Lifton Primary School Curriculum

An introduction to our Curriculum

<table>
<tr><td colspan="2">At Lifton School we take a holistic view of the quality of education that the School and Foundation Unit provides for all pupils, including the most disadvantaged.

We consider and regularly review, the Intent, Implementation and Impact of our curriculum.

Please see the Intent, Implementation and Impact statements for each subject area of learning on our website:</td></tr>
<tr><td>Intent: “is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need.”</td><td>Our Curriculum:

•is planned and sequenced to enable pupils to build their knowledge and skills towards the clear outcomes

•considers how the gaps in pupils’ knowledge and skills will be addressed to overcome disadvantage

•is designed and taught so that pupils read at an age-appropriate level

•contains content that has been identified as most useful, is taught in a logical progression and is systematic and explicit enough for all pupils to acquire the intended knowledge and skills to be educated citizens.</td></tr>
<tr><td>Implementation: the way in which the curriculum is developed to enable pupils to connect new knowledge with existing knowledge and to unconsciously apply their knowledge as skills.</td><td>Teachers and Leaders:

•have expert knowledge of the subjects that they teach and are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching</td></tr>
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	•enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion •check pupils' understanding effectively, and identify and correct misunderstandings •ensure that pupils embed key concepts in their long-term memory and apply them fluently •design and deliver learning in a way that allows pupils to transfer key knowledge to long-term memory •design learning that is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clear outcomes •use assessment to check pupils' understanding in order to inform teaching.
***Impact*:** "the outcomes pupils achieve as a result of the learning the received."	Pupils have learned: •a broad and rich curriculum and have achieved good results in their assessments and tests the cultural capital they need to succeed in life and can demonstrate this in their work and conversations •that all learning builds towards relevant points including the next stage of their education, training or employment Teachers and leaders know: •areas to work on from the primary inspection data report (IDSR) and design appropriate actions for teaching and learning in response to internal assessment.

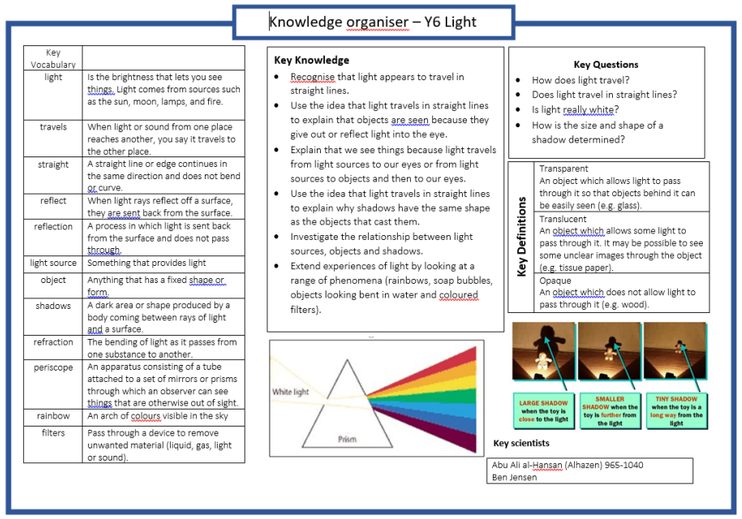
Vocabulary and progression of skills intent:

Focus vocabulary and **progression of skills** are developed in each area of learning and are reviewed over time and in various contexts. We use **Knowledge Organisers** in most of the new sequences which we teach to embed vocabulary and to forge links with a variety of other texts and areas of the curriculum which the children are exposed to.

The aim is that children have multiple exposures to this focus vocabulary and that previously taught words are used in current or future units. This is a journey for us all as we build up this bank of vocabulary and skills across the curriculum.

Knowledge Organisers are sent home to parents with our termly overviews. Please see the examples below:

Example Knowledge Organisers:



Knowledge organiser – Y6 Light

Key Vocabulary	
light	Is the brightness that lets you see things. Light comes from sources such as the sun, moon, lamps, and fire.
travels	When light or sound from one place reaches another, you say it travels to the other place.
straight	A straight line or edge continues in the same direction and does not bend or curve.
reflect	When light rays reflect off a surface, they are sent back from the surface.
reflection	A process in which light is sent back from the surface and does not pass through.
light source	Something that provides light
object	Anything that has a fixed shape or form.
shadows	A dark area or shape produced by a body coming between rays of light and a surface.
refraction	The bending of light as it passes from one substance to another.
periscope	An apparatus consisting of a tube attached to a set of mirrors or prisms through which an observer can see things that are otherwise out of sight.
rainbow	An arch of colours visible in the sky
filters	Pass through a device to remove unwanted material (liquid, gas, light or sound).

