



**Ark Conway
Curriculum
Overview
*2021/22***



Ark Conway Curriculum

Mission Statement

The Ark Conway Curriculum aims to broaden the minds of our pupils by exposing them to a rich and diverse curriculum through which they can excel and achieve aspirational goals, both inside and outside the classroom. Year on year, pupils will build on prior learning and undertake new challenges as they acquire knowledge and skills which will not only engage and inspire them but prepare them for the next steps in their educational journey. At Conway, we are committed to developing a curriculum which reflects and celebrates our community and encourages pupils to make positive contributions to society, both now and in the future.

Core Principles

- **Contribution**
- **Challenge**
- **Curiosity**
- **Diversity**

Contribution

We want all our pupils to know that their opinions are valued and their contributions valid. Both within curriculum subjects, and in extra-curricular activities, staff at Ark Conway encourage pupils to engage and actively participate in discussions so that they feel ownership over their learning and build on one another's knowledge and understanding. Beyond the classroom, we encourage our pupils and staff to contribute to society at a local level. Through both our curriculum and community projects, we teach children that becoming a model citizen means not only creating success for yourself but being committed to making positive contributions to the wider world and enriching the lives of others.

Challenge

At Ark Conway, we set aspirational goals for all our pupils and believe all pupils should excel and achieve exceptional outcomes. To ensure these outcomes, teaching staff integrate challenge and stretch into the curriculum through questioning, pupil-led learning, activities for depth and challenging tasks. Whatever stage of learning a pupil is at, they should feel appropriately challenged and are encouraged by those around them to adopt a positive or 'Growth' mindset whereby regular challenge and struggle is seen as an integral part of one's learning journey.

Curiosity

Fostering curiosity is at the heart of the Conway Curriculum. We seek to embrace curiosity in what we think, plan and teach in order to empower our students. Through deliberate consideration and planning we deliver a curriculum which extends pupil learning through independent thought and practice. We want Conway students to become architects of their own knowledge. To spark our pupils' curiosity for the learning ahead, each half term begins with a 'Wonder Day' where pupils are introduced to their new topic through a day of immersive, engaging and exciting activities such as dance, crafts, roleplay and research.

Diversity

Central to the Conway Curriculum are our principles of inclusion and diversity which we weave into the everyday learning of our pupils. Our aim is to teach a curriculum which equips all our young people with a sense of identity, as well as the tools to be successful in a diverse landscape. Children should see themselves reflected in the teachings of our curriculum and will be taught to show respect for all and embrace opportunities to learn about those who are different to themselves. As a school, we are continually looking for ways to expand the inclusivity and diversity of the curriculum to ensure every pupil feels valued.

Intent, Implementation, Impact

Ofsted's definition of the curriculum uses the concept of 'intent', 'implementation' and 'impact' to recognise that the curriculum passes through different stages; it is conceived, taught and experienced.¹ Ark Conway's well-taught curriculum ensures that pupils *know* more and can *do* more. The positive results of pupils' learning can be seen clearly in the standards of attainment we achieve across the school across a range of areas.

Intent – *what we do want to achieve through our curriculum?*

- Capable learners with a wealth of knowledge & skills
- Children who feel successful
- Conscious, informed citizens
- Healthy, confident individuals
- Creative contributors

Implementation – *how will we achieve our goals within the context of our school?*

- Nationally accredited schemes of work – Ark Curriculum+ / Maths Mastery / Ark Music / Jigsaw PSHCE
- Planning and co – planning sessions for all teaching staff
- Expert teaching
- Coaching and feedback programme
- Co teacher model across the school
- Half termly trips & extracurricular activities.
- Subject specific days

Impact – *how will we measure impact?*

- Academic – in-class formative assessment and feedback alongside termly summative assessments and subsequent question-level analysis which allow staff to track pupil progress relative to aspirational targets.
- Social – whole school wellbeing focus and commitment supported by termly 1:1 pupil conversations, whole school surveys and whole school wellbeing initiatives and events.
- Community – feedback from community members we have worked alongside, reflections from our pupils about the impact they've had on their community and community events.

¹ Ofsted, Inspecting the Curriculum, May 2019

Subject Overviews

Our subject leaders plan and oversee the effective delivery of an outstanding curriculum, which enables the highest level of student progress and attainment. In addition to this, subject leaders coach and mentor teachers, promoting outstanding teaching and learning across all curriculum subjects. Below are subject summaries for the range of subjects taught at Ark Conway.

Early Years Foundation Stage (EYFS)

Intent

At Ark Conway, we value every child as an individual and believe all should leave Reception with the knowledge, skills and personal characteristics needed to make a smooth transition to Key Stage One and ultimately become life-long, curious learners, and healthy, active members of society. It is our intent that children who enter our Reception Class build on their early experiences, beginning their learning journey by developing physically, verbally, cognitively and emotionally, whilst building positive relationships with peers and staff, embedding natural curiosity and a love of learning.

When pupils join our Reception class, we consider children's individual starting points, interests and needs, to ensure the curriculum can be adapted to ensure good progress of all. Every child has access to a broad, balanced curriculum based in academic rigour and the knowledge needed to make meaningful links in their learning both now and in the future. It is our intent to ensure all pupils have a rich and varied cultural capital, developed through meaningful experiences that they may not have access to at home. Creating a sense of awe and wonder when exploring the world around them is key to ensuring our pupils develop their understanding of the world.

Our pupils leave Reception class with a good understanding of what a healthy lifestyle is, in terms of physical activity, diet and mental health. We intend to equip children with the knowledge and skills needed to make healthy lifestyle choices, recognise and cope with their emotions and take care of their own basic needs.

Implementation

Through our Early Years curriculum, pupils take part in a careful balance of adult-led and child-initiated learning. English, Maths and Phonics lessons, led by the class teacher, take place every day. During these lessons, pupils take part in a range of individual, group and partner work, and build skills such as evaluation, co-operation and perseverance alongside their academic knowledge. Periods of exploratory play follow these lessons, where enhancements to the learning environment are planned, allowing pupils to deepen their understanding through real-world experience.

