



# Latimer Primary School

# Curriculum

# Design

This document forms the Latimer Primary School Curriculum Policy

**Developing Responsibility; Caring About Achievement**

## Our Curriculum Aims

At Latimer Primary School, our curriculum aims to shape the learning and experiences of our children throughout each year, from their primary experience through the next stage of their education, as well as outside in their local community.

Our ethos of **'Developing Responsibility; Caring about Achievement'** and our **'Simple Truths'** guide all of our day-to-day work and decisions. Careful analysis of our local area and many years of experience have helped us build a deep understanding of the lives that our pupils lead and the needs of our community. This analysis, intertwined with our ethos and values, has helped us shape the aims for our curriculum.

We share the vision for our children and the ambitious aims of our curriculum:

- **To ensure children take responsibility for their own learning and wellbeing; live positively and contribute effectively within the school and local community.**
- **To ensure no child leaves without achieving the minimum expectation for primary pupils or being supported on the best path for their future.**
- **To ensure our curriculum provides the opportunities for all pupils to broaden their aspirations and understand how to achieve them.**

## The Simple Truths

I take responsibility



I will cross the road for you

We are all equal but different

I take pride in doing my best

I treat others how I want to be treated



## Curriculum Intentions

Our curriculum is carefully considered and coherently sequenced to outline the knowledge, cultural experiences, understanding, and skills that our children need to achieve their full potential and live as successful, responsible, and proactive members of society.

As a Leicestershire Local Authority-maintained school, we follow the National Curriculum 2014 content, which we have shaped to meet the needs of all our children using our knowledge of their backgrounds and daily experiences.

Our analysis of our pupils' needs has identified the following priorities for our curriculum, which will help to support our development. Our curriculum has been shaped to:

- Place a **love of reading** at the heart of every subject.
- Build a **rich vocabulary** of subject-specific and everyday language to enable our children to communicate effectively with the range of people they will experience throughout their lives;
- Build children's **knowledge and understanding of the diversity** of the local community which is outside of their daily experiences;
- Understand the **protective factors** that they will need to maintain good mental health and to live proactively in a responsible, safe and healthy way within their community.
- Develop children's understanding of how to **maintain healthy relationships** built on trust and mutual respect



## Developing Responsibility; Caring About Achievement

# Building the Curriculum

Our curriculum has not been shaped quickly, nor is it completed. It will be continually evolved and reshaped as education moves on.

Its design has been driven by hearing from excellent thinkers in curriculum design and best practice research from sources such as the Education Endowment Fund, Ofsted Research Reviews and subject associations. We regularly keep abreast of local and national developments.

We outline what children learn through the following documents/statements:

- **Curriculum aims and intentions** (provided in this document).
- **Curriculum maps-** (provided in this document) –
- an overview of key areas taught in each subject and year group. This is published on our website.
- Individual subject **curriculums** are designed by the subject leaders as the experts and informed by best practices in that subject. These include:
  - subject intents and vision
  - outline of the essential knowledge
  - skills and vocabulary children should learn
  - sequences of learning, skills and knowledge
  - progression trackers.

Where commercial schemes of work are in use, there may be schemes of work or medium-term plans available to support teaching. Children should learn the essential knowledge and skills outlined in the Latimer Curriculum documents.

Year 4: Science



## States of Matter

Follow Switched on Science Scheme of work. Refer to this for further details of what should be taught. Further vocabulary is identified through individual lesson plans.

