



Gem Federation

Wider Curriculum Handbook

2023-24



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Intent

The Gem Federation curriculum is designed to provide a broad and balanced education that meets the needs of all our children.

It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations and an understanding of what it means to be a global citizen. Our curriculum ensures that academic success runs parallel with creativity, problem solving, responsibility, respect, resilience, physical development and well-being, as key elements that support the development of the whole child and promotes a positive attitude towards learning.

Our curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, to ensure our children are well prepared for life in modern Britain.

Implementation

Our school curriculum incorporates the statutory requirements of the National Curriculum in addition to other experiences and opportunities that best meet the learning and developmental needs of all our children.

A creative curriculum approach has been implemented across the schools to ensure lessons taught are exciting and engaging. Subjects have been carefully planned and mapped out to ensure coverage and progression is made in all curriculum areas. Each year, we build upon the children's learning from the previous year, utilising opportunities to broaden their knowledge, make connections and develop the skills needed to become critical thinkers.

This creative approach allows for topic-based learning, fostering our children's curiosity and interest in topics that are diverse, inclusive and vocabulary rich, which in turn enables the achievement of depth in knowledge and skills. Opportunities to learn about a variety of significant figures are planned for to ensure all children are represented and aspire to achieve.

The curriculum provides our children with memorable experiences and exciting opportunities from which they can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are referred to within lessons to engage interest.

Contributing to the federation's broad and balanced curriculum, both the outdoor environment and local community are considered to be great opportunities for active learning. We are committed to ensuring that all learners have access to good quality educational experiences beyond the classroom walls, with engaging learning opportunities integrated into the curriculum.

The Arts have a high profile in our schools with every child receiving lessons from a specialist music teacher on a weekly basis. Each school has a samba band, with opportunities for performances planned for within the school and beyond it. The Gem Federation also utilises the skills of a wide range of professionals; throughout their time at the school, children will work with specialist coaches for PE lessons, and a range of visual artists and actors.

A varied timetable of extra-curricular activities is offered by the schools through clubs, such as Forest School, fencing, boxing or choir, each supporting the core curriculum whilst developing a variety of specialist skills. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Our schools take pride in providing a highly inclusive environment, ensuring all children enjoy their education and are given the opportunity to progress and reach their full potential. Those who are most able are challenged and supported through tasks that provide opportunities for greater depth learning and those who struggle are encouraged and given targeted support to embed skills: to develop at their own pace or simply to learn in a style that best suits their individual needs.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review, with the celebration of good practice contributing to our ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Impact

The innovative practice across the Federation provides a strong foundation for our children, both academically and personally. Our children are given the opportunity to collaborate and develop social skills, to think critically and creatively, to work independently and become resilient.

Our curriculum ensures the needs of the individual as well as the group can be met through high quality first wave teaching, supported by targeted, proven interventions where appropriate.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

Children have opportunities to share their learning with each other, their parents and carers and other learners through exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

History

Curriculum coverage expectations

- With each new History topic, lessons should be planned as a sequence, building the outlined skills and knowledge required to answer your final 'Enquiry Question', which can be referred to as the sequence of learning progresses.
- To ensure coverage and the building of skills, planning should be completed using the **New Medium Term Planning Document**, which includes key objectives (taken from the History Progression Map), key knowledge, key substantive threads (to make links with previous learning: key historical figures, events and developments in history), key vocabulary, previous and future learning, diversity and wider curriculum links.
- Lessons should be **creative, engaging and resonate**, providing the opportunity to embed skills in historical enquiry and build upon them, develop the children's understanding of the period in which they are learning about, identify links and place it within the **chronology** of British and World History.
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the MTP and cover sheet and supported by the History Progression Map where relevant. Below this, each lesson should include a task box, detailing the learning and activities that take place.

Learning Question: Can I investigate the earliest civilisations?


Success Criteria:

- I can place early civilisations on a timeline, using dates and identify concurrent periods of history.
- I can make observations around timelines.
- I can identify geographical links between civilisations.
- I can infer and forecast information about a topic (prehistory) from a variety of sources.
- I can begin to recognise the limitations of some sources, with support.

Assessed / Not Assessed **Independent / WS / Pairs or Groups**

Vocabulary: Civilisation, chronological, ancient, early, concurrent

Task: Today, the children began by exploring the term, 'civilisation'. They then went on to explore some of the earliest civilisations. In pairs, they placed each civilisation upon a giant timeline, asking and answering questions about each, based upon the evidence before them. The children went on to locate each civilisation on a giant world map, again drawing conclusion about each based upon their localities, climates and overall physical geography, examining the similarities and differences. The children were then tasked, working in groups, with continuing their research into each early civilisation, finally identifying commonalities and differences in a whole class discussion.



What did the early civilisations have in common?

All of them were very near the water. They all had rivers. They had unique ways of writing. All of them were near rivers.

What were the benefits of settling next to a river? They were able to get to different places easily. They would have water. The river provides them with food. They were all near rivers so it was easy to grow.

Learning Question: Can I explore the importance of the River Nile to Ancient Egyptian society?


Success Criteria:

- I can show an understanding of the key features of Egyptian society and compare them to other key historical periods studied, e.g. Ancient Sumerians, Shang Dynasty.
- I can identify the role the Nile played in Egyptian life.
- I can associate its importance with the civilisation's development.
- I can make links through geographical features of their impact on people's lives from the past.

Assessed / Not Assessed **Independent / WS / Pairs or Groups**

Vocabulary: River Nile, source, delta, social, economic, trade, transport, building, food, farming, commerce, evidence, chronology, primary source, significance

Task: Over two lessons, the children began their exploration of the River Nile and its impact on Ancient Egypt by examining the Nile on a world map. They made observations about the surrounding landscape, climate and the impact the floods might have on its use. The children then went into research groups to investigate various aspects of Ancient Egyptian life that existed as a result of their settlement next to the Nile, e.g. Farming, Transport, Trade and the development of the Egyptian Calendar system. Each group then shared their findings with the rest of the class, drawing attention to similarities they identified with previous civilisations studied and the various types of evidence they used.



What do you think is the most important benefit of the Nile to the Egyptians and why?

Transport and Trade Building and Pyramids Egyptian Calendar Farming and Food Circle one.

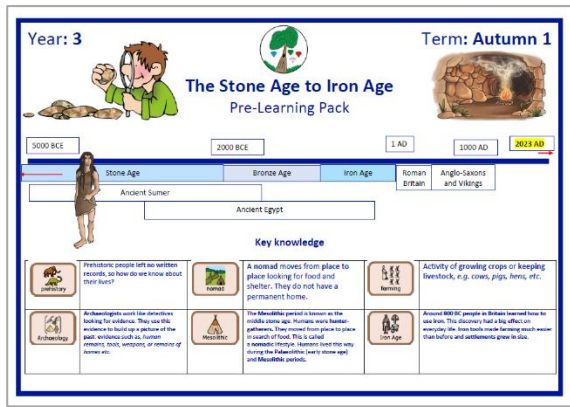
They needed farming and food to survive because if they didn't have it they would die.