In line with the rest of the school, we prioritise Reading in all areas of our provision. From the first day, pupils are taught Phonics through the Read Write Inc. Programme. Teachers carefully track pupils progress and intervention is provided swiftly should pupils be at risk of not making sufficient progress. This work is supplemented by a range of songs, rhymes and games throughout the day that build pupils phonological awareness. To develop their comprehension skills and to foster a love of reading, child are read to by an adult multiple times a day, as a class, in smaller groups and individually. Each week, pupils take home at Phonics booked matched to their individual level as well as a picture book of their choice, so that they can build on their skills learnt in school at home.

In Maths, we follow the Maths Mastery approach, in line with the rest of Ark Conway. An emphasis on learning key skills in number sense, calculating and shape, space and measure and work that is based in songs and games, using concrete manipulatives alongside pictorial and numeric representations enable pupils to develop the conceptual understanding and the mathematical language needed for success in Year One and beyond.

Impact

Our curriculum should meet the needs of all children, regardless of their background or individual needs. We see every child as an individual and, where pupils are at risk of not meeting their individual targets, swift and appropriate intervention is provided. Assessment is based in staff's interactions with pupils during child-initiated activities, as well as by looking at pieces of work they have created and conversations they have had with their peers and other members of the school community. Experiences and enhancements to the environment are then planned with pupils next steps in mind. Data is tracked using the Early Excellence Assessment Tracker (Eexat), which gives us access to a national data set by which to make our judgements. Regular moderation of our pupils' level of development takes place at Network-wide events and assures that judgements made are accurate. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept on our online journal 'Seesaw', which children use to reflect on their progress share their home learning with their peers.

Our provision ensures all pupils make good progress against their starting points and, where there is no Special Educational Need that prevents it, achieve a Good Level of Development against the Early Years Criteria. Our high expectations of every pupil, alongside rigorous assessment and subsequent adaptations, allow us to achieve this.

Mathematics

Intent

At Ark Conway our reality is that all pupils leave Primary school with a rich understanding of Mathematics. The skills taught are mastered and built upon year on year to ensure that all children exude a confidence and a passion for Maths. We identify that Maths has a much wider impact on our children's lives than just school and we use maths as a vehicle to create critical thinkers who can contribute to their communities and wider societies.

Implementation

Mathematics at Ark Conway is planned and taught using 'Mathematics Mastery'. Teachers are carefully trained and developed in order to provide the highest quality Maths education to their students. Mastering skills is the foundation of our Mathematical success at Ark Conway and the children are provided with the experiences that allow them to deeply understand mathematical concepts rather than learning shortcuts or procedures. Once the children have demonstrated this core understanding they are immersed in the abstract representations that allow them be fluent in the Maths skills required to unlock and use problem solving skills in Maths lessons and real life contexts. Children demonstrate their understanding of what has been taught through high levels of Oracy skills. Full sentences and technical vocabulary are a standout feature of Maths at Conway.

Our delivery of Maths content is supplemented by every day with Maths meetings and Arithmetic sessions. Maths meetings allow us to revisit previously taught objectives from the current year and previous year groups. We remember our prior learning through songs, chants and games to make sure our foundational knowledge of Mathematics stays strong. Arithmetic sessions allow our children to have the confidence of being fluent with numbers and operations. It allows them to access higher order thinking skills and spend more time problem solving and thinking conceptually during their Maths lessons.

Impact

Mastery is at the forefront of our teachers and pupils' minds when we approach new learning in Mathematics. Children's progress is constantly monitored by the teachers through our Path to Success that takes place every lesson. Personalised and individual feedback is provided to every child during each lesson to keep the children moving in the right direction to progress their skills. Children also take pre unit quizzes to allow teachers to understand their grasp of previously taught concepts which allows them to plan and deliver bespoke series of lessons to excel our students. A post unit quiz is also taken to show teachers what skills have

been mastered and any that need revisiting. Post intervention time is built into every year groups timetable which allow s for daily and on the day intervention for nay pupil not showing a mastery of the skills taught. This rigorous approach allows for progress to take place constantly for all pupils.

English

Intent

At Ark Conway, we aim for all our pupils to leave us as fluent speakers, readers and writers, so that they have the literacy, speaking and listening skills needed to play an active role in society and be successful at secondary school and throughout their lives.

By the end of their time in Year 6, pupils leave us able to read at a level above that expected for their chronological age, as the focus on reading to access all the curriculum grows. We want our pupils to feel excited about the texts they read, and be able to talk passionately about the authors, characters and events they have come across. In addition to reading to access the curriculum, we understand that reading can enhance pupils' emotional intelligence and develop their creativity.

We also want our pupils to leave as excellent writers, in terms of their accuracy and grammatical knowledge, but also in thinking about the purpose and audience of the pieces they write, making discerning choices about the techniques and language they use.

Through a highly-structured, innovative writing curriculum, pupils learn to use their knowledge from across the curriculum to communicate their thoughts and ideas effectively. Teachers explicitly teach new vocabulary that arises from the texts they read, both in English and from across the curriculum, and their experiences in the wider world. This will ensure pupils leave their primary schooling with a wide and varied vocabulary to draw upon throughout their secondary school careers and lives beyond.

Implementation

Throughout the school, staff members celebrate reading and act as 'role model readers', instilling enthusiasm and excitement for the multitude of reading that takes place every day. Through shared reading time every day, pupils learn to enjoy a story together, whilst benefitting from hearing a model of excellence daily.

In Key-Stage 1, phonics and decoding is prioritised alongside building pupils' language comprehension skills, so that pupils enter Year 3 able to read fluently and with expression. They learn texts by heart, so that they can gain an understanding of new vocabulary and language structures. Pupils write for a range of purposes, thinking carefully about the choices they make to suit their given audience

In Key-Stage 2, pupils build on their work in Key Stage 1 by learning and experimenting with vocabulary, building expression and prosody (fluency), building retrieval and inference skills and using evidence to support their thoughts about a text.