Key Knowledge	Key Knowledge	Water Cycle																				
<p><b>Materials:</b> Materials can be grouped into 4 main categories. In primary school we learn about 3 groups.</p> <ul style="list-style-type: none"> <li>- Solids</li> <li>- Liquids</li> <li>- Gases</li> <li>- Plasma (not studied at KS2)</li> </ul> <p><b>Solids</b> - Stay in one place and can be held -most keep their shape and do not flow like a liquid. Some solids like sand and salt can be poured.</p> <p><b>Liquids</b> - Liquids can flow or be poured easily. They are not easy to hold. Liquids change shape depending on the container they are in.</p> <p><b>Gases</b> - Are often invisible. Do not keep their shape. They will spread to fill whatever container they are in.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li><b>Condensing</b> - The process when a gas turns into a liquid.</li> <li><b>Evaporation</b> - When a liquid turns into a gas.</li> <li><b>Matter</b> - Another name for material.</li> <li><b>Substance</b> - A material with certain properties or characteristics.</li> </ul>	<p>When a material changes from one type to another, we say it has 'changed state'.</p> <table border="1"> <thead> <tr> <th>What</th> <th>Explanation</th> <th>Name of process</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Solid to liquid</td> <td>When a solid melts it changes into a liquid.</td> <td>Melting</td> <td>When an ice cube melts.</td> </tr> <tr> <td>Liquid to gas</td> <td>A liquid evaporates into a gas when it is heated.</td> <td>Evaporation</td> <td>When water on a hot surface or in air turns to steam.</td> </tr> <tr> <td>Gas to liquid</td> <td>When a gas is cooled it condenses into a liquid.</td> <td>Condensation</td> <td>When steam from the shower cools the mirror it turns to water.</td> </tr> <tr> <td>Liquid to solid</td> <td>When a liquid freezes, it turns into a solid.</td> <td>Freezing</td> <td>When the water in a pond freezes, it turns to ice.</td> </tr> </tbody> </table> <p><b>Water boils</b> at exactly 100 degrees Celsius. Different solids <b> melt </b> at different temperatures: ice melts at 0°C whilst chocolate melts at around 35°C. <b>Water freezes</b> at 0°C.</p>	What	Explanation	Name of process	Examples	Solid to liquid	When a solid melts it changes into a liquid.	Melting	When an ice cube melts.	Liquid to gas	A liquid evaporates into a gas when it is heated.	Evaporation	When water on a hot surface or in air turns to steam.	Gas to liquid	When a gas is cooled it condenses into a liquid.	Condensation	When steam from the shower cools the mirror it turns to water.	Liquid to solid	When a liquid freezes, it turns into a solid.	Freezing	When the water in a pond freezes, it turns to ice.	<p>Water on the earth is constantly moving. It is recycled over and over again in a process called the water cycle.</p> <ol style="list-style-type: none"> <li>1. The sun heats up water on land, rivers and seas and turns it into water vapour.</li> <li>2. Water vapour in the air cools down and condenses forming clouds.</li> <li>3. The clouds become heavy and water falls back to earth as rain.</li> <li>4. Water returns to the sea from rivers and lakes and the cycle starts again.</li> </ol> <p><b>Cross curricular links</b></p> <ul style="list-style-type: none"> <li>- Use graphs to predict the state of a solid when the temperature changes. Calculate temperature differences in different places (link to maths).</li> <li>- Explore the impact of drought on the environment. Use Severn.</li> </ul>
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Latimer Primary School  
Music  
Curriculum

Developing Responsibility; Caring About Achievement

## Choosing What We Learn and When We Learn It

We take an essentialist approach to our learning—studying less but better. Each subject is taught discretely, focusing on the specific skills and knowledge for that subject. The content of each subject has been carefully sequenced to build on children’s prior knowledge and support them in building connections within and between areas of their learning.

### Essential Knowledge and Skills

The National Curriculum outlines what children should learn; however, we are conscious that the areas of study are very broad in some subjects; there are also increasing demands on learning time due to changes in society, demands on education, and what children need to know.

Our subject leaders develop their expertise in individual subjects and work collaboratively to make considered choices about the essential concepts, knowledge, and skills that our children need. These are outlined in our curriculum maps and constantly refined and adjusted.

As we move forward, our subject leaders are working to review the curriculum to ensure that there is a careful balance of substantive knowledge (the established facts of the subject) and disciplinary knowledge (how we know or have established the facts).

### Children’s Outcomes and Assessment

Children’s work is valued highly, and we have high expectations for their outcomes, which are celebrated widely. We believe that our children deserve excellent real-life resources to enable them to apply their knowledge and learn from the best there is.