Which other Ancient Civilisations settled next to and depended on a river to succeed?

Shang Dynasty Ancient Sumer Indus Valley Iron Age

➤ Lessons should be differentiated two ways to ensure the learning can be accessed by all. This may include additional resources, visuals, word banks, etc.

➤ Pre-Learning support packs should be shared before the start of each topic with children identified as those who might struggle to access some learning, e.g., SEND or EAL.



➤ Lesson outcomes from EYFS to Year 3 should be creative and experiential with greater writing expectations from years 4 to 6 as historical enquiries become more in-depth.

➤ Each history topic should culminate in an **End of Unit Write**: an opportunity for the children to evidence and apply their learning by answering an *Enquiry Question*. This will also be used to support teacher assessment. The *End of Unit Write* should be carried out in the morning, replacing an English lesson.

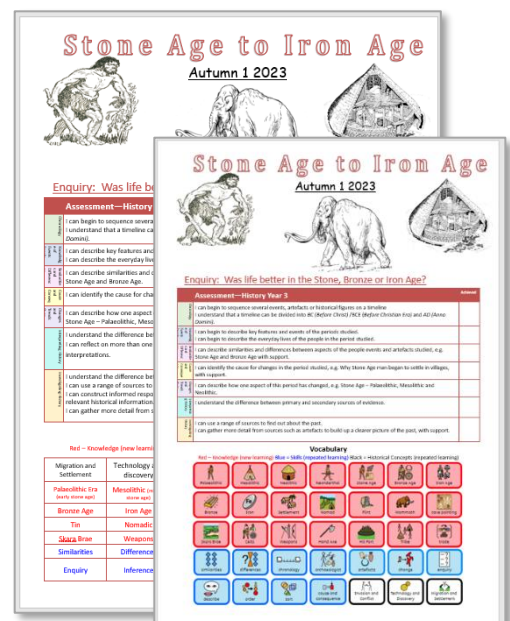
➤ To ensure all children have an opportunity to evidence their learning, alternative 'End of Unit Write' formats should be used by those children who would most benefit from it, e.g., SEND or EAL. These could be video or audio recordings, PowerPoint presentations or Clicker 8.

Assessment expectations

➤ At the start of each lesson the children should answer the **Magic 4** - retrieval questions revisiting previous topics (EYFS to current). This can take a variety of forms, e.g., a quiz, games or retrieval activities. This should be done informally as a class to both assess and revisit.

➤ During each History topic, the children should complete a **Memory Magic Assessment**: a written review of their previous learning to go into their books.

➤ **History Topic coversheets** will be used to assess children's progress in individual



history topics. They are to be placed in each child's book at the start of a new topic. They include the key objectives to be covered and key vocabulary for the children to refer to. Each objective is to be highlighted as they are met. Each topic coversheet will be used to support overall assessment of history learning for each child.

- **End of Unit Write** - see above. For those children who are working significantly below age related expectations in writing, their knowledge and skills can be evidenced in alternative ways, e.g., orally, PowerPoint, video, etc.

Marking expectations

- When marking history work, the success criteria is to be highlighted and any misconceptions should be addressed.
- When marking the *End of Unit Write*, knowledge and skills should be highlighted, and a brief comment made at the end.

Learning environment expectations

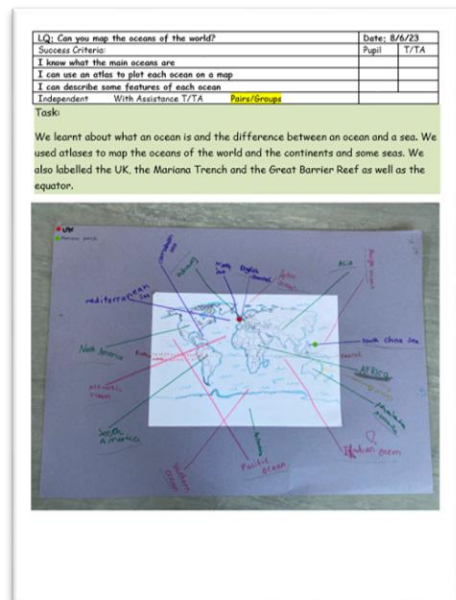
- Every class should have an **Early Years, KS1 or KS2 Class Timeline**, permanently displayed. KS2 Class Timeline should include previous and future periods studied, reference to key substantive threads and a key.
- Displays should include the **key vocabulary** highlighted on the coversheet and MTP and any relevant **photos, maps or images**.
- Displays should hold an equal balance of **display and published work** for the environment to be both **purposeful and celebratory**.



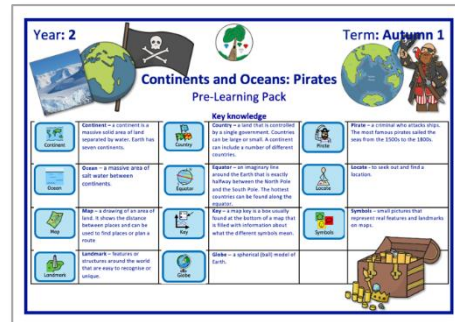
Geography

Curriculum coverage expectations

- With each new Geography topic, lessons should be planned as a sequence, building the outlined skills and knowledge required to answer your final 'Enquiry Question', which can be referred to as the sequence of learning progresses.
- To ensure coverage and the building of skills, planning should be completed using the **New Medium-Term Planning Document**, which includes key objectives (taken from the Geography Progression Map), key knowledge, key threads (to make links with previous learning), key vocabulary, previous and future learning, diversity and wider curriculum links.
- Lessons should be **creative, engaging and resonate**, providing the opportunity to embed skills in geographical enquiry and build upon them.
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the MTP and cover sheet and supported by the Geography Progression Map where relevant. Below this, each lesson should include a task box, detailing the learning and activities that take place.
- Lessons should be **differentiated** two ways to ensure the learning can be **accessed by all**. This may include additional resources, visuals, word banks, etc.

