives

Each student will be encouraged to have their own personal relationship with God through Jesus Christ. They will be taught to allow their relationship with God to enable them to respect and care for others. As they study the Bible they will grow in their relationship with God and will apply Godly values and principles to every situation they face in their life.

Strategy

The school does not take a denominational stand of any sort. A statement of belief is contained within the Prospectus and reflects a broad background of mainstream Christianity.

Our faith is the foundation of the school and our concept of education. The students are encouraged to see the spiritual dimension underlying all areas of life and study. The children are taught about the other five religions as supplementary curriculum to encourage tolerance and respect of other people's beliefs.

The PACE curriculum makes reference to spiritual and Biblical issues throughout all subjects, not just the specific Bible related courses.

Within this framework students have opportunities to consider matters of a spiritual nature, and how their faith relates to the world around them. These include:

- Student Devotions – times of discussing matters of personal faith and issues
- Opening Exercise – a time of worship, prayer, Bible reading and teaching
- Monthly Assembly – Opening Exercise with an extended time of teaching by the Pastor or a visiting speaker.

Targets and Assessments to end of Year 2

To develop the children's understanding of the Bible, God and Jesus and to guide them to recognise their own shortcomings and to learn to admit where they are wrong and aim to put things right

To develop ideas of service of others begun previously

Bible Reading PACEs to support this and introduce the children to the difficult language of the AV, which once mastered gives them access to many instances of old literature.

To begin systematic reading of Scripture

To learn one quarter of the monthly Bible passages

To learn to take part in the daily choral reading of Scripture

Achieved by:

Daily Assemblies

Daily devotions, Scripture reading and learning, daily prayer

Weekly Scripture lessons; visiting speakers

The character training and Bible teaching woven throughout the curriculum

Successfully completing Bible Reading PACEs 1013-1018

Measured Targets

Successfully complete Bible Reading Paces 1013-1018 with scores of 90%+

Saying the required number of verses from the monthly Scripture passage with fewer than 10 mistakes

Targets and Assessments to end of Year 6

To increase the children's understanding of the Bible, God and Jesus and to guide them to recognise their own shortcomings and to learn to admit where they are wrong and aim to put things right.

To develop ideas of service of others begun previously

To develop their understanding of prayer

To complete the remaining levels of Bible Reading PACEs to support this and introduce the children to the difficult language of the AV, which once mastered gives them access to many instances of old literature.

To begin systematic reading of Scripture

To take part in the daily choral reading of Scripture

To help to explain the Bible and the Gospel to people through school productions

To learn half the monthly Scripture learning passage

Saying half the monthly Bible passage with fewer than 10 mistakes (10 verses)

Joining in service to the community termly or more often: singing to older people or in hospitals; weeding the street or litter picking; planting bulbs in the park; collecting for others, fund-raising for others

Resources - Infants:

Art and craft and dressing up materials

Bible Reading PACEs 1013-1018, plus score keys (and sections of all other PACEs)

Individual Bibles

Resources - Juniors:

Individual Bibles

Bible quizzes

Atlases

Bible Reading Paces 1019-1072

Score keys

GROUPWORK 3 YEAR PLAN**ABC ENRICHMENT 3 YEAR PLAN**

ABC Cycle 1	Science Investigations	PSHE	Enrichment topic
Autumn Term 1	SORTING AND USING MATERIALS Sorting materials into groups hard/ soft/shiny/ dull/rough/smooth etc Waterproof materials Shiny materials needing light to make them shiny in a dark space Sorting natural/man made materials	New beginnings Feelings 1c	SCULPTURE Start –up Art and Design Wire person Clay/playdough animals Card construction Art from nature Junk art
Autumn Term 2	ELECTRICITY Investigate torches Make a simple circuit What happens if there is a break in the circuit?	Getting on and falling out Fair and unfair 1a 4e	HABITATS British wildlife Nocturnal woodland animals Hedgehogs, moles, foxes, badgers, owls Hibernating animals Squirrels, bears, hedgehogs,
Spring Term 3	HEALTH AND GROWTH Investigate what happens to our bodies when we exercise. Record changes in pulse.	Going for goals Me and my environment	EAT MORE FRUIT AND VEGETABLES DESIGN AND TECHNOLOGY DESIGN A HEALTHY SMOOTHIE
Spring Term 4	CHANGING MATERIALS Sc1 When we change the shape of a material will it keep it's new shape? Play-dough, rubber bands, blue tack, sponges, plasticine, pebbles, wood, brick What happens when something is heated or cooled? Sc1 Water- cool and heat Sc1 Foods- toast/ heat	Good to be me Keeping safe, road, sun, water safety	TOYS HISTORY OF TOYS Design a card with moving parts EASTER CARDS
Summer Term 5	SOUND AND HEARING How is sound made? How can my body make sounds? How can I use instruments to make different sounds? What happens to sound as I travel further way from the source?	Relationships Growing and changing	SELF PORTRAITS ART Suerat - pointilism Van Gogh -self portrait impressionism Picasso- self portrait colours and moods expressionism
Summer Term 6	PLANTS What do plants grow from? What comes out of the seed first? The roots or the stem? Do plants need light to stay alive? Does it matter which way up a seed is sown?	Changes Personal hygiene	SEASIDE Geography of the seaside History of the seaside

ABC Cycle 2	Science Investigations	PSHE	Enrichment topic
Autumn Term 1	<p align="center">OURSELVES</p> <p>Is the oldest child the tallest child? Make predictions of age and height. Investigate heights and ages of those in our class .</p>	<p align="center">New beginnings</p> <p>Belonging 2f 2h</p>	<p align="center">HOMES</p> <p>HOMES AROUND THE WORLD GEOGRAPHY HOMES IN THE PAST HISTORY D&T HOUSES AND HOMES</p>
Autumn Term 2	<p align="center">LIGHT AND DARK</p> <p>Can we see in the dark? What is darkness? Do carrots help us see in the dark? What do we need to see? Do shiny things give out light?</p>	<p align="center">Getting on and falling out</p> <p>What is bullying? 2b 4e</p>	<p align="center">LIGHT AND DARK in ART</p> <p>VAN GOGH- THE STARRY NIGHT KANDINSKY CIRCLES</p>
Spring Term 3	<p align="center">VARIATION</p> <p>Do we all have the same hand span? Are our feet the same length? Measure with non-standard units and compare.</p>	<p align="center">Going for goals</p> <p>Looking after the natural environment 2g</p>	<p align="center">HABITATS</p> <p>Antarctica Arctic Savannah Desert</p>
Spring Term 4	<p align="center">PUSHES & PULLS</p> <p>Which is the best squirter? Washing up liquid bottle, ketchup bottle, pipette, shampoo bottle etc.....squirt water to push a ping pong ball ... which gave the biggest push?</p>	<p align="center">Good to be me</p> <p>Drug Ed- household products & medicines 3f</p>	<p align="center">PLAYGROUNDS</p> <p>Design a piece of playground equipment that moves Henri Matisse- Drawing with scissors a playground scene</p>
Summer Term 5	<p align="center">FORCES AND MOVEMENT</p> <p>How far will the car travel after it has gone down the ramp? What if we change the surface of the ramp? How far will it go on carpet? Rubber? Silver foil? Predict and measure the distance the car travels.</p>	<p align="center">Relationships</p> <p>Life cycles 3d 3e</p>	<p align="center">TRANSPORT</p> <p>DESIGNING A CAR Design and Technology History of Transport Mr Gumpy's Motor car-story writing</p>
Summer Term 6	<p align="center">GROWING PLANTS</p> <p>Do plants need leaves to grow? Cut leaves off and investigate what happens to the plant Measure the growth of the plants Do plants need water to stay alive?</p>	<p align="center">Changes</p> <p>Being responsible 2e 2c 2i</p>	<p align="center">HABITATS</p> <p>JUNGLE / RAINFOREST Jungle poems-Rumble in the Jungle HENRI ROUSSEAU JUNGLE ART The Tiger who came to tea- story writing</p>