In writing at KS2, 'target texts' are used as models of excellence for the text type pupils are writing. These range from 'real-life' texts, such as newspaper articles and web articles, to texts written by teachers to excellent previous pupil work. Pupils use these to provide context to the learning of the key features of each text type and to learn how each is structured. Once they are fully comfortable with the text type and its features, pupils move on to learn how to plan their writing effectively, before taking part in self and peer publishing.

Impact

We use a range of strategies to assess the knowledge, skills and understanding our pupils have gained through their work in English.

- Regular CPD and moderation of assessment sessions at a school, borough and network-wide level, to ensure all teachers are comfortable in making teacher assessed judgements that are consistent with national standards.
- Multiple forms of feedback, from both the teacher and peers.

- Regular 'book looks' and pupils voice assessments to ensure pupils can articulate what they have learned and how where they have made progress.
- National Group Reading Test (NGRT), 'HeadStart' and PM Benchmark assessments to support our teachers' assessment of pupil progress.
- Half-termly phonics and informal reading assessments to ensure our children are provided with appropriate challenge and support.
- A range of reading intervention and opportunities to read for those at a level below their chronological age.
- Parent workshops to ensure children are supported with their development of reading at home.

Phonics

Intent

From the very moment children join Ark Conway, they learn their initial sounds and begin to blend these into words. As pupils embed more sounds into their long-term memory, they can accurately read a broader range of words.

Throughout their time learning phonics, pupils are also exposed to a wide range of texts. Storyteller voices are modelled, and teachers think out loud about the story to support understanding of the text.

At Ark Conway, we use the Read Write Inc. Phonics programme to support our children in becoming fluent readers. Children are empowered through this high-quality, purposeful and structured resource, learning to become both accurate and fluent readers.

Implementation

Every child from Reception to Year 2 has a daily, targeted Phonics lesson. These are taught by high-quality, trained teachers who teach children their first sounds, develop their fluency and comprehension and engage children in a variety of wonderful stories.

In their Phonics lessons, children learn sounds and how to spot these in words. Their phonic knowledge is then applied to carefully matched storybooks which they learn how to read in a storyteller voice. These same storybooks go home at the end of the week so that pupils can celebrate their reading with their families at home.

Children who are not yet making expected progress have daily one-to-one tutoring from a trained member of staff. We ensure that children keep up as opposed to trying to catch them up. Similarly, new starters are assessed immediately and, if necessary, given specific Phonics tutoring to ensure that they are reading at an age-appropriate level.

Impact

There are multiple strategies that we use at Ark Conway to assess our children's phonic knowledge. These ensure that they make the most possible progress.

- Our staff receive regular staff training to ensure that teacher pedagogy is excellent
- Teachers receive weekly side-by-side coaching to develop their practice
- Every child on the Phonics programme is assessed half-termly
- Children who are receiving one-to-one tutoring are assessed more frequently so that they make maximum progress
- Our Phonics Lead attends regular RWI Development Days to enhance the Phonics programme in school and expose any areas for development

Science

Intent

Pupils at Ark Conway find awe and wonder in the world around them and this is directly encouraged by our Science curriculum. Our approach to Science is to inspire curiosity in all

our pupils to want to discover the Scientific concepts that rule our environment and constantly ask and seek the answer to ‘Why?’.

We believe that our Science curriculum should excite all pupils through the learning of key Scientific skills and concepts all of which is underpinned by the practical element of investigations, experiments and exploration. An understanding of the world around them and the laws that govern their universe inspires our pupils to see Science as a career opportunity to positively contribute to their own futures and the future of our planet.

Implementation

Our teachers interact with a high-quality knowledge-based curriculum called ‘Ark Curriculum+’. This Science curriculum progresses children through the necessary skills and concepts to allow them to be active members of the STEM community in their wider lives. Children are taught units which correlate with the 3 key aspects of Science: Physics, Biology and Chemistry. These key aspects are taught in every year group and there is a clear progression of skills and concepts in each Year group. The children read and understand new concepts each lesson and once they have acquired the knowledge necessary they explore these through experiments and investigations. Children’s knowledge is assessed every lesson through a low-stake quiz and the subsequent lessons are adapted to suit the needs of the children. This Science learning is also supplemented by school trips and STEM week. STEM week provides the children with whole school science learning opportunities as well as having experiences of meeting and working with real and active scientists, further encouraging a joy of all things Scientific.

Impact

Due to our approach to Science at Ark Conway children are able to encourage children to be inquisitive about the world around them. We can see the impact and understanding of our curriculum on our pupils through: Discussions with pupils and their books; Scores on their low-stakes quizzes and through our over the shoulder marking during every lesson.

Computing

Intent

Our blended approach to teaching computing creates pupils who are passionate about using and learning about technology. Pupils access computing through weekly discrete lessons as well as cross-curricularly during their other subjects. Children learn at Ark Conway learn how to code and create their own algorithms; use information technology to create blogs, websites and spreadsheets as well as use technology safely.

Ark Conway students are responsible online citizens and our whole curriculum is based in a belief that using technology safely and responsibly is at the forefront of our minds when accessing the online world. The skills learned during their time at Conway allow our children to explore the subject further at Secondary school and beyond giving them the basis to be online citizens who positively contribute to their physical and digital communities in an impactful and positive manner.

Implementation

Teachers at Ark Conway intellectually prepare to deliver high quality sessions by using our robust and engaging computing curriculum. We use ‘Purple Mash’ to support the planning and delivery of our exciting computing lessons. This program teaches new skills in Reception and Year 1 and then progressively builds upon these skills through to Year 6. This ensures all children continually progress and improve their computing skills during their time at Ark Conway and are met with suitable challenge in each new unit and each new year group they enter.

Impact

The Computing Curriculum at Ark Conway is highly motivational and engaging. Pupils often cite Computing as their favourite subject. The curriculum not only empowers children with the skills to complete discrete computing tasks but also allows them to be creators and innovators in the digital world showing their own creativity and personality through the mastery of the skills taught. We know our children to be confident users of technology through their independence in safely accessing online learning platforms outside of school hours such as Mathletics and Seesaw as well as through their ability to apply their digital literacy in other subjects in the school day.