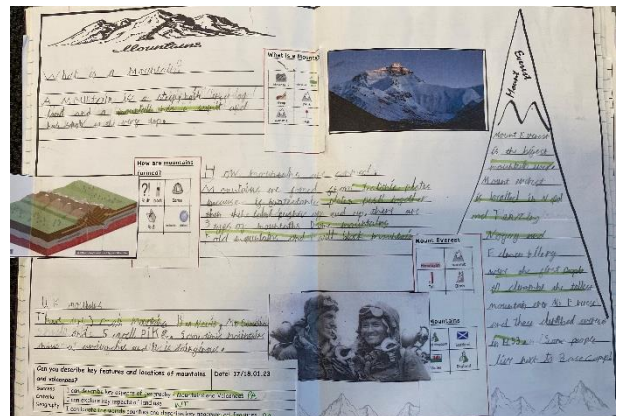


➤ **Pre-Learning packs** should be shared before the start of each topic with children identified as those who might struggle to access some learning.



➤ **Lesson outcomes** from EYFS to Year 3 should be creative and experiential with greater writing expectations from years 4 to 6 as geographical enquiries become more in-depth.

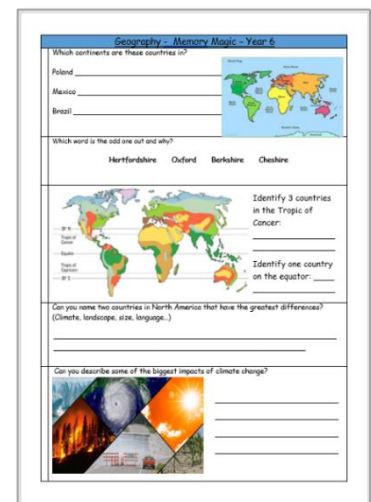
➤ Each geography topic should culminate in an **End of Unit Write**: an opportunity for the children to evidence and apply their learning by answering an **Enquiry Question**. This will also be used to support teacher assessment. The **End of Unit Write** should be carried out in the morning, replacing an English lesson.



➤ To ensure all children have an opportunity to evidence their learning, **alternative 'End of Unit Write' formats** should be used by those children who would most benefit from it, e.g., SEND or EAL. These could be video or audio recordings, PowerPoint presentations or Clicker 8.

Assessment expectations

➤ At the start of each lesson the children should answer the **Magic 4** - retrieval questions revisiting previous topics (EYFS to current). This can take a variety of forms, e.g., a quiz, games or retrieval activities. This should be done informally as a class to both assess and revisit.



➤ During each Geography topic, the children should complete a **Memory Magic Assessment**: a written review of their previous learning to go into their books.

- **Geography Topic coversheets** will be used to assess children's progress in individual history topics. They are to be placed in each child's book at the start of a new topic. They include the key objectives to be covered and key vocabulary for the children to refer to. Each objective is to be highlighted as they are met. Each topic coversheet will be used to support overall assessment of geography learning for each child.
- **End of Unit Write** - see above. For those children who are working significantly below age related expectations in writing, their knowledge and skills can be evidenced in alternative ways, e.g., orally, PowerPoint, video, etc.



Marking expectations

- When marking geography work, the success criteria is to be highlighted and any misconceptions should be addressed.
- When marking the *End of Unit Write*, knowledge and skills should be highlighted, and a brief comment made at the end.

Learning environment expectations

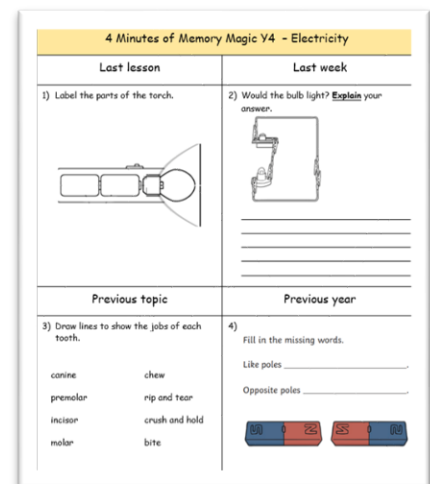
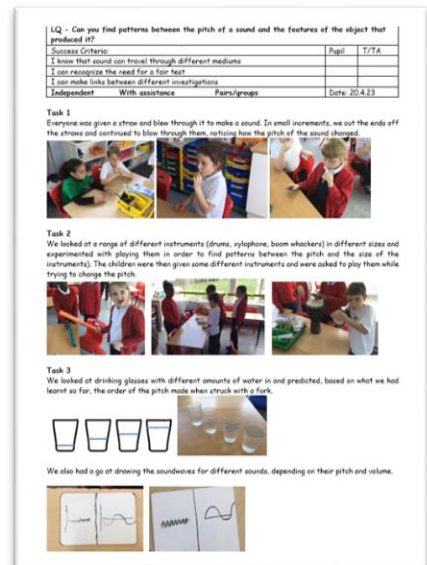
- Every class should have an **Early Years, KS1 or KS2 Map of Britain and World Map**, permanently displayed. These can be added to, for example previous or current learning can be pinned or/and home countries identified.
- Displays should include the **key vocabulary** highlighted on the coversheet and MTP and any relevant **photos, maps or images**.
- Displays should hold an equal balance of **display and published work** for the environment to be both **purposeful and celebratory**.



Science

Curriculum coverage expectations

- Science is taught practically and in a cross curricular way. Children from years 1-6 focus on working scientifically using these main types of enquiries: **comparative / fair testing, research, observation over time, pattern seeking, identifying, grouping and classifying, problem solving.**
- KS1 and KS2 lessons should be based around the Kent Primary Science Scheme of Work.
- EYFS learning should be providing practical opportunities for children to practise scientific skills, in particular observation, and experimenting with scientific language. Children will be working towards the early learning goals for the area of ‘Understanding of the World.’
- Science is taught once a week (1 ½ hours KS1 and 2 hours KS2) with a practical element in every lesson, as far as possible. Cross curricular work with other subjects is encouraged.
- Children should be given opportunities to:
 - observe over time (observing something that spans over 2 or more weeks e.g., growing plants, watching bread);
 - plan their own investigations;
 - draw their own tables and graphs;
 - work independently as well as in a group;
 - review their learning at the start of each topic using the ‘memory magic’ sheet;
 - summarise their learning at the end of each topic. In most cases, this will be a piece of writing in response to a ‘big question’. For children with SEND this does not have to be in written form. Consider recording podcast, filming news reports, cartoons or dictation.