Key Knowledge

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Investigate the relationship between light sources, objects and shadows.
- Extend experiences of light by looking at a range of phenomena (rainbows, soap bubbles, objects looking bent in water and coloured filters).

Key Questions

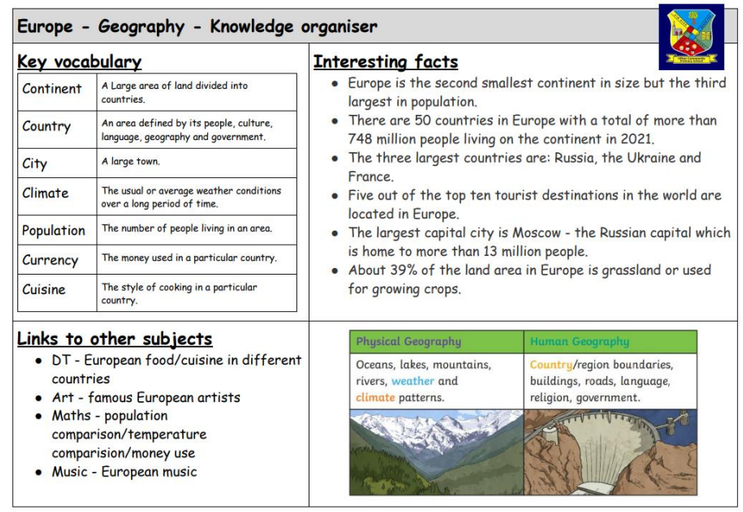
- How does light travel?
- Does light travel in straight lines?
- Is light really white?
- How is the size and shape of a shadow determined?

Key Definitions

Transparent	An object which allows light to pass through it so that objects behind it can be easily seen (e.g. glass).
Translucent	An object which allows some light to pass through it. It may be possible to see some unclear images through the object (e.g. tissue paper).
Opaque	An object which does not allow light to pass through it (e.g. wood).

Key scientists

Abu Ali al-Hansan (Alhazen) 965-1040
Ben Jensen



Europe - Geography - Knowledge organiser

Key vocabulary

Continent	A Large area of land divided into countries.
Country	An area defined by its people, culture, language, geography and government.
City	A large town.
Climate	The usual or average weather conditions over a long period of time.
Population	The number of people living in an area.
Currency	The money used in a particular country.
Cuisine	The style of cooking in a particular country.

Interesting facts

- Europe is the second smallest continent in size but the third largest in population.
- There are 50 countries in Europe with a total of more than 748 million people living on the continent in 2021.
- The three largest countries are: Russia, the Ukraine and France.
- Five out of the top ten tourist destinations in the world are located in Europe.
- The largest capital city is Moscow - the Russian capital which is home to more than 13 million people.
- About 39% of the land area in Europe is grassland or used for growing crops.

Links to other subjects

- DT - European food/cuisine in different countries
- Art - famous European artists
- Maths - population comparison/temperature comparision/money use
- Music - European music

Physical Geography	Human Geography
Oceans, lakes, mountains, rivers, weather and climate patterns.	Country/region boundaries, buildings, roads, language, religion, government.

Fractions - Maths - Knowledge organiser

Key vocabulary

numerator	unit fraction
denominator	non-unit fraction
equivalent	

Recognising fractions

$\frac{3}{8}$

Numerator: How many equal parts of the whole are needed?

Denominator: How many equal parts are in the whole?

Comparing fractions

$\frac{1}{3} < \frac{2}{3}$ (Less than)

$\frac{4}{5} > \frac{3}{5}$ (Greater than)

Equivalent fractions

$\frac{1}{2}$ is equal to...

$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$

Adding/subtracting fractions

$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$

$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$

Fractions of amounts

$\frac{2}{4}$ of 16 = 8

one third of 9 is 3

Anglo-Saxons and Scots |Year Four | Spring 1

Timeline

1	410 CE	Last Romans leave Britain and the Picts begin to attack the Britons
2	449 - 450 CE	Angles, Saxons and Jutes begin to settle Britain
3	516 CE	Battle of Mount Badon – Between the Britons and the Anglo-Saxons
4	570 CE	Heptarchy emerges in England
5	597 CE	St Augustine brings Christianity to England from Rome
6	600 CE	First Law Code written in English in Aethelbert's kingdom in Kent
7	613 CE	Northumbrian kings rule over most of England
8	731 CE	Bede completes Ecclesiastical History of the English People
9	757 CE	Offa becomes King of Mercia and arguably first king of all England
10	789 CE	First recorded Viking attack (in Dorset)

Key People

1	St Augustine	Christian missionary considered responsible for lots of people converting to Christianity in Britain
2	King Aethelbert	King of Kent who created the first Germanic law code in the early 7th century.
3	King Offa	King of Mercia, and most of England in the mid 8th century
4	King Arthur	Probably mythical King of Wessex, famous for stopping Saxon expansion.
5	Bede	Monk in Northumbrian monastery who wrote a history of the English church and people.

