



is important and children have the opportunity to take part in: drama, circle time, class and year group projects and school productions.

### **Impact**

Children leave Frimley:

- with a love of reading and writing;
- with an appreciation of our rich and varied literary heritage;
- able to read easily, fluently and with good understanding;
- with the habit of reading widely and often, for both pleasure and information;
- with a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- able to articulate their thoughts, ideas and imagination orally and through the written word;
- creative writers able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion effectively so they are able to elaborate and explain clearly their understanding and ideas;
- competent in the arts of speaking and listening, making formal presentations;
- demonstrating to others and participating in debates with skill and poise.

## Mathematics

### **Intent**

At Frimley, enjoyment of Maths is paramount. Through a rich mathematical curriculum, pupils will have opportunities to learn, develop and apply mental methods to progress their attainment in fluency, problem solving and reasoning.

Mathematics here is challenging, exciting, creative and engaging, with children developing a positive and confident attitude towards the subject. Fluency, problem solving and reasoning are at the heart of our teaching; ensuring children develop greater understanding of mathematical concepts. Our approach to maths is investigative with a focus on Mastery and children are encouraged to shape their own learning, asking questions and developing their own lines of enquiry. Teaching is active and relevant and is well supported by a range of resources such as MyMaths, TT Rockstars, Active Maths, Nrich and concrete apparatus.

### **Implementation**

Careful planning makes sure that all children are able to access every lesson; children are supported fluidly or extended appropriately to enable all children to never reach the ceiling on their own, personalised learning.

Progression is planned carefully with small step learning, ensuring that children make links to prior learning building on previous experiences, whilst ensuring full coverage of the National Curriculum objectives. This means children leave us fully prepared for their next steps on their learning journey and can apply maths to real life situations.

Focus on the Frimley Learner attributes and applying skills to learning will encourage children to develop resilience and perseverance in their learning, particularly with problem solving and reasoning.

A greater importance is being placed on MyMaths and TT Rockstars to inspire children to access these sites as a means of enjoyment as well as home-learning. Rock star of the month will be selected for each year group and announced in assembly with their photos being displayed on the maths board in the hall.

The profile of maths will continue to rise through the academic year; maths competitions have been entered and children across the school will be given the opportunity to attend these.

### **Impact**

- Children will enjoy maths and strive to achieve more.
- The percentage of children achieving age related expectations or higher by the end of the academic year will increase. All children will have the view that there is no ceiling to their learning.
- Children will be more confident, resilient and persevere to attempt and achieve problem solving tasks.
- Children will have a deep understanding of the methodology in maths and be able to explain their understanding. This will develop children's reasoning and problem solving skills.
- Children will understand the importance of times tables and number bonds and majority of children will be able to recall all times tables by the end of year 4.
- Mental methods will be embedded and be independently applied to solve challenging problems.
- Children will be actively engaged in representing the school in mathematical competitions.

## Computing

**Intent** We aim to develop a culture where the use of ICT (information, communication and technology) becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.

**Implementation** Staff and children have access a range of technologies. Lessons are enhanced through use of desktop and mobile devices, interactive whiteboards, digital cameras and numerous other technologies. Each year group has its own webpage on the school website, where they share information regularly.

There is a key emphasis on learning skills for computing; these will include programming, debugging and exchanging information. Our children are taught how to access information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs.

Digital Literacy is a big part of the curriculum, with children learning how to use ICT safely – at regular points throughout the year children undertake online safety sessions on topics such as cyberbullying or keeping information safe.

### **Impact**

Our children will confidently and independently use and apply information technology skills to support and extend their learning across all curriculum subjects, within and beyond the classroom walls.

## Geography

### **Intent**

At Frimley, we believe it is important for children to develop a coherent knowledge and understanding of Britain and the world around them. Geography provides children with the opportunity to explore our local area, Britain and the wider world in more detail to enhance their locational and place knowledge as well as key geographical skills and terms. By looking at and comparing the physical, human, economical and environmental issues and features affecting each area of the world, children are able to develop a sense of the world around them and begin to understand how the choices they make have an impact on others around them.