Children learn more and remember more through regular opportunities to revisit different topics throughout the curriculum. Assessment is built into our curriculum through regular low-stakes quizzes, recaps, and more formal ‘tests’ at key points. These assessments inform our judgements about children’s progress at key points in the year.

Children track their own learning through successful learning grids. These grids outline the key knowledge, skills, and vocabulary that children will encounter during their learning and help them secure it in their long-term memory.

YS History – The Victorians	
What was life like under the reign of Queen Victoria? Were the Suffragettes rule makers or rule breakers?	
Key Vocabulary	Definition
Workhouse	A building where the poor could get help and accommodation from the government.
Labour	Physical work.
Rural	A town or city area.
Urban	Countryside area.
Democracy	Power of the people.
Government	The group of people with the authority to govern (rule) a country.
Suffrage	The right to vote in an election.
Industry	Turning materials into a product.
Industrialisation	The development of industry.
Culture	The beliefs, arts and customs of a group of people at a particular time.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
YS Expectations	After Teacher
To know how Queen Victoria became Queen and understand some of her greatest achievements as Queen (half term project homework)	✓
To sequence key events and periods in History I have learnt about before at Latimer.	✓
To make comparisons between the Victorian era and other periods in history.	
To know what life was like for children during the Victorian era.	✓
To know the achievements of Dr Thomas Barnardo.	
To compare urban and rural areas in Victorian Britain.	
To know what industrialisation is and how it impacted the Victorian period	
To know what the suffragette movement was.	



## SUPPORTING OUR CHILDREN WITH SEND

We aim to ensure that all of our pupils leave us achieving the **minimum expectations for primary pupils**, and we provide a wide range of support for children who require additional help to achieve these. Our curriculum is designed to ensure that all children are challenged in their learning and make good or better progress each year.

We recognise, however, that not all pupils achieve in the same way. We are extremely proud of the support we provide families to find the right path for their child's future. We work closely with families, specialist teaching services, and other professional services to ensure that any child who has additional needs is able to access the best support to enable them to meet their full potential.

At Latimer, children may be identified with special educational needs when their learning difficulty or disability is such that they need different or additional provisions than other children of the same age. For some children, SEN can be identified at an early age. For other pupils, difficulties become evident over time. We work as a team to ensure that any concerns are flagged when they arise and that children's needs can be identified as soon as possible. Pupil progress meetings are held regularly to review the provision for each child and ensure that we provide everything possible to support them.

All of our classrooms are inclusive and friendly. We aim to teach in ways that will support children with varying tendencies, such as ASD and dyslexia. This is good practice, which supports all children, but is vital for those who particularly need it. Our children have access to the full curriculum, and we recognise their achievements in all areas. If children need it, we will tailor the curriculum to their needs and provide additional intervention to support them.

If a child has an EHCP (Education Health and Care Plan), we put provisions in place as outlined in their plan but also in response to the pupil's ongoing needs and from guidance from other agencies such as the educational psychologist, autism outreach services and SALT. We also have a specialist Speech and language teacher who offers in-school interventions.

Our SEN support is revised through a four-part process; assess, plan, do, review. This ensures provision is revised in light of the pupil's response to support, interventions and strategies implemented and progress and attainment; taking into account the views of all parties. Where additional adult support is required, it is tailored to meet the individual needs of pupils; this may be on a 1:1 basis or in small groups, depending on the child's requirements. The exact nature of any additional support depends on the pupil's specific needs. Teachers discuss additional provision with parents and pupils. Our aim is to enable pupils to develop the skills required to become active and independent learners.