History

Intent

At Ark Conway, pupils learn and practise key history skills from Reception to Year 6. Pupils will leave primary school equipped to engage in thoughtful perspective taking, explain the causes and effects of key events, draw connections between historical moments, evaluate different interpretations of history based on evidence and explain how societies can change over time.

Through their study of the past, students will build their chronological understanding of British history from the Stone Age to present day. They will also secure key knowledge about a number of ancient civilizations.

With these key skills, our pupils are empowered to be active citizens and to contribute to both their local and global communities.

Implementation

All students at Ark Conway receive a knowledge-rich, comprehensive history curriculum that is strategically sequenced to ensure students are developing as historians within and across years.

Historical thinking skills are embedded in each history lesson. Students hone these skills through a rich curriculum that calls on them to read rich texts, analyse challenging primary and secondary sources and express their understanding through writing, verbal discussions and drawing.

Each half term, students also engage in Wonder Days and school trips, to dive deeper into the core skills and content.

Impact

We will evaluate students' skills and understanding through a range of strategies:

- knowledge quizzes
- class discussions
- end of term assignments
- subject monitoring, including book looks

Geography

Intent

The Geography curriculum at Ark Conway aims to provide pupils with a deep knowledge about the variety of physical landscapes across the world. Through studying geography, children make sense of the world around them and learn how the events in their local areas and around the world can impact them directly and indirectly. They also learn to think critically about the impact of human activity on the natural world. Geographical study further equips students to discuss and debate issues on a local, national and global scale.

Implementation

The Geography curriculum at Ark Conway is carefully sequenced to guide students from the study of their local area in Key Stage 1 to the broader world in Key Stage 2.

Pupils practise key geography skills in every lesson by reading rich texts, reading and interpreting a variety of geographical information sources such as map, collecting data and expressing their understanding through writing, verbal discussions and drawing. Students also engage in Wonder Days and fieldwork to dive deeper into the core skills.

Impact

We will evaluate students' skills and understanding through a range of strategies:

- knowledge quizzes
- class discussions
- end of term assignments
- subject monitoring, including book looks

French

Intent

The French curriculum at Ark Conway engages pupils in language learning and provides opportunities for them to gain insights into other cultures and world views. As well as fostering pupils' skills in French listening, reading, writing and speaking, the curriculum aims to build pupils' confidence in communication and offers a different perspective on topics covered in other subjects. Through studying French at Ark Conway, pupils will develop a curiosity and enthusiasm for language learning and acquire the skills needed to continue language learning beyond primary school.

Implementation

At Ark Conway children receive weekly French lessons in all year groups with the Language Angels scheme of work being used to support planning. Units are carefully planned to build on previous learning and ensure continuity as pupils progress through the school, as well as linking to current and past topics in other subjects. In each lesson pupils have the opportunity to hear native speakers through sound embedded Powerpoints and practice new language with others and independently. Throughout any given unit pupils will be exposed to new language through listening and reading and will be required to practice new vocabulary and structures through both speaking and writing. Whole school events such as International Day and year group specific events such as Year 6 French Week additionally give pupils opportunities to experience culture from other cultures, both those within the Francophone community and beyond.

Impact

Pupil's progress in their French language skills will be formatively assessed by class teachers at the end of each unit. Unit quizzes will provide information as to pupils' areas of strength and areas for improvement in the four skill areas; listening, reading, speaking, writing. Outside of the classroom, pupils will participate in year group and whole school language events where they will have the opportunity to demonstrate increased confidence in communication skills and an increased knowledge and awareness of other cultures and world views.

Music

Intent

The Music curriculum at Ark Conway develops the creativity, interest, and enquiry of pupils and aims to inspire children to continue exploring music and its immeasurable forms and varieties both in and out of school and beyond primary school. The curriculum enriches the cultural capital of pupils by exposing them to a diverse collection of musical genres and creates an open space for children to engage with such genres in a critical and analytical manner. Through studying music at Ark Conway, pupils will develop and enrich their curiosity, knowledge, and enthusiasm for music, inspiring an interest and appreciation of music that we hope to last a lifetime.

Implementation

The Music curriculum at Ark Conway is delivered in many ways. As a whole school, children engage in weekly singing assemblies, whole-school musical events such as vocal concerts, and are introduced to a new composer each term. Individually, children are taught in-class vocal and instrument lessons, are given enrichment opportunities both in-school and in the wider Ark network. Finally, music is an integral part of our half-termly Wonder Days, used to enthuse children in their new topic.

Teachers are modelled best practice by expert musicians who visit the school on a weekly or fortnightly basis and teach both vocal and instrument lessons. In alternating weeks, teachers lead vocal lessons themselves and are given regular feedback on how to improve their teaching. Regarding instrument learning, KS1 engage in recorder lessons, Year 3 and Year 4 learn samba and percussion, whilst Year 5 and Year 6 are taught to play ukulele, providing a full scope of instrument skills: pulse, melody, and rhythm, including the fine motor skills needed to play the different instruments.

Impact

Ark Conway takes a constant and formative approach to assessment of music. Expert musicians and artists model to teachers the best practice when considering the strengths and areas for development of a child's musical journey, and this consideration will occur both in their vocal and instrument lessons. Importantly, assessment occurs every lesson, and teachers provide regular and timely feedback to pupils to move their learning forward. With this information, teachers can then communicate a pupil's musical ability to parents and other members of staff, who will be able to offer enrichment opportunities that will further enhance ability and inspire the child to continue enthusiastically engaging with music outside of the classroom.

[Art & DT](#)

Intent

As students' progress through Ark Conway they will have a deeper understanding of the five key elements of colour, line, shape, form and texture. Using this knowledge, they will be able to purposefully use a variety of mediums with increasing confidence.

Through the exploration of a diverse range of artists, students will understand the cultural importance of art as a way for them and others to analysis the world around them and express that in innovative ways.

Implementation

Every year, students begin by creating a self-portrait where students can see themselves reflected in their art and to mark their progression through the curriculum. From there, students will focus on a key element to build a strong foundational understanding of how these elements can be manipulated with a variety of mediums and for a desired effect.