ABC Cycle 3	Science Investigations	PSHE	Enrichment topic
Autumn Term 1	<p>SOUND AND HEARING</p> <p>How can we make sounds louder? Investigate making different shakers from different materials inside and out. Are sounds louder when you are nearer to the source of the sound? How do we hear? What prevents us from hearing?</p>	<p>New beginnings</p> <p>School rules 2b 3g</p>	<p>PUPPETS D&T</p> <p>Making a finger puppet Making a hand puppet</p>
Autumn Term 2	<p>LIGHT AND SHADOWS</p> <p>How does light behave? How can we make shadows? Which object made the darkest shadow? Which object made a coloured shadow? Which objects reflect or absorb light?</p>	<p>Getting on and falling out</p> <p>Anger management 4a</p>	<p>FESTIVALS OF LIGHT</p> <p>Hannukah festival Make a Menorrah Fireworks night</p>
Spring Term 3	<p>CHARACTERISTICS OF MATERIALS</p> <p>Which material is best for soaking up a water spill? Tissue paper, greaseproof, kitchen towel, toilet paper, sugar paper etc</p>	<p>Going for goals</p> <p>What jobs do people do? 1e</p>	<p>ART</p> <p>Weaving Dying t-shirts Mobiles- art in motion- Alexander Calder Collage pictures- Jackson Pollock</p>
Spring Term 4	<p>FLOATING AND SINKING</p> <p>sort floaters/sinkers</p> <p>Can you make a ball of plasticine float? Does it matter what shape it is? air rising in water-armbands/balls Does a balloon sink? What if it was a small balloon? Can you make a cup sink/float? What happens if you put it rim up/ rim down/sideways, what happens? Can you sink a plastic bottle?</p>	<p>Good to be me</p> <p>Keeping healthy Drug Ed- medicines 3d</p>	<p>JOURNEYS/TRANSPORT</p> <p>Ireland-traditions Scotland-make shortbread/gingerbread/oatcakes Wales-make welsh cakes St David's day France-learn a French song BBC- Barnaby Bear resources online</p>
Summer Term 5	<p>HELPING PLANTS GROW WELL</p> <p>How do plants drink water? Roots- why do roots need lots of space? Potted plants How do plants drink water? Food colouring going up celery stem</p>	<p>Relationships-</p> <p>Special people, taking responsibility</p>	<p>HABITATS</p> <p>POND LIFE Monet- Reflections Water Lily Series Vincent Van Gogh Sunflowers</p>
Summer Term 6	<p>MAGNETS</p> <p>What objects are magnetic? What are magnetic objects made of? Can you make a magnetic toy/game?</p>	<p>Changes-</p> <p>Change is normal 1b, 1c, 2f, 3c</p>	<p>BRITISH SEA/SEASIDE WILDLIFE</p> <p>Rock pools Birds, sealife Art- The Giant's Causeway in Ireland Nigel Mc Clements Katsushika Hokusai- The Great Wave off Kanagawa William Turner- Romanticism Seascapes light and dark contrasts</p>