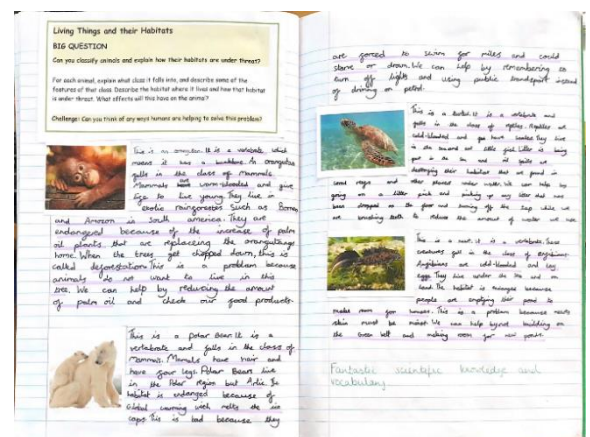
- Children should be working in biology, chemistry and physics books that follow them through school, demonstrating progress in knowledge and skills as children get older.
- Front sheets must be included at the start of each topic. These should include the knowledge-based success criteria and key vocabulary for that topic.
- All recording should be appropriate to ability (photographs and quotes are encouraged). The children should be given opportunities to write questions, prediction and conclusion but not all in every lesson.
- SEND children should be given opportunities to experience topics before the whole class teaching has begun. 'Pre-teach' packs should be used for this.
- Each science topic should culminate in an end of unit write, answering a *Big Question*, applying all of the children's learning over the half term.

Assessment expectations

- Children are assessed using the assessment tracker and inputting 1 for met and 0 for not met.
- Success criteria should be categorised into knowledge-based and skills-based.
- The end of unit science write should be used to support assessment.

Marking expectations

- Mark work lightly to success criteria for each lesson. Misconceptions should be addressed. No envelope questions required.
- When marking the *End of Unit Write*, knowledge and skills should be highlighted, and a brief comment made at the end.



Learning environment expectations

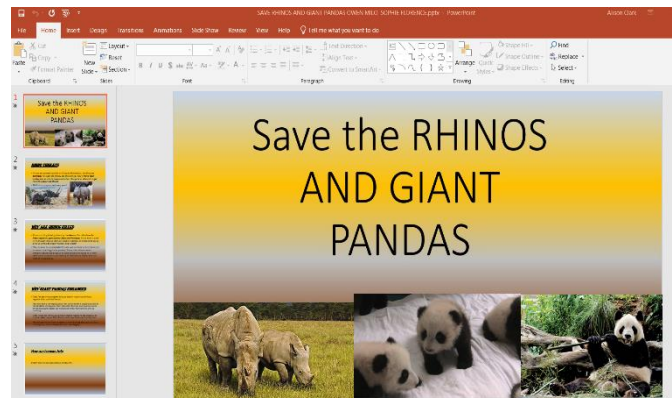
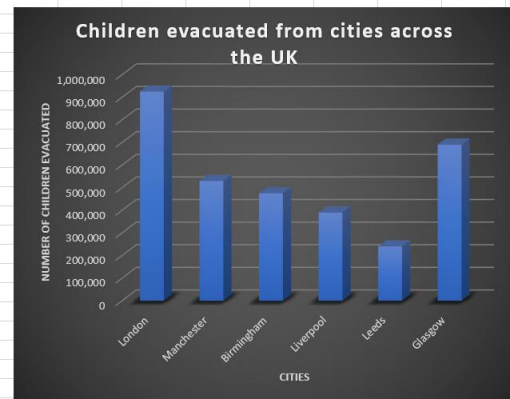
- Displays should include the key vocabulary highlighted on the coversheet and any relevant photos, diagrams or images.

- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.

Computing

Curriculum coverage expectations

- With each new Computing Unit, Teachers should be using the ‘Teach Computing’ planning this is laid out already.
- The ‘Teach Computing’ system already has key objectives, vocabulary and wider curriculum links built in. These should be used in every lesson.
- Lessons should be **creative**, **engaging** and **resonate**, providing the opportunity to embed skills in Computing and build upon them, develop the children’s understanding of the unit they are learning about.
- Each lesson should be recorded on the system as evidence.
- Opportunities should be planned for classes to apply skills from previously taught Computing units in the **wider curriculum** subjects.



Assessment expectations

- A folder for each of the six units should be saved in ‘Pupil Saves’ ‘Home Folders’, e.g. *kintake17* (Keyworth) and *bintake17* (Bessemer). Within each unit folder, lesson folders should be created for children to save their work as a new file for every lesson, evidencing their development week on week. These can be screen shots, recordings, etc. **There is a minimum expectation of 6 work samples to be saved per lesson (2x HA, 2x MA, 2x LA).**
- The class teacher should check the files each week to make sure the children understand each lesson.

- The class teacher should use these folders to make their assessments on whether each child has met the learning objectives each week.
- Pupil's named folders should be created in Home Folders to organise wider curriculum work, which can in turn be used to support assessment.
- The Computing Assessment document should be updated every half term.

Name	Date modified	Type	Size
1) Connecting Computers	06/07/2023 13:14	File folder	
2) Stop frame animation	04/09/2023 19:00	File folder	
3) Branching Databases	04/09/2023 19:00	File folder	
4) Programming Sequencing sounds	06/07/2023 13:14	File folder	
5) Desktop Publishing	04/09/2023 19:00	File folder	
6) Programming events and actions	04/09/2023 19:00	File folder	
7) Wider curriculum	04/09/2023 19:23	File folder	

Marking expectations

- The children's folders should be monitored to make sure they are making the appropriate progress and display an understanding of what they are doing.

Learning environment expectations

- Every class should have a Computing display. The display should show the work that children have completed on their computers.
- Displays should include the specific Computing vocabulary relevant to the current topic, that is referred to throughout the unit
- There should also be an E-Safety display in each classroom.

Art and Design

Curriculum coverage expectations

- Art and Design lessons should be planned as part of a topic unit where possible.
- To ensure coverage and the building of skills, planning should be informed by the unit overview (shared on the Art and Design Curriculum Map), the objectives found on each year group's General Skills cover sheet (repeated skills), those on the individual unit cover sheet (specific skills) and the Art and Design Progression Map.

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Year 6 Art and Design

Autumn 1 - The Ancient Greeks


Key skills: 3D Form - Clay	Tick
Develop skills in using clay including using slabs, coils and slips	
Create sculpture and constructions with greater independence	

Vocabulary:

modelling clay, air drying clay, amphora

Artists and Craftspeople:

Ancient Greek pottery, Greek vase, Bauhaus



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Year 3 Art and Design

Summer 1 - India


Key Skill: Printing and Painting	Tick
Mix a variety of colours and know which primary colours make secondary colours.	
Use a developed colour vocabulary.	
Experiment with different effects and textures (eg, blocking in colour, washes, thickened paint etc)	
Print using a variety of materials, objects and techniques including layering.	
Talk about the processes used to produce a simple print.	
To explore pattern and shape, creating designs for printing.	