At the end of the year, Conway dedicates a whole week to exploring a theme to collaborate and create a final piece that can be contributed to Conway's Art's week. This week immerses students in the arts and all its disciplines to unearth their passions and contribute to a largescale collaborative art exhibition.

As a school, we celebrate each other's accomplishments by gathering pieces from each class to be displayed in our school gallery every half term.

Impact

Our aim is that every child that leave Ark Conway will have a deep appreciation for art and have the vocabulary to discuss and evaluate art in meaningful ways unique to their experiences.

School Council

Intent

To learn that ideas can be turned into actions through collaborative work between students to improve their school experience. The purpose of these meetings and the subsequent discussions is to allow children to feel they are being heard, acknowledged and are making meaningful changes to their school and wider community. In the future, their contributions will hopefully enable them to become citizens that can contribute to society in any way that they feel is important, using their debating, discussion and communication skills that they have gained through the school council.

Implementation

This will be implemented through student-led discussions and meetings with the class representatives. Platforms such as the school newsletter and display boards will be used to present ideas and outcomes. Each year, children will have two opportunities to become school council members, the first being at the beginning and the next being mid-way through just prior to February half-term. Having these two elections will enable children

Impact

Students will be able to recognise and recount the actions made within the school by their own initiative. Students will show enthusiasm and optimism that their voice can be heard.

Key Features of a Conway lesson

As experts in their subjects, teachers at Ark Conway plan lessons which utilise a wide range of teaching and learning strategies and resources alongside imaginative tasks that challenge and inspire in order to allow every pupil to make progress towards rigorous objectives.

Every Lesson

- High expectations are set which inspire, motivate and challenge pupils.
- Excellent subject and curriculum knowledge demonstrated by teachers.
- Teaching adapted to the strengths and needs of the pupils including scaffold techniques and rigorous questioning.
- Strong pupil voice encouraged through targeted questioning, structured partner talk and other opportunities for pupil-led learning.
- Assessment of pupils' understanding, both formative and summative, with regular feedback given.
- Each lesson is understood in the context of where it sits in a sequence of lessons and its importance in the wider world.
- Every pupil is able to make progress from their starting point.
- SEND provision for those pupils with additional needs.
- High-level vocabulary.
- Opportunities for reading, to oneself and aloud.

Most Lessons

- Pupils' learning documented in their workbooks.
- Pupils can talk about where their current learning fits into their wider learning journey.
- ICT used to support and enhance pupil learning.
- Opportunities for pupils to reflect, edit and improve their work.
- Same day interventions held for pupils who need additional support.
- Opportunities to review and edit their own work or peer work.

Some Lessons

- Opportunities for public speaking / presentations
- Outdoor learning
- Pupils using technology independently.
- Expert speakers

Curriculum Overviews

Maths

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Y1	<ul style="list-style-type: none"> Numbers to 10 Addition and subtraction within 10 Shape and patterns 	<ul style="list-style-type: none"> Numbers to 20 Addition and subtraction within 20 	<ul style="list-style-type: none"> Time Exploring calculation strategies within 20 Numbers to 50 	<ul style="list-style-type: none"> Addition and subtraction within 20 Fractions Measures: Length and mass 	<ul style="list-style-type: none"> Numbers 50 to 100 and beyond Addition and subtraction Money 	<ul style="list-style-type: none"> Multiplication and division Measures: Capacity and volume
Y2	<ul style="list-style-type: none"> Numbers within 100 Addition and subtraction of 2-digit numbers Addition and subtraction word problems 	<ul style="list-style-type: none"> Measures: Length Graphs Multiplication and division: 2, 5, and 10 	<ul style="list-style-type: none"> Time Fractions Addition and subtraction of 2-digit numbers 	<ul style="list-style-type: none"> Money Face, shapes and patterns; lines and turns 	<ul style="list-style-type: none"> Numbers within 1000 Measures: Capacity and volume Measures: Mass 	<ul style="list-style-type: none"> Exploring calculation strategies Multiplication and division: 3 and 4
Y3	<ul style="list-style-type: none"> Number sense and exploring calculation strategies Place value Graphs 	<ul style="list-style-type: none"> Addition and subtraction Length and perimeter 	<ul style="list-style-type: none"> Multiplication and division Deriving multiplication and division facts 	<ul style="list-style-type: none"> Time Fractions 	<ul style="list-style-type: none"> Angles and shape Measures 	<ul style="list-style-type: none"> Securing multiplication and division Exploring calculation strategies and place value
Y4	<ul style="list-style-type: none"> Reasoning with large numbers Addition and subtraction 	<ul style="list-style-type: none"> Multiplication and division Discrete and continuous data 	<ul style="list-style-type: none"> Securing multiplication facts Fractions Time 	<ul style="list-style-type: none"> Decimals Area and perimeter 	<ul style="list-style-type: none"> Solving measures and money problems Shape and symmetry 	<ul style="list-style-type: none"> Position and direction Reasoning with pattern and sequences 3-D shape

Y 5	<ul style="list-style-type: none"> Reasoning with large whole integers Integer addition and subtraction Line graphs and timetables 	<ul style="list-style-type: none"> Multiplication and division Perimeter and area 	<ul style="list-style-type: none"> Fractions and decimals Angles 	<ul style="list-style-type: none"> Fractions and percentages Transformations 	<ul style="list-style-type: none"> Converting units of measure Calculating with whole numbers and decimals 	<ul style="list-style-type: none"> 2-D and 3-D shape Volume Problem solving
Y6	<ul style="list-style-type: none"> Integers and decimals Multiplication and division Calculation problems 	<ul style="list-style-type: none"> Fractions Missing angles and length 	<ul style="list-style-type: none"> Coordinates and shapes Fractions 	<ul style="list-style-type: none"> Decimals and measure Percentage and statistics Proportion problems 	<ul style="list-style-type: none"> SATS readiness, preparation, and gap filling 	<ul style="list-style-type: none"> Mathematics project work and Secondary school readiness.