Anglo-Saxon Gods

1	Balder	God of immortality
2	Eostre	Goddess of birth and spring
3	Frigg	Goddess of love
4	Hel	Goddess of death
5	Lold	God of cunning
6	Saxnot	God of the family
7	Thunor	God of thunder
8	Tiw	God of war
9	Wade	God of the sea
10	Woden	Chief God

Anglo-Saxon Days of the Week

1	Monandæg	Day of the Moon
2	Tiwesdæg	Tiw's day
3	Wodnesdæg	Woden's day
4	Dunresdæg	Dunor/Thor's day
5	Frigedæg	Freia's day (Woden's Wife)
6	Saeternesdæg	Saturn's day
7	Sunnandæg	Day of the Sun

Anglo-Saxon Kingdoms

1	The Jutes settled in Kent
2	The Angles settled in East Anglia
3	The Saxons settled in Essex (east Saxons, Sussex (south Saxons, Wessex (west Saxons) and Middlesex (middle Saxons). Middlesex was not a separate kingdom.

At Lifton School we provide an engaging and holistic Curriculum which engages pupils in their learning.

This is enhanced by our Lifton guarantee:

- Each child will experience at least 2 learning opportunities per week in the outside environment
- Each year group will experience on educational visit or visitor to the school per term and this will be relevant to our curriculum

- We will utilise our local environment and landscape to enrich our learning opportunities
- We will maximise the impact of local, national and global celebration days as they occur through the academic year
- There will be a Blue Planet week each summer term
- There will be science share days and science festivals throughout the year
- Special learning days for various subject areas will take place throughout the year
- There will be a residential trip for all Year 6 pupils in the autumn term
- There will be an open afternoon for parents, carers and members of the community each term
- We will work collaboratively with parents, carers and members of the community and invite them to share their knowledge, skills and expertise with the children and staff
- There will be a sports festival each summer term. Regular sports events and fixtures will take place at school and in the wider learning community throughout the year
- There will be performances throughout the year which showcase the arts and talents of our pupils. These include harvest festivals, Christmas productions, Christmas concerts in the church, Easter presentations and end of year leavers celebrations

When beginning a new topic, teachers plan a hook lesson and a final sharing opportunity to showcase children's learning. Pupils will have the opportunity to share their work and ideas with others. This includes other pupils, other classes, parents, visitors and members of the school and wider community. This includes a repertoire of possible outcomes such as:

Class Books
Performance
Video or power point presentation
Jig Saw presentation (especially during our special learning days)
Work show cased on Seesaw
The class exhibition/parent share
Special learning days

The curriculum and rolling programme is constantly evolving and is not set in concrete for all to follow regardless.
Our curriculum and curriculum planning is based on and identifies children's emerging ideas and focuses on the children's interests and experiences. Teachers then document the possibilities for their plans and hold conversations with the children, parents and other teachers and staff.

At Lifton School we ask:

What do we already know?
What do we wonder about?
How can we learn more?
What is the plan?

At Lifton School we provide opportunities and experiences both inside and outside the classroom and the community for investigation. We capture rich opportunities as part of our Lifton Guarantee. Teachers also are fully aware and understand the "big picture" of standards and goals and the need for providing opportunities for all children to reach their full potential in terms of attainment and progress. Teaching at Lifton School enables opportunities for authentic experiences that allow children to see, negotiate, and fulfil their potential as a citizen of the wider world.

At Lifton School we believe that children learn best through active participation and experience. When encouraged to follow an interest and construct a plan to learn more, children are empowered and become intrinsically motivated. They fully engage in the experience when it is their own. The children also take part in a variety of extra-curricular competitions throughout the year including wake and shake, Youth Speaks and the Primary schools quiz.

As well as the children, parents influence the planning process through their interaction on Seesaw, academic workshops, parent's questionnaires and our positive parent partnership.

At Lifton School we reflect, and interpret ideas to form deeper meanings and foster lifelong learning. Our aim is that children learn more and know more.

Melanie Cripps
Headteacher