Vocabulary:

monoprint, print, screen, hand printing, rollers, relief, poly-board, stencil, paste resist, Rangoli

Artists and Craftspeople:

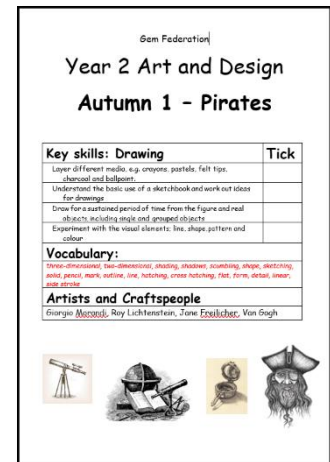
K Verbstoppa Rangoli Designs




- Each Art and Design topic should be planned as a sequence, building the outlined skills and knowledge and providing opportunities to research, reflect, experiment and refine, working towards a final outcome. All of which should be evidenced in individual sketch books.
- The artists, designers and crafts people included in each topic should be diverse. They should not only contribute to the children's understanding of the history of art and design but showcase a variety of art and artistic ideas from across the world and different cultures.
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the unit cover sheet and supported by the Art and Design Progression Map where relevant.
- Each lesson should include a **task box**, detailing the learning and activities that have taken place.

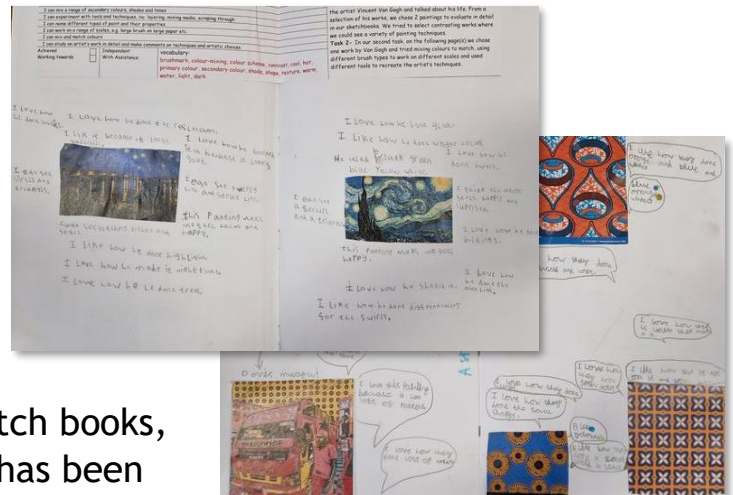
Assessment expectations

- **Art and Design Topic coversheets** will be used to assess children's progress in individual art and design topics. They are to be placed in each child's sketch book at the start of a new topic. They include the key objectives to be covered and key vocabulary for the children to refer to. Each objective is to be highlighted as they are met. Each topic coversheet will be used to support overall assessment of art and design learning for each child.
- Each Art and Design topic will culminate in a **final outcome**, which the children will evaluate and use to inform next steps. These will also be used by the class teacher, alongside the child's sketch book to support overall assessment of the topic.



Marking expectations

- Each lesson should be acknowledged in individual sketch books, identifying whether the lesson has been 'achieved', 'not achieved' or is 'working towards'.
- Notes can be made to provide advice or next steps.



Learning environment expectations

- Displays should include the **key vocabulary** highlighted on the coversheet and any relevant **photos** or **images**.
- Displays should hold an equal balance of **display** and **children's work** for the environment to be both **purposeful** and **celebratory**.

Design Technology



Curriculum coverage expectations

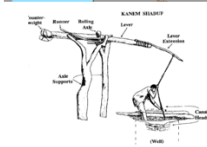

- With each new DT topic, lessons should be planned as a sequence, building the outlined skills and knowledge required to meet the design brief.
- Lessons should be **creative and engaging**, providing the opportunity to embed skills in DT. Each DT topic should follow the same process (**design brief, research, design, make, evaluate**).
- To ensure coverage and the building of skills, planning should be completed using both the **topic cover sheet** objectives and the **General DT skills** cover sheet objectives for your year group. These include key objectives taken from the DT Progression Map.
- At the start of each new DT topic, the **topic specific cover sheet** should be stuck into each child's sketch book. This will be used for assessment.
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the unit and general skills cover sheets and supported by the DT Progression Map where relevant.
- Lessons should include a **task box**, detailing the learning and activities that have taken place when this is not immediately clear (from photos and/or sketches, etc).
- **Lesson outcomes** should be individual with the children having opportunities to explore and make their own choices during each step of the process.

Gem Federation

Year 3 Art and Design
Spring 2 - Ancient Egyptians

Design Technology: 'Making a Shaduf'	Tick
Design generate, develop, model and communicate their ideas through discussion, annotated sketches	
Make select from and use a wider range of tools and equipment to perform practical tasks.	
Evaluate understand how key events and individuals in design and technology have helped shape the world	
Technical Knowledge understand and use mechanical systems in designs for example-pulleys, cams, levers and counter balances]	
Vocabulary: Pulleys, levers, counter balance- counter weight, axle, pivot	
Craftspeople Traditional Egyptian 'Shaduf' designs	

Assessment expectations

- DT coversheets will be used to assess children's progress in individual DT topics. They are to be placed in each child's book at the start of a new topic. They include the key objectives to be covered and key vocabulary for the children to refer to.
- Each objective is to be highlighted or ticked as they are met. Each DT coversheet will be used to support overall assessment of DT learning for each child.



- Each DT topic will culminate in a **final outcome**, which the children will evaluate and use to inform next steps. These will also be used by the class teacher, alongside the child's DT/sketch book to support overall assessment of the topic.

- Teachers should also use the **general key skills** sheet, which will be stuck in the front of each child's DT/Sketch book at the beginning of the year

and referred to throughout the year, to support their overall judgement.

Marking expectations

- When reviewing DT work, the **cover sheet** objectives are to be highlighted/ticked and any misconceptions during the lesson should be addressed.

Learning environment expectations

- Each class should display DT outcomes/final pieces in their classrooms.
- Displays should include the **key vocabulary** highlighted on the coversheet and MTP.
- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.