English Writing & Reading

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	My Local Area	Toys in Time	Transport and Travel		The United Kingdom	Our Seaside: Now and Then
	Main Text	<i>Three Little Pigs</i> Heather Amery	<i>Traction Man</i> Mini Grey	<i>Mr Gumpy's Motorcar</i> John Burningham	<i>The Last Stop on Market Street</i> Matt De La Peña	<i>The Queen's Handbag</i> Steve Antony	<i>Julian is a Mermaid</i> Jessica Love
	Writing Text 1	3-part narrative-traditional tale	Character Description	Speech in role as different characters	Persuasive Poster	Diary Entry in role	Setting Description
	Writing Text 2	Recount based on a real-life experience	Non-chronological report about toys	5 part-narrative- 'Journey Tale'	Instructions	Letter to the Queen	Explanation Text
Year 2	Topic	Kings and Queens	The Great Fire	Planet Earth		They Made a Difference	Life in Kenya
	Novel	<i>The Illustrated Tales of King Arthur</i> Sarah Courtauld	<i>George's Marvellous Medicine</i> Roald Dahl	<i>Here We Are: Notes for Living on Planet Earth</i> Oliver Jeffers	<i>The Iron Man</i> Ted Hughes	<i>Malala's Magic Pencil</i> Malala Yousafai	<i>The Akimbo Adventures</i> Alexander McCall Smith
	Writing Text 1	5 part Narrative – 'Conquering the Monster Tale'	Character description – George's Grandma	Persuasive Poem/Song	Fictional diary entry in role as Hogarth	Letter to Malala	Retelling from a different perspective.
	Writing Text 2	Biographical report on a monarch	Instructions – How to make the perfect medicine	Guide to living on Earth	Non-chronological report on the continents	Speech – "If I had a magic pencil..."	Persuasive writing – Visit Kenya

Year 3	Topic	UK: Settlement and Land Use	Stone, Bronze and Iron Ages	Europe: incl. case study – Italy		Climate Zones and Biomes	The Ancient Greeks
	Novel	<i>The BFG</i> Roald Dahl	<i>Cloud Busting</i> Malorie Blackman	<i>The Queen's Nose</i> Dick King-Smith	<i>Brothers Grimm Fairy Tales</i>	<i>The Wild Robot</i> Peter Brown	<i>Percy Jackson and the Lightning Thief</i> Rick Riordan
	Writing Text 1	Character Description	Poetry (Rhyming Couplets)	Diary entry	Play script – fairy tale	5-part Narrative- 'Meeting Tale'	5-part Narrative- 'Finding Tale'
	Writing Text 2	Persuasive leaflet 'Visit the UK'	Instructions – Building Stone henge	Newspaper article	Non-chronological report about Italy	Discussion Text - Should humans adapt biomes for their own benefit?	Explanation Text – what was the difference between Athens and Sparta?
Year 4	Topic	Roman Invasions	Roman Britain	Amazon: Rivers and Rainforests		The Ancient Maya	The USA
	Novel	<i>Charlotte's Web</i> E.B.White	<i>Varjack Paw</i> S.F.Said	<i>The Explorer</i> Katherine Rundell	<i>The Last Wild</i> Piers Torday	<i>The Boy at the Back of the Class</i> Onjali Raúf	<i>The Miraculous Journey of Edward Tulane</i> Kate DiCamillo
	Writing Text 1	5-part Narrative – 'Meeting Tale'	Monologue written in role as Varjack / Holly	Fictional Diary Entry	Story opening that build tension	Discursive text (Balanced argument)	5-part Narrative 'Journey Tale'
	Writing Text 2	Recount – letter/diary based on Boudicca's rebellion	Instructions – how to create a Roman mosaic	Non-chronological report: The Amazon	Formal persuasive letter – deforestation	Factual recount of refugee experience	Persuasive Article: Visit a state in the USA

Year 5	Topic	The Anglo-Saxons and Scots	The Vikings	Asia: Mountains, Volcanoes and Earthquakes		Baghdad and the Middle East	Victorians and Industrial Revolution
	Novel	<i>Beowulf</i> (Various versions)	<i>How to Train your Dragon</i> Cressida Cowell	<i>Kensuke's Kingdom</i> Michael Morpurgo	<i>The Girl Who Stole an Elephant</i> Nirana Farook	<i>The Green Bicycle</i> by Haifaa al Mansour	<i>Clockwork</i> Phillip Pullman
	Writing Text 1	Opening Chapter-building tension	5-part Narrative – ‘Conquering the Monster Tale’	Setting description with a change in atmosphere	Informal letter from main character	Fictional Diary Entry	Narrative- Variation on 5-part story (flashbacks)
	Writing Text 2	Persuasive Speech (Battlecry)	An entry for the Anglo-Saxon chronical detailing a Viking invasion	Non-chronological report on Asia	Discursive Text – does adversity make you stronger?	Non-chronological report – the city of Baghdad	Explanation Text- Fictional Machine/Invention
Year 6	Topic	Ancient Egyptians	Global Challenges	Conflict and Resolution		Mapping the World	Making Our Mark
	Novel	<i>Wonder</i> R.J. Palacio	<i>Floodland</i> Marcus Sedgwick	<i>Goodnight Mr. Tom</i> Michelle Magorian	<i>Macbeth</i> William Shakespeare	<i>Holes</i> Louis Sachar	<i>The Making of Molly</i> Lauren O’Neill
	Writing Text 1	Fictional diary entry	Narrative – ‘Warning Tale’	Setting Description for POV of an evacuee	Macbeth retelling of a scene	Informal letter form Stanley to his parents	Fictional newspaper report – key event
	Writing Text 2	Non-chronological report – Egyptian artefact	Discussion Text – do we still have time to save the world?	Recount from the perspective of a soldier	Monologue- Lady Macbeth/Macbeth	Explanation Text – how can maps help us to understand the world?	Discussion – should we protest?