### **Implementation**

At Frimley, we extend their knowledge beyond the local area to explore Britain, Europe, The Americas and the wider world. Learning isn't just limited to inside the classroom, we utilise opportunities for outdoor learning too where children learn from first hand experiences through trips, visits and ICT experiences. Throughout Key Stage 2, children develop and build upon the geographical skills needed to raise and answer questions about locations all over the world. They develop key skills through the use of maps, atlases, aerial photographs and ICT based apps and websites. The right balance of knowledge and skills ensures that Geography is an accessible and interactive way of learning for all.

### **Impact**

- Fosters a sense of curiosity, enthusiasm and awareness of our local area and its place within the wider world
- Helps to develop a deeper connection with and love of our world, helping us to understand the importance of looking after it and protecting it so that future generations can enjoy the wonders it has to offer
- Equips children with transferrable knowledge and skills which help to prepare them for the next stage of their learning and for life as an adult in the wider world

## History

### **Intent**

At Frimley, we believe it is important for children to develop a coherent knowledge and understanding of Britain and the world around them. History provides children with the opportunity to explore the past in interesting and exciting ways learning about significant people and key events in the past, in Britain and the wider world, and to begin to understand how such events have shaped and influenced our lives today. We aim to make learning more child-led, which is driven by the children's interests whilst meeting the needs of the national curriculum objectives, and is made relevant to them by learning about our local area. A chronological awareness is key in history and we expect children to be able to place events, people and changes into correct periods of time as well as use dates and vocabulary appropriately, and with increasing accuracy, as they move through Key Stage 2.

### **Implementation**

History provides children with the opportunity to develop a secure knowledge of the past and to inspire curiosity and develop skills of enquiry and questioning, allowing them to become open minded "historical detectives" who explore the past in exciting and creative ways. We aim to bring the past to life through practical first hand experiences, such as role play and workshops, and the use of a variety of primary and secondary resources, such as artefacts, to help the children find clues and deduce information about the past. As children progress through the school, they are taught to further develop their critical thinking skills and investigate and interrogate historical evidence and communicate their findings in creative and engaging ways.

### **Impact**

- Children will become increasingly aware of how historical events have shaped the world that they currently live in and impact upon our future.
- Fosters an awareness and sense of curiosity about how our past influences who we are today and History's links with our British Values
- Develops a better understanding of History within our local community
- Equips children with transferrable knowledge and skills which help to prepare them for the next stage of their learning and for life as an adult in the wider world

## Art

### **Intent**

We believe that high-quality Art lessons stimulate creativity and imagination. They provide a safe environment where there are no 'right' or 'wrong' results and offer an opportunity to make personal interpretations of what they have experienced and respond to the world. We enable children to communicate what they see, feel and think through drawing and the use of colour, texture, form, printing and pattern. Through art, children are encouraged to develop their creativity, and acquire and hone new skills. Children will have the opportunity to explore different creative ideas, experiencing a variety of subjects, mediums and techniques both through existing art and artists as well as through their own creations. Children are encouraged to take risks and experiment, whilst continuously reflecting on and evaluating their work, thinking about how they can make changes and keep improving.

### **Implementation**

Children explore a variety of art and artists who showcase a range of artistic skills. The children are given opportunities to explore a variety of materials, tools and techniques in both 2D and 3D form. Children are encouraged to experiment with resources, styles and techniques whilst also being taught specific, relevant methods. They have their own sketch book, which is used for experimentation and to keep a bank of their work. All children follow a program of progressive skills in art which develop over their time in Key Stage 2. New techniques and skills are modelled and examples of work are shown to the children. In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.

### **Impact**

Our children will be able to discuss their learning in art; which includes discussion of their thoughts, ideas, creations, alterations to and evaluations of work. They will have experienced a broad and varied art curriculum with a wide range of opportunities to express themselves creatively, helping them to develop an enthusiasm for their own personal creativity.