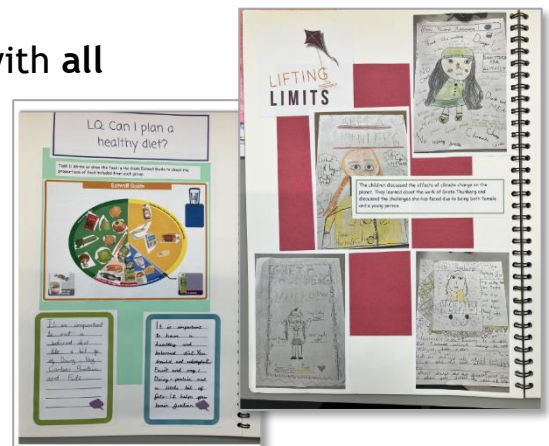
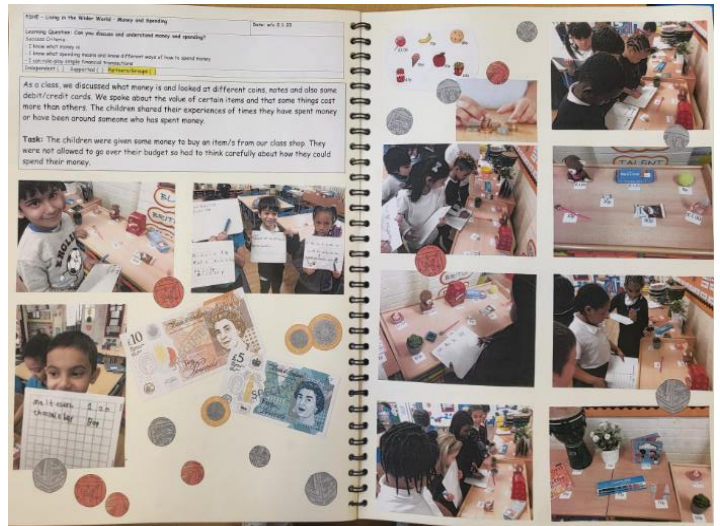
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Year 5 Art and Design	
Summer 1 - Space	
Design Technology: 'Future Cities Project'	Tick
Design: Use research and develop design concepts to create the design: innovative, functional appealing products that are fit for purpose, aimed at particular individuals or groups.	
Generate: Develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	
Making: Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately select from and use a wider range of materials and components, including constructive techniques, finishes and ingredients, according to their functional properties and aesthetic qualities.	
Evaluate: Investigate and measure a range of existing products.	
Explain: Their ideas and products against their own design criteria and consider the views of others to improve their work.	
Understand: How key events and individuals in design and technology have helped shape the world.	
Technical knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Artists and Craftspeople:	
Zaha Hadid, Ken Yeang, Hender Wosser	
Mali and Burkina Faso - buildings	



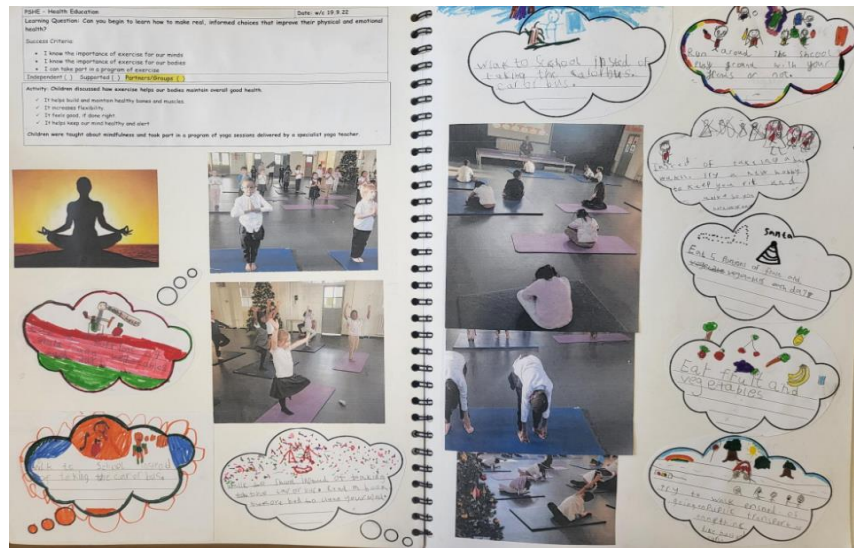
PSHE

Curriculum coverage expectations

- PSHE lessons are planned using the **Southwark PSHE and Wellbeing Curriculum Framework for Primary Schools**. This model splits 3 core themes (Health and Wellbeing, Living in the Wider World and Relationships) into the 3 terms (Autumn, Spring and Summer).
- A PSHE Curriculum Overview, which includes key objectives and expected learning outcomes for each year group, is sent to teachers to inform their planning at the beginning of each half term.
- PSHE lessons are to be taught **weekly**, with **all lessons** being evidenced in a floor book which is **shared between each year group**.
- All lessons should be **creative and engaging**, allowing children to express their views and opinions openly and in a safe environment. PSHE lessons should be **visual, collaborative, practical** and not solely written tasks.
- **Lesson outcomes** for all year groups might include circle times/discussions, acting out/role playing scenarios, creating posters etc. Lessons can be evidenced in the form of photos, notes on post it notes, quotes on speech bubbles etc.



- Each lesson should have a **Learning Question and Success Criteria** (taken from the PSHE Curriculum Overview) along with a **Task Box**, giving a brief outline of the learning from the lesson.
- In KS2, it is expected that children evidence their learning by writing a short paragraph to summarise their learning from each lesson.



Assessment expectations

- **PSHE coversheets** are used to highlight coverage and assess progress throughout each core theme. They are to be stuck into floor books at the start of **every half term**.
- **Coversheets** include the **key objectives** to be covered along with **key vocabulary** for the children to refer to.
- Once a learning objective has been taught, the cover sheet is to be dated to evidence coverage and support assessment of PSHE learning for each year group.

PSHE	
Spring 1 2023	
Assessment/outcomes-PSHE- Year 2	Date
To know about money and spending.	WC 02/01/23
To understand rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety through bike-ability programme) (Working scientifically).	WC 07/01/23
To know the rules for safety in the environment (incl. rail, water & fire safety) (Working scientifically).	WC 09/01/23
To know the difference between secrets and surprises and understanding not to keep adults' secrets) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (Working scientifically).	WC 14/01/23
To identify and respect the differences and similarities between people.	WC 23/01/23
Lifting Limits	WC 30/01/23
Children's Mental Health Week. The theme is Let's Connect . Consider how we can make meaningful connections that support our mental health.	WC 06/02/23
Safer Internet Day	07/02/23
Vocabulary	
Money	Online
Safety	Secrets and surprises
Environment	Cooperatively
Feedback	
Topics	
<ul style="list-style-type: none"> • Money and shopping • Our school community 	

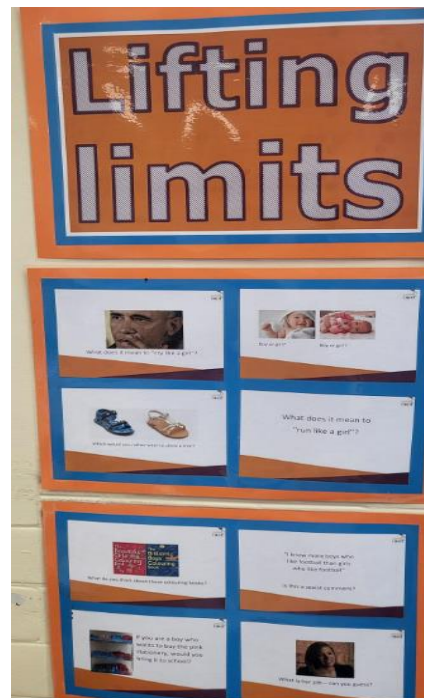
Marking expectations

- PSHE coversheets are to be dated once a learning objective has been taught and evidenced in the floor book.

Learning environment expectations

- Every class should have a PSHE board permanently displayed which will include a discussion board.


- Boards should display the **key vocabulary** linked to the core theme being taught at the time.
- The PSHE discussion board should be updated regularly based on the week's assembly theme.
- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.
- A Lifting Limits display is to be a permanent feature in each classroom.
- Emotion strips are to be stuck onto the children's tables for them to access throughout the day (years 1-3).
- An emotion box is to be placed in each classroom for children to have access to if/when they need it (years 4-6).



PE

Curriculum coverage expectations

- Children are provided with the opportunity to access a minimum of 2 timetabled PE lessons every week.
- Teachers follow the PESSN planning scheme and assessment.
- PE lessons focus on both physical and mental wellbeing and teach children important lifelong skills such as resilience, team-working, social skills, empathy, communication and turn-taking.
- Children in all year groups have the opportunity to take swimming lessons each year. Priority is given to increasing water confidence and ensuring that all children learn to swim. A high percentage of children develop their swimming techniques to certificate level.
- The school's high reputation in sport is maintained through extra-curricular activity and children regularly participate in after-school clubs and attend local competitions.
- Children with SEN are provided with additional PE sessions as well as PE trips to support inclusion.
- Sporting events (e.g., The World Cup) are marked and celebrated throughout the school year to raise the profile of sports in the school, with a particular emphasis on women in sport to encourage more girls' involvement.
- Each class will attend a whole class competition or event in the local area each year to give more opportunities for children to take part in competitive and non-competitive events across the school.
- Health and wellbeing workshops are provided for all classes in KS1 and KS2, including yoga sessions to introduce and implement positive ideas around physical activity and healthy eating and

 Curriculum Map Key Stage 2


	Autumn Term 1 st half	Autumn Term 2 nd half	Spring Term 1 st half	Spring Term 2 nd half	Summer Term 1 st half	Summer Term 2 nd half
YEAR 3 *Include swimming or/and other activities where appropriate	Games Dribbling and passing with feet Real PE or Multi Skills Unit one Personal	Games Real PE or Multi Skills Unit two Social	Games Shooting and using targets Real PE or Multi Skills Unit three Creative	Games or OAA Real PE or Multi Skills Unit four Creative	Games Real PE or Multi Skills Unit five Physical	Games Passing and moving with hands Real PE or Multi Skills Unit six Health & Fitness
YEAR 4 *Include swimming or/and other activities where appropriate	Games Real PE or Multi Skills Unit one Personal	Games Basketball/Netball Real PE or Multi Skills Unit two Social	Games or OAA Real PE or Multi Skills Unit three Creative	Games Football Real PE or Multi Skills Unit four Creative	Games Borrowing and blowing Real PE or Multi Skills Unit five Physical	Games Real PE or Multi Skills Unit six Health & Fitness
YEAR 5 *Include swimming or/and other activities where appropriate	Games Swimming and hands or feet Real PE or Multi Skills Unit one Personal	Games Real PE or Multi Skills Unit two Social	Games Real PE or Multi Skills Unit three Creative	Games Real PE or Multi Skills Unit four Creative	Games Real PE or Multi Skills Unit five Physical	Games Real PE or Multi Skills Unit six Health & Fitness
YEAR 6 *Include swimming or/and other activities where appropriate	Games Basketball or Football Real PE or Multi Skills Unit one Personal	Games Real PE or Multi Skills Unit two Social	Games Real PE or Multi Skills Unit three Creative	Games Real PE or Multi Skills Unit four Creative	Games Real PE or Multi Skills Unit five Physical	Games Real PE or Multi Skills Unit six Health & Fitness

LESSON PLAN: GAMES - FOOTBALL: YEAR 3: WEEK 1

LESSON OBJECTIVES: To move safely in a confined space. To practise dribbling and passing with a partner using your feet.

EQUIPMENT	KEYWORDS/PHRASES
<ul style="list-style-type: none"> • Footballs • Soft balls • Cones 	<ul style="list-style-type: none"> • Head up • Soft touches • Change direction • Follow through with striking foot • Pass with the inside of the foot

DIFFERENTIATION/HOMEWORK	LESSON AIMS
<p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> • Use weaker foot while dribbling, controlling, and passing the ball • Use softer balls • Use ground while dribbling and passing <p>INCLUSION: Use light balls, work with an adult.</p>	<ul style="list-style-type: none"> • Select simple passes



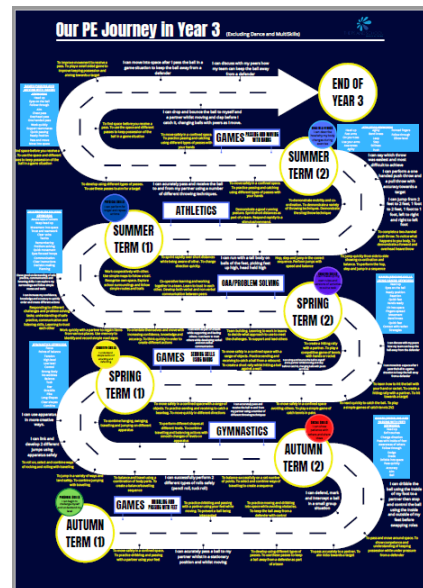
enhance health and wellbeing work already happening within the school.

Assessment expectations

- Children are assessed using the PESSN assessment statements.
- This data is entered into the whole school curriculum tracker in January and July to identify whether a child is working at the expected standard or working toward the expected standard.

Learning environment expectations

- Every class should have both a whole school learning journey poster and a learning journey poster for their year group permanently displayed.
- These displays should be referred to throughout the academic year, so children know which skills they are building upon in lessons.