JUNIORS: GROUPWORK 3 YEAR PLAN

YEAR 1

JLC	SCIENCE INVESTIGATIONS	PSHE CITIZENSHIP	ENRICHMENT TOPIC	FRENCH
TERM 1	<p>SOUND Seeing sound (The way science works pg 95) Bouncing sound pg 97 Musical Bottles pg 98 Lost Sound (My Science book of senses pg 10-11)</p>	<p>NEW BEGINNINGS Class Charter Belonging in a group</p> <p>Visit from Policeman</p>	<p>PEOPLE IN ACTION Looking at movement in drawing using pencil, charcoal and pastels. Researching artists who use movement in their work Sketching the body form in various stages of movement Exploring and developing ideas of how the body moves Investigating and making a statue depicting movement Evaluating and developing their work</p>	<p>BOOK 1 – Skoldo Salutations Colours Numbers French alphabet sounds and words songs</p>
TERM 2	<p>KEEPING WARM Water – a good conductor of heat! What materials conduct heat Stop ice melting! Touch test, hot & cold then warm.</p>	<p>GETTING ON & FALLING OUT Racism</p>	<p>CHRISTMAS PLAY</p> <p>Music Drama Narration Costume and set design</p>	<p>BOOK 1 – Skoldo Clothing food Map of France L’apostrophe songs</p>
TERM 3	<p>ROCKS AND SOIL Rock rubbing test Permeability test Soil types – erosion Make a wormary!</p>	<p>GOING FOR GOALS Justice & Injustice</p>	<p>GEOGRAPHY – THE ENVIRONMENT Looking at what we throw away Re-cycling Conserving energy</p>	<p>BOOK 1 - Skoldo Animals Fruits & Veg Paris buildings Je sais parler francais 1 songs</p>
TERM 4	<p>SCIENCE WEEK Density & Volume Caved in can DO NOT OPEN! Shrinking rubber (Fun with science – Moving)</p>	<p>GOOD TO BE ME Drug Education Legal & Illegal – effects & risks</p>	<p>PACKAGING Investigating commercial packaging Nets Planning, and evaluating to produce packaging with visual appeal, accuracy and appropriate for purpose</p> <p>Easter Production – The Champion by Carmen</p>	<p>BOOK 1 - Skoldo Head & Body Hobbies Toys Je sais parler francais 2 songs</p>
TERM 5 *	<p>HOW WE SEE THINGS Measuring shadows Surfaces and Reflections Looking at reflections Making a Kaleidoscope</p>	<p>RELATIONSHIPS Managing complex feelings Dealing with emotions</p>	<p>ROMANS Where they came from Invasion of Britain Social Life Beliefs Inventions</p>	<p>BOOK 1 Skoldo Countryside beach transport family & home song</p>
TERM 6	<p>MATERIALS Wood – How paper is made Plastic – Make silly putty Metal – corrosion</p>	<p>CHANGES Moving on in difficult changes</p>	<p>BRUNEL AND MUELLER Victorian era in our location Visit Mueller museum His life before, during and after orphanages Brunel – His achievements Suspension bridge and SS Great Britain</p>	<p>BOOK 1 - Skoldo L’histoire J’ai soif (thirsty) La trousse (pencil case) songs Review</p>

YEAR 2

JLC	SCIENCE INVESTIGATIONS	PSHE & CITIZENSHIP	ENRICHMENT TOPIC	FRENCH
TERM 1	ELECTRICITY Circuits Changing Circuits Solar Power Conductors & Insulators	DEVELOPING CONFIDENCE AND RESPONSIBILITY What kind of person am I? What do others see in me? Bad Behaviour 1 & 2 Facing Challenges CITIZENSHIP Being a Librarian, Dentist Nurse Jewish Feast of Tabernacles	MAKING TORCHES Looking a torch uses Investigating how they are made Planning, designing and modifying design in torches	BOOK 2 - Skoldo Kitchen upstairs downstairs orders questions hobbies songs
TERM 2	MAGNETS Make a magnet Electric Magnet Magnetic Fields Magnetic Attraction	GETTING ON & FALLING OUT Managing Conflict	NATIVE AMERICANS Location of Types of Indians Lifestyle Indian forms of art Types of Housing Food & Farming Beliefs & Rituals	BOOK 2 - Skoldo Quell et prefere (what & favourite) body Days of week Time & Length Time/clock
TERM 3	AIR How Big are you lungs? Jet Power Balloon What's in the air? Weighing air	GOING FOR GOALS Right & Responsibilities	WWII Geography of countries involved Life in WWII Anderson shelters and rations Effects of the war on Jews 'Cheap Veg Soup' song & presentation Evacuations	BOOK 2 - Skoldo Weather Seasons Songs Numbers C'est quelle date aujourd'hui?
TERM 4	OURSELVES Measurement of Bones and height Types of Joints Muscles Pulse Rate Smoking	GOOD TO BE ME Drugs Education 'Alcohol' effects and risks	ANCIENT EGYPT Geography of Egypt and Nile River Nile and its significance to Ancient Egypt Pyramids and Sarcophagus Embalming Hieroglyphics & Rosetta Stone Beliefs	BOOK 2 - Skoldo J'ai fait 1,2,3 J'ai soif Adjectives 1,2,3 pronouns songs
TERM 5	LIVING THINGS AND THEIR ENVIRONMENT Living and Non Living. Characteristics Mini beasts. Habitat. Foot Chain.	RELATIONSHIPS People around us Breaking friends – forgiveness	HOME AND AWAY Villages, Towns and Cities Learn the differences	BOOK 2 - Skoldo Ou vas-tu? (Where are you going?) 1,2,3 Bon voyage! directions songs
TERM 6	PLANTS Plants and Water Plants and Light Effects of Light on plants Function of Leaves	CHANGES Emotions and body changes	ART DETECTIVES Learn to find the meaning behind paintings Work in acrylics Artist visit Be an art critic! Learn about different artists and their techniques	BOOK 2 - Skoldo Review Songs Conversations

YEAR 3

JLC	SCIENCE INVESTIGATIONS	PSHE CITIZENSHIP	ENRICHEMENT TOPIC	FRENCH
TERM 1	LIGHT Make a rainbow Coloured light and shadows Sunsets Make an eye	NEW BEGINNINGS Creating a community Visit from Eye Doctor	PHOTOGRAPHY TOPIC How does a camera work? Investigate the eye Photographic story book Make a camera obscura Flash Bang Whollap song	Review Books 1 & 2 throughout year, going over harder subjects and refreshing children's memories. Watch French cartoons and read French books.
TERM 2	CHEMICAL CHANGES Secret Messages Acids and Alkali Vegetable dyes Starch in food	GETTING ON AND FALLING OUT Friendship Bullying	THE TUDORS Who were the Tudors? Henry VIII and his wives Shakespeare Sir Francis Drake Tudor Voyages	
TERM 3	WATER Surface water tension Water pressure Liquid density	GOING FOR GOALS Types of Learning Setting and planning goals	RIVERS AND WATER Sources of rivers Water cycle Water wheel Water treatment	
TERM 4	SCIENCE WEEK!	ITS GOOD TO BE ME Keeping safe	OUR SOLAR SYSTEM Our planets The Stars Phases of the Moon	
TERM 5	FOOD Dilute to taste The Tongue Mystery powders	RELATIONSHIPS Emotions Dealing with anxiety	FOOD AND FESTIVALS Kenyan tropical juice and Wedding festival Indian curry and Brother & Sister love festival Italian ravioli and Vienna Carnival Israeli falafel and Bar & Bat Mitzvah Japanese Sushi and Cherry Blossom festival	
TERM 6	FORCES AND MOVEMENT Friction Inertia Levers Whirlers	CHANGES Feelings and responses to change	THE VIKINGS Who were the Vikings? What countries did they invade and why? How did they live? Long boats Norse Gods Sagas Rune stones	

<i>GEOGRAPHY</i>	<i>HISTORY</i>	<i>SCIENCE</i>	<i>PHSE</i>	<i>CITIZENSHIP</i>	<i>RE</i>	<i>DT</i>
<p>Human environments</p> <ul style="list-style-type: none"> • Natural environments • Environmental awareness and care 	<ul style="list-style-type: none"> • Local studies • Story • Early people and ancient societies • Life, society, work and culture in the past • Eras of change and conflict • Politics, conflict and society • Continuity and change over time <p>The students discover their environment and history of their city and county. They will broaden their knowledge on the past and how it influenced our count issues.</p>	<p>Living things</p> <ul style="list-style-type: none"> • Energy and forces • Materials • Environmental awareness and care 	<p>Myself</p> <ul style="list-style-type: none"> • Myself and others • Myself and the wider world <p>It is a particular concern of the curriculum to develop in the child respect and care for his or her body and an appropriate concern for safety. It also enables the child to acquire the knowledge and attitudes that help to promote a healthy life-style. This includes becoming aware of the influence that advertising, peer pressure and other factors can have on individual lifestyles and developing the ability to make appropriate choices and decisions on a range of health</p>	<p>The curriculum acknowledges, too, the importance of a balanced and informed awareness of the diversity of peoples and environments in the world. Such an awareness helps children to understand the world and contributes to their personal and social development as citizens of a global community. The curriculum has a particular responsibility in promoting tolerance and respect for diversity in both the school and the community. Children come from a diversity of cultural, religious, social, environmental and ethnic backgrounds, and these engender their own beliefs, values, and aspirations.</p>	<p>In seeking to develop the full potential of the individual, the curriculum takes into account the child's affective, aesthetic, spiritual, moral and religious needs. The spiritual dimension is a fundamental aspect of individual experience, and its religious and cultural expression is an inextricable part of Irish culture and history. Religious education specifically enables the child to develop spiritual and moral values and to come to a knowledge of God.</p>	<p>Developing, planning and communicating ideas</p> <p>1 Pupils should be taught to:</p> <p>a identify relevant sources of information, using a range of resources including ICT</p> <p>b respond to design briefs and produce their own design specifications for products</p> <p>Working with tools, equipment, materials and components to produce quality products</p> <p>2 Pupils should be taught:</p> <p>a to select and use tools, equipment</p>

						and processes, including computer-aided design
YEAR 1						
<i>GEOGRAPHY</i>	<i>HISTORY</i>	<i>SCIENCE</i>	<i>PHSE</i>	<i>CITIZENSHIP</i>	<i>RE</i>	<i>DT</i>
<p>1. Map Work Understand and exploring maps</p> <p>2. Weathering and Climate To make the students aware of our climate changes and what influence it has and how we can help. Water cycles and describe the different types of weather</p> <p>3. Geomorphology Understand how rocks are formed and broken down and the effects of erosion on it</p>	<p>1. Medieval Times To explore England's rich history and understand the development process from medieval period History-British Empire</p> <p>2. History that influence UK Early Civilization Celts Romans Anglo-Saxons Vikings Normans</p> <p>British Empire To explore England's rich history and understand the development</p>	<p>1. Investigate Atoms, periodic Table Acids and Alkali Find which substances dissolve in water Separating substances – salt and sand</p> <p>2. Nutrition To raise an appreciation of how calories affect our bodies energy supply and to promote an understanding of how the knowledge of food groups and portion sizes can be beneficial to their own calorie intake.</p> <p>Cells</p> <p>3. Electrical circuits</p>	<p>1. Making wise choices To ensure that students understand what choices is Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>2. Life skills: Presentation Attitudes Way to Happiness</p> <p>3. Hospitality Gratitude; Thoughts</p> <p>4. Diversity</p> <p>5. Tolerance</p>	<p>1. Human Rights To equips young people with the knowledge, skills and understanding to play an effective role in public life. To make the students aware of their responsibility towards society and how to make it a better place.</p> <p>2. Conflict Discern on my part in a conflict and what I can do Where is conflict coming from I must behave and obey my parents</p> <p>3. My news paper</p> <p>4. Bristol Services The National Health Service (NHS) is the publicly funded</p>	<p>1. Comparison between different religions Make the students aware of other religion groups. To understand that individuals develop a sense of identity through their belief. Origin, Believes Dress Place of worships</p> <p>2. Evulsion and Creation Make the children aware of the different viewpoints.</p> <p>3. John Wesley</p>	<p>1. Leather crafting Introduce leather craft to the students To prepare the leather Learn techniques on carving leather To make drawings on the leather To use different instruments to make the craft Leather craft</p> <p>2. Furniture</p>

	<p>process. from medieval period History- British Empire Turs and Stuarts</p> <p>Research on a topic</p>		<p>6. Growing up</p>	<p>healthcare system for England.</p> <p>The EU To make the students aware of Britain and their position in Europe. Map work EU countries - IT How am I part of Europe? Commonwealth The UN Euro vs Pound 5. The EU – Who decides?</p>		<p>3.Hospitality Objective: To understand your roll in projects, how you inter act in the team, how to communicate , planning and get it done.</p>
YEAR 2						
GEOGRAPHY	HISTORY	SCIENCE	PHSE	CITIZENSHIP	RE	DT
<p>1. Tectonic Processes 2. Landscapes Coastal Landforms Rivers; Glaciers; Coast</p> <p>Understand the structure of the earth – tectonic movements</p>	<p>1. Revolution Industrial French Understand the different concepts between war, battles, revolutions</p> <p>2. Israel Study the history of Israel: Origin; Influenc in the Middle east.</p> <p>2. Bristol Buildings To investigate historical buildings in Bristol</p> <p>How to write an essay?</p>	<p>1. Periodic Table 2. Motion & Force 3. Indigestive System 4. Project - Shampoo</p> <p>2 The Heart The make themselves familiar with the heart and it’s anatomy. Practical: dissect the heart and identify the different parts.</p> <p>3. Digestive System</p> <p>Project The student must prepare a typed report at the end of the project (which is to include any appropriate photographs)</p>	<p>Life Skills 1. Finances To understand the basic financial principals Important aspects of a budget. To provide the students God’s principles of handling money</p> <p>2. Relationships Healthy Eating</p> <p>To guide the children to better living and to improve one’s own happiness – Unity - Conflict</p> <p>Self fulfilment through relationship. We are not just human beings but also social beings. What the effects of unfulfilling</p>	<p>1. Kingdom Principals 2. The Poppy 3. Our Community Pupils will learn about the different services that operate in a city, the importance of each and how we can improve our responsibility towards maintaining and uphold its values.</p> <p><i>British Monarchy/empire Britain has a history of Kings, Queens and wars. Each of these periods was very special and together it is known as the British Monarchy</i></p> <p><i>Debating Issues</i></p>	<p>1. Islam Make the students aware of other religion groups. To understand that individuals develop a sense of identity through their belief. Jewish: Origin; Believes; Dress</p> <p>2. Buddhism 3. Holocaust 4. People who made a difference</p>	<p>1. Cooking 2. Hospitality 3. Art</p> <p>To understand your roll in projects, how you inter act in the team, how to communicate , planning and get it done.</p>

			relationships has on a person. The relationship paradox.			
YEAR 3						
GEOGRAPHY	STORY	SCIENCE	PHSE	CITIZENSHIP	RE	DT
<p>Population Understand world population density and migration</p> <p>Economic Activities How it influence farming; Traditional and modern industries</p> <p>1. Life Science Population – Settlement</p> <p>2. Environment and recourses Explain Global Warming</p> <p>4. Eco System</p>	<p>1.Castles in UK</p> <p>2. World War 1&2 research. Research on the trench warfare during the 1WW. Use research techniques and to write</p>	<p>1. Practical – chemistry Investigate Atoms, periodic Table Acids and Alkali</p> <p>Light reflection To identify different light sources, including the sun. A light ray consists of different colours, how light is reflected at plane surface. Explore the behaviour of light. That light can be dispersed to give a range of colours. White</p> <p>Osmosis To explore Osmosis where it can occur – when there is a partially permeable membrane, such as a cell membrane. When a cell is submerged in water, the water molecules pass through the cell membrane from an area of low solute concentration to high solute concentration</p> <p>Solids; liquates; gasses . Find which substances dissolve in water. Separating substances – salt and sand Experiments To make students aware of</p>	<p>1. Relationships Who am I and how can I improve my relationships with other people and how to manage my life better through quality decisions</p> <p>To guide the students to better living through principles and values.</p> <p>2.Understand yourself Be aware of different personality types. To learn about their strengths and weaknesses.</p> <p>4. Business</p>	<p>1. UK Parliament To make the students aware of the structure of the UK Parliament and how it functions. What is the purpose of the Parliament and how a government operates to govern a country. The concept of democracy in the UK, To understand how a Bill is formed and how an election works.</p> <p>2. The Law MP's Criminal Justice System</p> <p>Students will learn about how the criminal justice system in England and Wales works, particularly when young people commit a crime. Crime and safety awareness - a whole-school multi-agency approach</p> <p>3. Diversity society To understand that Britain has a diverse sociality and that everyone has the right to equal opportunities.</p>	<p>1.Different religions. Students identify different religions How and why their believe differs from Christianity Children will serve the internet for different religions Draw a table of their main character triads and believes</p> <p>Jewish festival</p>	<p>1. Landscapes</p>

		<p>how, when and why certain substances dissolve in water. How and why matter behave in certain circumstances.</p> <p>To develop their practical and enquiry skills.</p> <p>To have a critical understanding of evidence obtain from observing and communicating information received from experiments.</p> <p>The student learn about make aware of:</p> <p>Waves are described by their amplitude, frequency, wavelength and period. Diffraction is the spreading out of waves when they pass through a gap</p>				
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