## Developing Responsibility; Caring About Achievement





Bespoke and Same day intervention	Catch Up maths and Catch Up Maths	FFT	Early reading and early number	Talk Boost And NELI	Speech and Language	SEMH
<p>Teaching assistants and teachers work with children who require intervention to address any points in the lesson that they have not understood so that they can access the next lesson. Bespoke interventions are designed to fill any gaps that have occurred over time.</p>	<p>Skilled teaching assistants deliver a programme of interventions twice per week to children year 2 and above to support number, counting and calculation skills. Catch up Literacy supports fluency, word reading skills and spelling.</p>	<p>Our FFT programme has been highly successful in supporting children in year 1 and 2 to achieve the expected standard in reading and writing. Focused on word reading, comprehension and writing skills.</p>	<p>In year 1 children who are finding learning phonics and counting skills a challenge are invited to attend phonics and counting clubs lead by our skilled teaching assistants as a result nearly all of our pupils pass the phonics screening test in year 1.</p>	<p>In EYFS and Y1 children who have delayed language skills take part in our 'Talk Boost' programme which helps to develop speech and language and reading skills. In EYFS the NELI programme targets children to develop their early language skills</p>	<p>Skilled teaching assistants deliver a programme specific to the needs of the pupils which supplements the work of SALT.</p> <p>Supporting in this area often leads to improved levels in other areas particularly reading and writing.</p>	<p>Skilled teaching assistants support the specific needs of pupils with regard to their social, emotional and mental health. Programmes vary on context and regularity dependent on the needs of the pupil.</p>

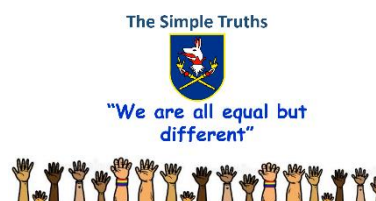
## Developing Responsibility; Caring about Achievement: SMSC in our Curriculum:

SMSC is defined as education's spiritual, moral, social and cultural aspects. At Latimer, SMSC is integral to our curriculum and is reflected by our school ethos of Developing Responsibility and caring about Achievement. The curriculum aims that children take responsibility for their own learning and well-being, Live positively, *and contribute effectively within the school and local community.*

Our document 'Developing Safeguarding, SMSC and British Values at Latimer' outlines the specific provision for these areas across our curriculum and is summarised below.

### Spiritual:

Our children's spiritual education is developed by recognising their own and others' beliefs and how this has shaped the world. Children are encouraged to ask questions about their feelings and those of others in subjects such as English and PSHE. In our Mental Health curriculum, Children learn about their emotions and strategies for managing these; they learn to articulate their own beliefs with confidence and discuss and learn from mistakes.



Throughout the school, we celebrate differences and learn to agree and disagree, reflecting our simple truth: 'We are all equal but different.'

### Moral:

Moral education is the opportunity to learn right and wrong- it is about understanding consequences, respecting the law and rules, investigating moral and ethical issues and offering their own views. We develop moral education in a number of ways, including discussing immigration and the plight of refugees in Year 6 and understanding the impact of the plastic crisis in Year 4. Moral education at Latimer is the heart of our ethos and is reflected in our Simple Truth of 'We take Responsibility'.



**Social:** Social education is about the opportunity to use and apply our social skills in the community to participate in the local community and beyond, appreciate different viewpoints, volunteer and resolve conflict. Social education is developed continually at Latimer in our day-to-day interactions. It is also developed through our curriculum focus on Anti-Bullying and conflict resolution in PSHE, in PE through team games, group activities, and teaching approaches. Social education reflects our Simple Truth of 'We will Cross the Road for You' which helps our children to remember to go out of the way to support others.



**Cultural:** Throughout our curriculum, children have the opportunity to encounter influences beyond what they know as part of their day-to-day. They explore the importance of traditions such as Remembrance, understand the importance of the monarchy in British society and explore how Leicester's culture has changed over time through immigration. This is reflected in our curriculum intention to 'Build children's *knowledge and understanding of the diversity of the local community which is outside of their daily experiences*', which reflects the approach to cultural education at Latimer.

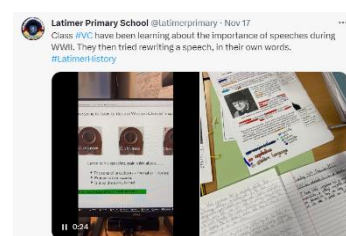


## Developing Responsibility; Caring about Achievement: British Values in our Curriculum

At Latimer, we do not consider British Values to belong solely to Britain; they form the basis of a civilised society and community. Our Simple Truths are central to our school ethos and mirror British Values.

Our document ‘**Developing Safeguarding, SMSC and British Values at Latimer**’ outlines the specific provision for these areas across our curriculum and is summarised below.

**Democracy:** Throughout school, our children develop their understanding of how they can influence decision-making through democratic processes. We have an active School Council and Eco-Committee that regularly seek opinions and feedback on developments in the school. Our History Curriculum explores the concept of rulers throughout History. Our Year 5 Children visit the Houses of Parliament and take part in workshops about democracy delivered by the Parliament Education Service, whilst our Year 6 Children learn about the importance of Speeches to influence others. Identify, society and democracy is an explicit thread in our PSHE learning.



**Rule of Law:** The rule of law is taught daily throughout our social interactions and behaviour policy. It is reflected in adults' emotional coaching conversations with children or in reminding pupils about school rules and boundaries. The importance of the Rule of Law is taught explicitly through the PSHE curriculum, where children learn how laws are made, the local council and the UN Convention on the Rights of a Child. Rule of Law is reflected in our Simple Truth of '**I take Responsibility**'.



**Individual Liberty:**

Individual liberty is about the right to believe, act and express oneself freely. At Latimer, we are proud to be a founding member of the Global Equalities Collective, which supports the development of diversity and inclusion in the classroom. We promote individual liberty throughout our assemblies, making use of the ‘No Outsiders’ assembly resources and explicitly teach about the rights to express yourself freely through our PSHE thread of ‘Identity’, which focuses on belonging and similarities and differences. Our Simple Truth of ‘We are all equal but different’ promotes individual liberty.



**Mutual Respect and Tolerance:** Mutual respect and tolerance are woven throughout the curriculum and are explicitly taught in our e-safety, religious education, and PSHE curriculums. Throughout our RE curriculum, children encounter different beliefs and visit different places of worship. In PSHE and E-Safety curriculums, they are taught to be respectful of each other, to behave safely online and how to work and play cooperatively. Mutual Respect and Tolerance reflect our Simple Truth of '**We are all different but equal**'.



## Schemes of Work

Latimer’s curriculum is bespoke and designed to meet the needs of our pupils. It uses high-quality schemes of work developed either with subject experts or using commercial schemes.

	Subject/Area	Curriculum Scheme of Work	Comments
Health and Wellbeing	PSHE	- <b>You- Me- PSHE:</b> Islington Scheme of Work - <b>Substance Abuse-</b> Christopher Winter Project	Supplemented with Units from Dove on Body Image – Y6
	RSE	- Christopher Winter Project	
	British Values & Protected Characteristics	- Bespoke Latimer Plan of assemblies and in-class reflections	Discretely taught via Assemblies on a Monday and reflected upon in class over the week.
	E-Safety	- Project Evolve	
	Mental Health	- Bespoke Latimer Curriculum	
English	Phonics Spelling	- ELS Scheme: EYFS- Y2 - No Nonsense Spelling Y2- Y6	Phonics is continued throughout the school for those pupils who would benefit from additional support.
	Reading	- Bespoke Latimer Curriculum	
	Writing	- Bespoke Latimer Curriculum	
	Handwriting	- Bespoke Latimer Curriculum built from the National Handwriting Association Guidance	
Maths	EYFS	- White Rose Maths	Schemes are all adapted to meet the needs of our pupils.
	KS1	- White Rose Maths	
	KS2	- Power Maths - White Rose Maths	
History		- Latimer Bespoke Curriculum- developed with a local collaborative group.	
Geography		- Latimer Bespoke Curriculum	
RE		- Leicestershire SACRE	
Science		- Switched on Science	
D.T		- Primary Knowledge Curriculum.	
Art		- Access Art	
Computing		- Teach Computing	
MFL		- Latimer Bespoke Curriculum	
PE		- Get Set for PE	
Music		- Leicestershire Music	