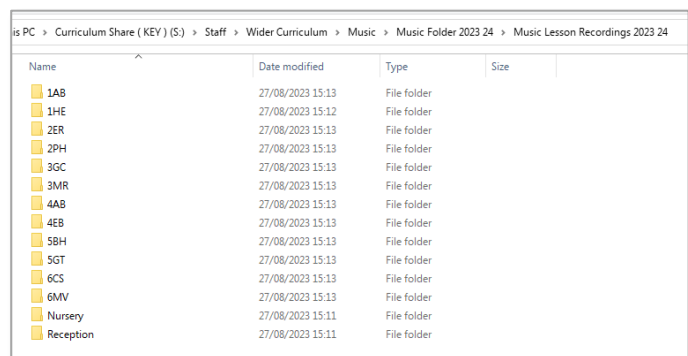
Music

Curriculum coverage expectations

- Music is taught progressively by specialist music tutors who provide music lessons for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 pupils. They deliver a comprehensive music curriculum scheme of work through weekly lessons and singing assemblies.
- EYFS and KS1 - 45 to 60 mins of music learning required every week. This is achieved through their weekly music lesson, singing assembly and any additional music learning (performances, concerts, rehearsals, etc).
- KS2 - 60-90 mins of music learning required each week. This is achieved through their weekly music lesson, singing assembly and any additional music learning (performances, concerts, rehearsals, etc).

Assessment expectations

- Class teachers are to assess whether children are working towards or working at expected standard twice a year.
- At the end of each half term, a recording of the children's music learning should be saved in the music folder and used to support assessment:
 \\DC-SRV-02\Shared Area - Curriculum\$\Staff\Wider Curriculum\Music\Music Folder 2023 24\Music Lesson Recordings 2023 24
- Judgments are to be based upon class teacher assessment in collaboration with the specialist music teacher.
- Teachers are to follow the assessment criteria, detailed on the 'Progression of Skills and Assessment' document (provided by SM).



Year	Art & DT	Computing	Geography	History	MFL	Music	PE	PSH	R.E.	Science
1	On track	On track	On track	On track	On track	On track	On track	On track	On track	On track
2	On track	On track	On track	On track	On track	On track	On track	On track	On track	On track
3	On track	On track	On track	On track	On track	On track	On track	On track	On track	On track
4	On track	On track	On track	On track	On track	On track	On track	On track	On track	On track
5	On track	On track	On track	On track	On track	On track	On track	On track	On track	On track
6	On track	On track	On track	On track	On track	On track	On track	On track	On track	On track
On track - week	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
On track - year group	40/51	40/51	39/51	38/51	40/51	40/51	39/51	38/51	39/51	40/51
On track - year group %	78%	78%	76%	74%	78%	78%	76%	74%	76%	78%

- Assessments are to be completed twice a year. Class teacher to know % of children working at ARE.
- Class teachers to update the Wider Curriculum Tracker twice a year.

MFL - Spanish

Curriculum coverage expectations

- Lessons are to be taught from the **Language Angels** website in accordance with the unit planner provided.
- Each unit should begin with a **Children's Knowledge Organiser** and **Pupil Learning Intention** sheet.
- For each unit, **lesson outcomes** are expected **4** times minimum, with a variety of **reading, listening, speaking and writing** evidence. Ready-made resources can be found on the **Language Angels** website. Although learning questions are not necessary for every lesson, please highlight which of the four areas above are being evidenced.

Assessment expectations

- The children are expected to tick off their **pupil learning intention** sheet as and when they feel they have achieved the expectation. This may require adult prompting.
- Each unit should be evidenced with an **end of unit assessment** stuck into books.
- Marks of each unit assessment should be recorded. There is an optional tool on the website to use.

Marking expectations

- Children are expected to self-mark at the end of lessons. Teachers are encouraged to check this briefly.

Learning environment expectations

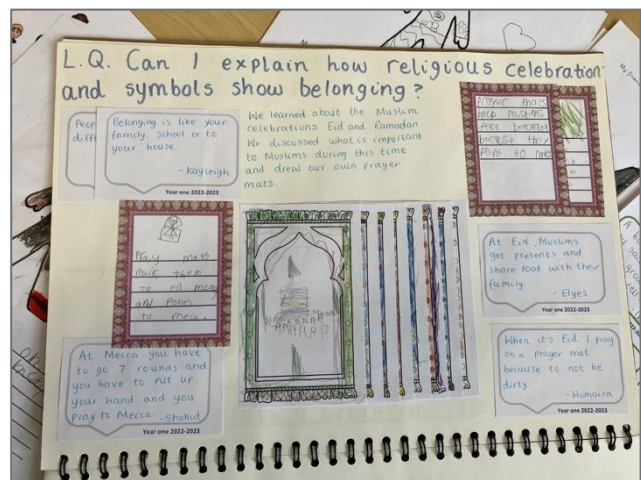
- Every class should have the provided **phonics sounds** on display throughout the year.
- Displays should include the **key vocabulary** and **visual prompts** available on the **Language Angels** website.

- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.

RE

Curriculum coverage expectations

- The Gem Federation RE curriculum follows the Southwark SACRE scheme.
- Each half term a new topic is introduced, building on the children's previous learning whilst broadening their knowledge and skills.
- Throughout the year, each year group reflects on a 'Big Question' which each topic runs parallel with. Planning needs to always have the Big Question in mind so the same theme runs throughout.
- To ensure coverage and the building of skills, planning should be completed using the SACRE scheme, RE progression document and the key objectives found on that topic's cover sheet (this must be stuck into the children's RE books at the beginning of every new topic).
- Lessons should be **creative and engaging**. They should be visual, collaborative, practical and not solely written tasks. Ideas for RE lessons can include role play, art and design, debates, power point presentations, poems, plays etc., as long as they keep to the knowledge and skill objectives on the curriculum overviews.
- Lessons should provide children with the opportunity to consolidate their prior learning on the RE subject and so consistency is key - a minimum of 3 lessons per half term spread over the weeks.
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the cover sheets and SACRE planning overviews. Each lesson should also feature key vocabulary and an opportunity for children to



produce individual work that demonstrates their ability to meet the LQ and SC of the lesson. Where necessary a **task box** should be included to provide context for creative work or photographs and a couple of sentences written by the pupil to evidence their learning.

- Learning Questions and Success Criteria need to cover both knowledge and skills of the RE subject (*e.g., for year 3's RE topic on Judaism they are learning about the meaning behind Jewish Festivals while also applying the skills of reasoning, understanding, communicating and analysing in each of the lessons.*).
- Extensions for children who have easily grasped the lesson should be in place in the form of an open-ended question about the subject which will allow them to demonstrate the skills they have learnt in the lesson *e.g. Can you compare the similarities and differences of a Sikh festival with one you celebrate in your own life?*

Assessment expectations

- At the start of each lesson the children should answer the **Magic 4** - retrieval questions revisiting previous topics (Year 1 to current). This can take the form of a written quiz, retrieval cards, post it notes. This should be done informally as a class to both assess and revisit.
- **RE coversheets** will be used to assess children's progress in each new topic. They are to be placed in each child's book at the start of a new topic. They include the key objectives to be covered and key vocabulary for the children to refer to. Each objective is to be highlighted as they are met.

Marking expectations

- When marking RE lessons, the success criteria is to be highlighted.

Learning environment expectations

- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.