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Everyday Materials	Autumn and Winter	Amazing Animals		Spring and Summer	Plants
Year 2	Animals: Needs for Survival	Use of Materials	Habitats		Protecting our Environment	Plants: Bulbs and Growth
Year 3	Skeletons and Muscles	Rocks and Fossils	Light and Shadows		Plants: Needs for Survival	Forces and Magnet
Year 4	Teeth and Digestion	States of Matter	Classification and Environments		Sound	Electricity
Year 5	Earth and Space	Forces	Materials: Properties and Changes		Life cycles	Growing Old
Year 6	Light and Perception	Classification	Evolutions and Inheritance		Electricity	Circulation and lifestyle

ICT

	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2	
Year 1	Online Safety & Purple Mash	Grouping & Sorting	Pictograms	Lego Builder	Maze Explorers	Animated Story Books		Coding		Spreadsheets	Technology outside school
Year 2	Coding		Online Safety	Spreadsheets	Questioning		Effective Searching	Creating Pictures		Making Music	Presenting Ideas
Year 3	Coding		Online safety	Spreadsheets	Touch Typing	Email (including email safety)		Branching Databases		Simulations	Graphing
Year 4	Coding		Online safety	Spreadsheets		Writing for different audiences		Logo	Animation	Effective Search	Hardware Investigators
Year 5	Coding		Online safety	Spreadsheets		Database	Game Creator		3D Modelling	Concept Maps	
Year 6	Coding		Online safety	Spreadsheets	Blogging		Text Adventures		Networks	Quizzing	

Humanities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area <i>What is it like to live in my local area?</i>	Toys in Time <i>How have toys changed over time?</i>	Transport and Travel <i>How has transport changed over time?</i>		The United Kingdom <i>Why should people visit the United Kingdom?</i>	Our Seaside: Now and Then <i>Have we always liked to be by the seaside?</i>
Year 2	Kings and Queens <i>Who are the three most powerful monarchs since 1066, and what are your reasons for selecting them?</i>	The Great Fire <i>How could the Great Fire of London have been prevented?</i>	Planet Earth <i>Can you describe the seven continents and five oceans that make up planet Earth?</i>		They Made a Difference <i>How have the human rights heroes you have studied made a difference to our world?</i>	Life in Kenya <i>How is living in Kenya similar and different to living in the UK?</i>
Year 3	UK: Settlement and Land Use <i>What is the land like in the United Kingdom and how do we use it?</i>	Stone, Bronze and Iron Ages <i>When do you think it was better to live – the Stone Age, Bronze Age or Iron Age?</i>	Europe <i>What is significant about Europe? Where in the continent would you most like to visit and why?</i>		Climate Zones and Biomes <i>What are biomes, why are they important and why should they be protected?</i>	Ancient Greeks <i>Who were the ancient Greeks and how have they influenced our lives today?</i>
Year 4	Roman Invasions <i>How did the Romans invade Britain and how successful were they?</i>	Roman Britain <i>How have the Romans influenced our country and culture today?</i>	Amazon: Rivers and Rainforests <i>What is the Amazon, why is it significant and should it be protected?</i>		Maya Civilization <i>Who were the Ancient Maya and how successful was their civilization?</i>	The USA <i>What is it like in the USA?</i>
Year 5	Anglo-Saxon and Scots <i>What do you know about Anglo-Saxon Britain: how 'dark' were the 'Dark Ages'?</i>	Vikings <i>How much did Britain change from 793AD to 1066?</i>	Asia: Mountains, Volcanoes and Earthquakes <i>What are natural disasters and how do they impact the lives of people living in Asia?</i>		Baghdad and the Middle East <i>What was the Golden Age of Islam and how did it help us today?</i>	Victorians and Industrial Revolution <i>What were the positive and negative aspects of the Industrial Revolution?</i>
Year 6	Ancient Egyptians <i>What made the Ancient Egyptians one of the most formidable civilisations?</i>	Global Challenges <i>What are some of the major human and physical challenges faced around the globe and how can we make a positive difference?</i>	Conflict and Resolution <i>How did the wars impact Britain and the world – what do we learn about conflict and resolution?</i>		Mapping the World <i>How can maps help us to understand a place? Is there anything they do not tell us?</i>	Making Our Mark <i>How can we make our mark?</i>

French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Comptines et Chansons - Nursery Rhymes <i>To become familiar with traditional nursery rhymes in French</i>	Les Salutations - Greetings <i>To be able to greet and begin a short conversation</i>	Les Couleurs et les nombres - Colours and Numbers <i>To learn 10 colours and count from 1-10</i>	Les Formes - Shapes <i>To name 10 common shapes and revise numbers 1-5</i>	La phonétique 1 - Phonics and Pronunciation J'apprends le français <i>- I am learning French</i> <i>To locate France, say how I feel and revise numbers and colours</i>	Les Glaces - Ice-Creams <i>To say what ice-cream flavour I would like in French</i>
Year 2	La phonétique 1 - Phonics and Pronunciation Les Animaux - Animals <i>To name common animals</i>	Les Fruits - Fruits <i>To say what fruit we like and do not like</i>	Les Légumes - Vegetables <i>To name common vegetables</i>	Les Instruments - Instruments <i>To say what instrument you play</i>	Je Peux - I can... <i>To say 'I can' plus a range of activities</i>	Petit chaperon rouge - Little Red Riding Hood <i>To name body parts via a traditional fairytale</i>
Year 3	La phonétique 1 - Phonics and Pronunciation Je me présenter - Presenting myself <i>To give personal information</i>	L'ancienne Histoire de la Grande Bretagne - Ancient Britain <i>To create short sentences with j'ai, je suis and j'habite</i>	En Famille - The family <i>To talk about your family</i>	Au Café - At the café <i>To be able to order food and drink in a cafe</i>	La phonétique 2 - Phonics and Pronunciation As-tu un animale ? - Do you have a pet? <i>To say what pet you gave and do not have</i>	Boucle d'or et les trois ours - Goldilocks and the three bears <i>To learn new language through a familiar story</i>
Year 4	La phonétique 2 - Phonics and Pronunciation En classe - The classroom <i>To describe the classroom</i>	Les Romains - The Romans <i>To describe what life was like as a child in Ancient Rome</i>	Chez Moi - My Home <i>To describe which rooms there are in your home</i>	Les Habitats - Habitats <i>To describe different habitats, plants and animals</i>	La phonétique 3 - Phonics and Pronunciation Quel temps fait-il ? - The Weather <i>To describe the weather</i>	Les Vêtements - Clothes <i>To describe what clothes you are wearing</i>
Year 5	La phonétique 3 - Phonics and Pronunciation Quelle est la date ? - The Date <i>To be able to say the date</i>	La maison Tudor - The tudors <i>To learn strategies to help decode unknown language</i>	Les jeux Olympique - The Olympic Games <i>To describe an olympian and use the verb 'faire'</i>	Les planètes - The planets <i>To describe the planets by their size, colour or position</i>	La phonétique 4 - Phonics and Pronunciation Les Habitats - Habitats <i>To describe adaptations to habitats</i>	Les verbes réguliers - Regular Verbs <i>To learn to conjugate regular verbs ending in -er, -ir and -re</i>
Year 6	La phonétique 4 - Phonics and Pronunciation A l'école - At School <i>To discuss school subjects</i>	Le Week – End - The Weekend <i>To give times and opinions about activities</i>	Manger et bouger - Healthy Living <i>To discuss a healthy lifestyle</i>	La Seconde Guerre Mondiale - World War 2 <i>To use decoding skills to better understand unknown language</i>	Les verbes irréguliers - Irregular Verbs <i>To conjugate and use the verbs aller, être, faire, avoir</i>	Moi dans le monde - Me in the world <i>To explore other French speaking countries and cultures around the world</i>