## Design Technology (DT)

### **Intent**

We aim to provide children with a DT education that is relevant in our rapidly changing world. Through DT, our children are becoming resourceful, innovative, and capable young learners who are developing a critical understanding of its impact on daily life and the wider world. Children are encouraged to use a variety of materials and use a practical, problem-solving approach to tasks. We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop their creative and technical understanding.

### **Implementation**

Our DT lessons provide children with opportunities to research, represent their ideas, explore and investigate, develop ideas, make a product and evaluate their work. Children will be exposed to a wide variety of DT lessons including textiles, food and woodwork; from this they will develop a wide range of invaluable skills around the design process (investigate, design, model, refine, test and evaluate). Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum. In Design Technology, children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning. Children will reflect on their work and participate in discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.

### **Impact**

As designers, children will develop skills that they can use beyond school and into adulthood. Children will understand and apply the principles of nutrition and develop their cooking skills. They are also given opportunities to work in team situations where they will develop skills of cooperation and communication. Through DT, children will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. They are encouraged to critique, evaluate and test their ideas and products and the work of others, helping them to be independent and analytical learners.

## Modern Foreign Languages- French

### **Intent**

At Frimley our intent for our MFL curriculum is to have clear progression in the understanding of French through the school. All teachers will be given support in understanding the vision and following our curriculum. Children in school, in general, rarely have any exposure to French outside of school so we need to begin with the basics. Our secondary main feeder school is a language specialist school and therefore requires children to have some understanding of a language and to understand basic language skills.

### **Implementation**

We follow a scheme by easyMFL which gives a structure and progression across the KS2 phase. In all year groups children are given the opportunity to speak, read, write and listen to French and to both read and write it too. Resources include sound clips (so that children can rehearse correctly pronounced French), video clips, activities like word searches and games. We chose this scheme because there is a clear progression (e.g. year 5 learn about the weather and then year 6 apply this to the holidays they go on) of both French knowledge and conversational skills from year 3 to year 6. French is taught tri-weekly by a language teacher.

### **Impact**

The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or to talk to a French speaker. The teacher fosters an enjoyment of languages through a variety of lessons including interactive role play, rehearsal and singing (when allowed). Progression through a topic will be evident in the development of key skills and acquisition of main vocabulary.

**Intent**

We aim to design a curriculum where children cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history. At Frimley, we continue to review and update the music curriculum to ensure that staff and children experience good musical experiences and improve their knowledge and understanding.

**Implementation**

The music curriculum ensures students listen, play, perform and evaluate, as well as being exposed to various musical artists throughout history. Elements of music are taught in specific classroom lessons by a music specialist. Children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument in an ensemble, and in doing so, understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

**Impact**

For children to understand the relevance of what they are learning within music and to enjoy their musical experiences within school. To ensure they experience performances from others as well as performing themselves.

## **Physical Education and Sport**

### **Intent**

Physical Education and sport is an integral part of Frimley. We aim to regularly engage all pupils in PE, sport and physical activity- kick-starting healthy active lifestyles. Pupils will develop physical, social, mental and emotional skills through a wide range of games and physical activities as part of a varied curriculum with high-quality teaching that meets the individual needs of all learners. Pupils will also be able to access a broad range of extra-curricular activities throughout the year.

A clear competition pathway enables all pupils to participate in competition with opportunities for all, regardless of ability. Through the promotion of the Frimley values and the School Games values, pupils will understand the importance of working as a team, resilience, self-belief and determination to achieve their own personal best while supporting others to do the same.

### **Implementation**

- All pupils will take part in a dedicated PE session each week; a half termly game focus or gymnastics. All children will take part in swimming sessions during their enrichment afternoons. Additional lessons focusing on dance, fitness, cross country and problem solving games will enable all children to receive 2 hours of curriculum PE each week.
- Teaching staff will receive regular training to ensure teaching of PE is to the highest possible standard.
- When it is safe to do so, a broad range of extra-curricular clubs will be provided throughout the year by school staff, the sport crew and external providers.
- Pupils identified as less active will be invited to tailored clubs that aim to motivate and inspire to further engagement in physical activity and sport.
- All pupils will participate in an inter-house tournament each half term as part of our curriculum provision, while inter-school competition opportunities will be available throughout the school journey through the Surrey Heath Primary Schools' Sports Association.
- The school's values and the School Games values will be promoted across all areas of sport and PE with adults and the sport crew acting as role models and through celebration of positive examples demonstrated by pupils.

### **Impact**

- Pupils will develop a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle.
- Pupils will develop a range of physical skills as well as social, mental and emotional skills such as teamwork, determination, self-belief and resilience.
- Teaching staff will continually develop their skills and confidence in delivering a varied curriculum to a high standard.
- When it is safe to do so, children will have the opportunity to engage weekly in extra-curricular clubs with a focus on sport and/or physical activity.

## Relationships, Health & PSE Education

### Intent

At Frimley, we believe the health and wellbeing of our children underpins every aspect of school life. In September 2020, Relationships & Health Education became a compulsory subject. As such, we have fully integrated the new compulsory requirements within our existing Personal, Social, Health and Economic Education (PSHE) framework which has already been adapted to meet the needs of our school community and will teach all of the new requirements, in addition to the existing curriculum, under the new title: Relationships, Health & PSE Education.

These changes will help prepare pupils for the opportunities, responsibilities and experiences of adult life by enabling children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. High-quality, evidence-based and age-appropriate teaching of these subjects within the remit of Relationships, Health & PSE Education will 'enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.' (DFE, 8:2019).

### Implementation

At Frimley, we consider Relationships, Health & PSH Education to be an integral part of personal and social development. It contributes to the moral values and foundations within our school. As such Relationships, Health & PSE Education supports Frimley's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

Relationships, Health & PSE Education will be delivered weekly by the class teacher. Teaching methods will take into account specific special educational needs or disabilities, the emotional development and the diverse needs of the children. During these lessons, children will gain essential understanding in how to be both physically and mentally healthy, whilst fostering pupil wellbeing and resilience through knowledge and self-help strategies. Pupils will be given the opportunity to learn about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Time will be given to reflect and clarify values and explore the complex, and sometimes conflicting, range of attitudes, they encounter now, and in the future.

Relationships, Health & PSE Education Ground Rules are used throughout Frimley and in all lessons to ensure a safe environment is provided.

A variety of approaches will be used including:

- Class discussion
- Card sorting
- Small group activities
- Active teaching and learning
- Circle time
- Role play

In addition to the taught curriculum we provide enrichment activities to support the wider development of children within Frimley through Healthy Schools Week, Enrichment / Value Days and Anti-Bullying Week. We operate whole school initiatives such as 'Run a Mile' and the 'Golden Boot Challenge' whilst the Wellbeing Team support the development of positive physical and mental health outside during playtime and lunchtime.

Pupil Voice is active and children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils at Frimley learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### Impact

'In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.' Secretary of State, June 2019.

Relationships, Health & PSE Education provides opportunities for pupils to:

- Understand how to keep safe within their personal lives / relationships / friendships / online / in the wider community
- Learn to reflect on their experiences and understand how they are developing personally and socially whilst tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect others through knowing about equality, diversity and differences
- Develop positive and respectful relationships
- Examine opinions and concepts and encourages questioning and discussion
- Make informed decisions about healthy eating, physical health, health & prevention
- Understand risks associated with Internet safety and harm
- Know how and where to seek help and guidance

## Religious Education

### Intent

Through Religious Education, we aim to provide the children with an opportunity to explore issues which are happening in the wider world. We are a Church of England school with Christian values and an open minded approach to Religious Education. The world is a much smaller place today and we are preparing our children to go into the world and form relationships with people from a huge variety of backgrounds. We encourage children to question and explore philosophical issues. Understanding traditions, beliefs and different ways of expressing spirituality is a way of giving our children choices and the chance to develop their own ideas, beliefs and values. Learning about religion and culture will help our children to be tolerant and respectful.

### Implementation

Through Religious Education at Frimley, the children extend their knowledge of Christianity, Judaism and Islam, and are introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally, nationally and globally. We also acknowledge that Religious Education encompasses some difficult concepts that are not easily explained and consider the non-religious perspective. We want our children to be able to make reasoned, informed and creative responses to religious and moral issues.

Through the curriculum, children are engaged in various activities in order to develop their understanding of religion and spirituality. At Frimley, we try to make the Religious Education lessons exciting and creative through a variety of different activities including conscience alley, freeze frames, storyboards etc. We welcome chances to give children first hand experiences to build community links and explore all faiths through visiting local Synagogues, Mosques and Temples or inviting visitors of different faiths to our school. We are supported by two local Parish Churches and receive guidance on our Religious Education curriculum from the Guildford Diocese. We have strong links with the Wintershall Estate who use drama to present Bible stories. All children from the school are involved in Harvest, Christmas and Easter services at one of the local churches and Year 6 pupils attend the leavers' service at Guildford Cathedral. We have artefact boxes and the children can handle religious objects related to the faith they are studying. Our lessons are active, creative and engaging with opportunities for both quiet reflection and exciting debate.

### Impact

Assessment of the children's work in Religious Education is carried out by teachers in the course of their teaching. Each unit of work includes guidance on the learning journey and examples of evidence in progress for teachers to use in making judgements. The children are assessed in two ways: by checking their knowledge and understanding of different religions and beliefs; how they express their ideas, beliefs and insights. Assessing in this way means that lower ability children have the chance to excel through drama, art and discussion.

## Science

### **Intent**

Science is about children developing a sense of enquiry and extending their knowledge and understanding of themselves and the world around them through active and creative activities. At Frimley Church of England School, children are encouraged to be inquisitive and question their world through cross curricular creative topics and subject specific investigations.

### Key Scientific skills

Pupils will develop their ability to:

- predict what might happen,
- ask relevant questions,
- plan practical enquiries,
- make inferences based on their findings
- evaluate their results based on their own evidence and by comparing this to current scientific understanding.

### **Implementation**

Practical opportunities to investigate are frequent, with children regularly working co-operatively, forming their own questions and communicating scientific ideas to each other. Through careful planning, all pupils are encouraged to become naturally curious and develop a responsible attitude towards health and safety, as well as respect for all living things and the physical environment.

Each class has a Scientific Toolkit which has been developed to assist the children in the planning of investigations and to help them assess which of the key Working Scientifically skills they have used. These have been linked to the Processes of Scientific Enquiry – question, predict, make a practical enquiry, gather data, present results, make a conclusion and evaluate.

### Cross-Curricular links

Throughout key stage 2, cross-curricular links are made between Science and other subjects, particularly English, Mathematics, Computing and Personal, Social and Health Education. For example, through the reading of scales whilst measuring forces on a Newton Metre or through a discovery made by an important scientist.

### Science Garden and Outdoor Learning

Our new science garden enables children to learn outdoors, exploring nature and discovering for themselves the joy of planting, watching plants grow and then tasting edible produce whilst gaining a knowledge of healthy nutrition. They can observe and compare the large variety of species that live in our extensive school grounds and grow to an understanding of the importance of caring for our environment. Additionally, the science garden provides opportunities to measure and investigate other scientific topics such as the weather, sound using the outdoor musical instruments and the effects of forces on materials.

### Relevance to our World

Finally, science is made relevant through links to what is happening in the real world, with an understanding of the importance of science in current society and the environmental concerns that affect their future. This could be through the recording of information such as a bird survey for the RSPB, use of a current event such as a volcanic eruption or the use of information from current space exploration.

### **Impact**

- Children will have developed a love of science and an increased curiosity about our world
- They will have experienced a variety of investigations through class activities and special focus activities or visits from outside agencies
- Their subject knowledge will show good progress through the year groups
- They will have gained the scientific skills to enable them to tackle problem-solving with confidence and assessment will show good progress in Working Scientifically skills
- They will be able to use key investigational skills across many subject areas of the curriculum
- They will be able to connect their learning with what is currently happening in the world and want to learn more