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Understanding the musical classroom	Developing musicianship in musical games	Aural rhythm	Exploring pitch	Let's get creative (The Gruffalo)	Rehearsing and performing
Year 2	Establishing musicianship skills		Identifying rhythmic patterns	Pitch and melody	Let's get creative (George's Marvellous Medicine)	Rehearsing and performing
Year 3	Developing musicianship	The pentatonic scale	Comparing and improvising musical rhythms	Sing, improvise, and compose in pentatonic	Let's get creative (Freedom Songs)	Rehearsing and performing
Year 4	Deepening musical roots	World Music	Understanding rhythmic language	Minor and major tonalities	Let's get creative (Djembe and Samba)	Rehearsing and performing
Year 5	Mastering musical roots	African, Gospel, and Popular music	Developing rhythmic language	Harmony	Let's get creative (Popular music structure)	Rehearsing and performing
Year 6	Expressive musicianship	Ensemble performance	Chicago to Detroit: A musical journey		Let's get creative (musical expression)	Rehearsing and performing

Sports, Health & Fitness

	Years 1 - 3			Years 4- 6		
	Sports	Health	Fitness	Sports	Health	Fitness
Autumn 1	Throwing and Catching 1	Body Parts and their Functions	Boxercise	Invaders	Healthy Body: Inside Out	Boxercise
Autumn 2	Swing Dance	Healthy Mind, Emotions and Goals	Bootcamp	Dynamic Dance	Healthy Mind: Going for Goals	Bootcamp
Spring 1	Throwing and Catching 2	Hygiene, Medicine and Exercise	Mighty Movers	Nimble Nets	Healthy Lifestyle: You are what you eat!	Mighty Movers
Spring 2	Multi-Skills	Body Protectors and Body Changes	Gymnastics	Active Adventure	Healthy Body: Blood and Guts	Gymnastics
Summer 1	Active Athletics 1	Relationships with Others and Opinions	Cool Core	Gym Sequences	Healthy Body – Healthy Mind	Cool Core
Summer 2	Active Athletics 2	Diet and Vitamins	Step to the Beat	Young Olympians	Healthy Lifestyle: Germ Busters!	Step to the Beat

Art & DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 1	Art Drawing self-portraits. (<i>Barbra Walker</i>)	Design and Technology Design and make a picture with multiple moving parts, using mechanisms such as levers and sliders.	Art Sculpting clay animals. (<i>Alberto Giacometti</i>)	Design and Technology Design and make a model vehicle using axles and moving wheels.	Art Painting using colour theory. (<i>Wassily Kandinsky</i>)	Design and Technology Design and make fruit kebabs.
Y2	Design and Technology Design and make a crown.	Art Collage and painting (<i>Henri Matisse</i>)	Design and Technology Design and make a hand puppet.	Art Painting and drawing animals and habitats (<i>Henri Rousseau</i>)	Design and Technology Design and make a clay pot plant holder.	Art Printing and pattern making (<i>Esther Mahlangu</i>)
Y3	Design and Technology Design and make a bridge.	Art Painting and drawing cave paintings. (<i>Lascaux Caves</i>)	Design and Technology Design and make a pizza.	Art Drawing still life. (<i>Paul Cezanne</i>)	Design and Technology Design and make a mini greenhouse.	Art Sculpture and painting Greek pottery. (<i>Various</i>)
Y4	Art Collage – Roman Mosaics (<i>Chedworth Villa</i>)	Design and Technology Design and make a pencil case.	Art Printing nature patterns (<i>William Morris</i>)	Design and Technology Design and make a model skyscraper with a flashing light on the top.	Art Painting and drawing self-portraits. (<i>Frida Kahlo</i>)	Design and Technology Design and make a picture with multiple moving parts, using mechanisms such as levers and linkages.
Y5	Art Drawing landscapes. (<i>Van Gogh</i>)	Design and Technology Design and make Viking armour.	Art Sculpture and painting – modern art (<i>Yayoi Kusama</i>)	Design and Technology Design and make bread.	Art Printing – traditional geometric patterns	Design and Technology Design and make a toy using gears and cams.
Y6	Art Drawing urban landscapes (<i>Stephen Wiltshire</i>)	Art Collage and painting – (<i>Hannah Hoch</i>)	Design and Technology Design and make a bird box.	Design and Technology Design and make a cushion.	Art Painting Pop Art -Self Portraits. (<i>Lichtenstein, Warhol</i>)	Design and Technology Design and make a fairground ride.

PSHCE (Jigsaw)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

PSHCE (Jigsaw)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition