

2022

Chester Park Curriculum



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Chester Park Federation Curriculum Statement

The Chester Park curriculum is based on an annual cycle divided into six themed topics. Our learning and teaching adopts a multidisciplinary approach; pupils are challenged to draw on practical skills, evidence of previous learning, academic learning, communication and leadership throughout their curriculum activities.

This topic-based approach is effective in engaging pupils, staff and parents/carers through a range of creative, and meaningful, opportunities that link across subject areas. The creative elements of the curriculum are important for all of our pupils. The children have regular opportunities to engage in the wider arts curriculum.

Positive

At Chester Park, we pride ourselves on the breadth of our curriculum. We strive to provide our pupils with a balanced, creative and highly engaging portfolio of learning opportunities that incorporate not only the National Curriculum, but celebrate the ideas and experiences of every learner in our school. At its core, the Chester Park curriculum aims to promote positive attitudes to learning. By equipping our pupils with positive learning experiences from a young age, we aim to create a lifelong positive association with learning and developing new skills.

Resilient

One of the key principals of our curriculum is developing resilience. The curriculum provides a raft of 'safe' contexts for pupils to practice, extend and develop new skills. Through trialling success in an engaging activity, our pupils have successful reference points to draw upon when faced with more challenging contexts during their core subject learning time.

Reading is central to the Chester Park curriculum; high quality texts are used across the school to support learning. Where possible, we use links through these books to create a gateway to the wider curriculum. A strong emphasis is placed on the incorporation of English and Mathematics to enable our pupils to rehearse and transfer skills across multiple contexts; equipping them for adulthood and creating an understanding of their own individual abilities.

Meaningful

We encourage our pupils to have high expectations of themselves and proactively challenge their own learning opportunities. In answer to this, Chester Park teaching practitioners continuously explore vehicles for purposeful learning. Our pupils expect to work towards an outcome that is frequently shared with their parents and carers. At Chester Park, we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom, through designated learning zones, cultural school visits, expert speakers, large scale performances to the public and community activities, our curriculum therefore extends far beyond the classroom. Central to our values is the emphasis on team work and community. We create whole-school themed weeks over the course of the year including; Science Week, Community Week and an annual Comic Con to facilitate all age groups coming together, sharing skills, knowledge and life experiences.

The school vision; Positive Resilient Meaningful drives the curriculum and helps prepare the children for the next stage of their lives and beyond.

At Chester Park all class teachers are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND) with support from the SENDCo. We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. Additional information on this can be found in our [Special Educational Needs Report](#) and [Equalities Report](#).

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English Curriculum Statement

The aim of the Chester Park English curriculum is to support children in being confident speakers, attentive listeners, engaged readers and thoughtful writers. The curriculum is positive and we use a range of texts that are reflective of our community. We support children in developing resilience from when they start school by using editing and improvement. Children work towards a range of outcomes and, where possible, English sessions link to our topic to encourage children to make meaningful connections between contexts.

Reading

Intent: To support children in developing a love a reading and preparing children for next stage of education.

Implementation: The purpose and joy of reading is prioritised within classroom practice from the earliest years. In EYFS, high-quality environments and meaningful oracy opportunities are used to rapidly develop early reading. High-quality picture books are curated to link with our pupil's lived experiences whilst simultaneously opening doors to new areas of learning. Pupils are routinely challenged through exposure to new vocabulary which is then rehearsed and built upon through immersive role play. This approach provides a smooth transition to Key Stage 1 and enables our children to unconsciously apply curiosity, energy and enthusiasm when presented with reading opportunities through their lives.

High quality phonics teaching forms the foundation of reading decoding at Chester Park. Both Infant and Junior schools practice fidelity to phonics schemes (Little Wandle and Read, Write, Ink). Phonics teaching works in conjunction with word comprehension and links to group reading structure (focus on decoding (including word comprehension) - prosody - comprehension). Learning is further consolidated through pupil's personal reading books which are linked to the specific phonemes. Once children no longer rely on Phonics as a reading strategy, PM Benchmarking is used to tightly match reading books to their current level of ability. In KS2, where children are still not able to decode effectively, additional targeted support for Phonics is put in place.

Whole-class reading is routinely adopted in Key Stage 2 therefore pupils are expected to be confidently engaging with this strategy by the end of Key Stage 1. To further facilitate transition, the Year 2 reading learning sequence closely mirrors Key Stage 2: reading skills are explicitly taught over a series of days, culminating in an assessed piece directly mirroring the sequence of learning for all Key Stage 2 pupils. Group reading is undertaken from Year 1, this supports children's confidence in reading and establishes a safe space for reading for all pupils.

Intended Impact: Pupils are able to reach benchmark in the Year 1 Phonics screening check. Pupils leave Key Stage 1 as confident readers who are working at age related expectations. Pupils leave Key Stage 2 achieving age related expectations in teacher assessments and in the reading SAT paper. Where pupils are not reaching these attainment markers, timely adaptations (not reductions) have been made to their curriculum: suitable texts and interventions are put in place for them to make good progress from their personal starting point.

Writing

Intent: To support children in developing as writers who are able to self-improve and write in a sustained manner, with accurate use of GPS, in a range of contexts.

Implementation: Chester Park has a clear strategy across the federation in relation to what skills are taught when and how these non-negotiable elements contribute to the next stage of learning. High expectations for sustained writing from an early age and the use of success criteria are used to support learners in understanding how to develop as a successful writer. A focus on transcription, spelling and developing sustained writing is used at the infant phase which leads to pupils developing composition elements during the junior phase. Editing is begun to be used to improve writing in EYFS and is then further developed throughout KS1 and KS2. The use of high-quality texts supports pupils in understanding what 'good' writing looks like. As a teaching support WAGOLLs are used which highlight key features.

Intended Impact: Pupils are well supported to develop writing skills over each key stage. They develop their writing content, stamina, accurate use of grammar, punctuation and spelling and are able to apply this learning to independent writing. As a result, pupils reach age related expectations or where appropriate greater depth. Where children are not reaching these attainment markers, appropriate provision is in place to support pupils reaching targets in relation to their needs including SEND.

Oracy (Speaking and Listening)

Intent: To empower children to share their thoughts, opinions and understanding confidently and appropriately in a range of contexts.

Implementation: Oracy is highly valued across the federation; we have high expectations that are modelled by all members of staff and are shared explicitly with children. In all subjects, children regularly engage in exploratory talk. This has the dual purpose of allowing children time to formulate ideas and develop their sentences in addition to deepening their understanding through sharing of language. Children are supported by teaching of age-appropriate sentence stems which scaffold them to articulate themselves through full sentences. These sentence stems also encourage children to build on each other's ideas to promote active listening. In addition to this, children experience presentational talk opportunities including debate, presentations in assemblies and within parent events. This helps children to develop an understanding of which types of talk are appropriate in which context.

Intended Impact: Pupils speak with confidence in a range of contexts and are able to articulate thoughts clearly and concisely.

Reciprocity: Reading and writing are taught alongside each other, where the reading of high-quality texts links with the understanding of what high quality writing looks like. As a result, children develop a deeper understanding of the texts they read and learn to write in a range of styles over time. Where appropriate the content of English lessons links to the focus of topic.

Mathematics Curriculum Statement

The aim of the Chester Park Mathematics curriculum is to support children in being confident mathematicians. It supports children in developing proficient methods for calculation and helps them develop efficient strategies to reason and solve problems. The curriculum is positive and is based on supporting children in thinking mathematically. It develops resilience by ensuring children have regular opportunities to review learning and helps them edit and correct their own errors. The mathematics curriculum is meaningful as it uses reasoning and problem solving which relates to real life mathematics.

Mathematics Intent: To support children in developing confidence in mathematics. To develop proficiency in mathematics. For pupils to develop in self-belief in their own mathematical ability. To prepare children for tackling mathematical problems faced in the real world and in the next stage of their education journey. Through the mastery approach, more able children will be challenged with work that demonstrates a deeper understanding of the mathematics curriculum.

Implementation: Mathematics is taught from EYFS through to Year 6 using an agreed and cohesive model to support understanding. There is a calculation policy in place which supports children in progressing in each operation. Children learn through using concrete examples leading to pictorial representation before finally moving to abstract mathematics. Through this mastery approach to mathematics, children develop their fluency and ability to recall facts quickly. In the EYFS, mathematics extends into the continuous provision, both indoors and outside, where interactions embed the thinking and talk that has been modelled. These meaningful situations, enable our young learners to use what they have learnt, and apply it to new situations. Hinge questions are used to support assessment for learning at the start of learning sessions. As a result of these, teacher input is targeted to offer the correct level of challenge for pupils. Over time, pupils learn to self-assess, check their own mathematics and seek ways to correct and improve. Problem solving and reasoning are used regularly. Counting in steps and early work to support the learning of multiplication tables is in place with the intention of pupils being competent and confident in recall of multiplication tables by Year 4.

Intended Impact: At the start of EYFS Mathematics is assessed alongside other curriculum areas in the Baseline assessments. This information, alongside EYFS curriculum, is used to plan learning episodes linked to areas of need. By the end of EYFS pupils are ready to embark on the KS1 curriculum, they have a solid understanding of numbers to 10 and have a developing understanding of the number system to 20. In KS1 pupils are expected to reach age related expectations in mathematics and to have built a foundation of the wider number system and the four operations. This is assessed through teacher assessment in Year 2 and SAT testing. By this stage, we expect the vast majority of pupils to be accessing abstract mathematics, to have a growing understanding of being able to tackle problems in a variety of contexts and to be able to reason. By the end of Year 4 pupils are expected to know multiplication tables and to have a quick recall of these facts. By the time pupils finish KS2 they are expected to be at age related expectations and to be assessed through teacher assessment and through SAT testing as meeting ARE. Children are also expected to be able to use their mathematical understanding to solve a wide range of reasoning and problem solving tasks. Every year group is expected to reach age related expectation statements linked to number, calculation and shape, space and measures. Regular assessment of children within learning enables learning to be pitched at the correct level.

Reciprocity: Where possible mathematics is used to support learning in other areas. This is primarily done through science and computing but is flexible enough to support learning in other subjects also.



Science Curriculum Statement

The aim of the Chester Park Science curriculum is to support children in being confident scientists and to developing skills in working scientifically. The science curriculum is interweaved with our topic approach to delivering the overall curriculum. The areas covered match the national curriculum and these themes are spread over the course of each year group and linked to subject knowledge and the development of scientific skills including written and pictorial responses to scientific investigation. We promote a positive inclusive model of science. Our topics are always launched with a Brilliant Beginning and conclude with a Fantastic Finale. Where possible we endeavour to use trips and or visitors to enhance our teaching of science and to ensure that it is meaningful. Science helps us explore how science has helped overcome barriers and solve problems. Many aspects of our science curriculum are linked to our golden threads which run through our curriculum from EYFS to Year 6. Our ethos within the EYFS is embedded in the Characteristics of Effective Teaching and Learning and seeks to support our children's development and support progress through play.

Intent: To support children in developing knowledge and understanding in relation to science. To develop scientific skills and the ability to think scientifically. To explore ways to solve problems and make links between different areas of learning. To prepare children for how science impacts the real world and to support them in accessing the next stage of their education.

Implementation: Science is taught in thematic units spread over the time children are at Chester Park. The structure of each unit builds on previous learning and also allow scientific skills to be revisited and developed on over time. Children complete work in science books and work towards a tangible outcome at the end of a term (often to celebrate what they have learnt over time). The science taught matches tightly with the national curriculum and key links have been made with other areas of learning so that often science is linked with other areas of learning. The golden threads of the curriculum support the teaching of science and most often; environment or science, innovation and technology. Science skills are taught and built on over time. Children learn how to plan experiments, test fairly and safely, predict, observe, analyse and evaluate. Children focus on developing each of these elements of scientific thinking and gradually bring each element together so that by the time they conclude their learning that children have a clear grasp of the scientific process. In the EYFS the knowledge and skills within science are interwoven into their everyday interactions with people and objects. Planned experiences and contexts enable skills and knowledge to be taught. Forest School and our continuous provision use provocations which invite children to think, talk and practise key vocabulary within their play. Information books, linked to their experiences, support their broadening knowledge as scientists.

Intended Impact: Children have a working knowledge of key scientific principles and are well prepared for the next stage of their education as they progress to secondary school. Children are able to think scientifically and apply this thinking in a range of contexts.

Reciprocity: Where possible science links are made with other areas of learning including mathematics, geography, computing and history.

Geography Curriculum Statement

The aim of the Chester Park Geography curriculum is to support children in being confident geographers, to developing skills in fieldwork and to be able to investigate and create maps effectively. It helps us understand the country, city and locality we live in. The geography curriculum is interweaved with our topic approach to delivering the overall curriculum. The areas covered match the national curriculum and these themes are spread over the course of each year group and linked to subject knowledge and the development of geographical skills including fieldwork and map-work. We promote a positive inclusive model of geography and look to ensure that we explore countries linked to our community. Our topics are always launched with a Brilliant Beginning and conclude with a Fantastic Finale. Where possible we endeavour to use trips and or visitors to enhance our teaching of geography and to ensure that it is meaningful. Geography helps us explore our local area, environment, city, country, continent and world we live in. Many aspects of our science curriculum are linked to our golden threads which run through our curriculum from EYFS to Year 6. Our ethos within the EYFS is embedded in the Characteristics of Effective Teaching and Learning and seeks to support our children's development and support progress through play.

Intent: Through the teaching of Geography at Chester Park, we provide a meaningful stage for understanding, valuing and exploring the world in which we live and how it has evolved. We intend for children to become knowledgeable and passionate about the local community and further, by learning through experiences in fieldwork and practical activities. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We want children at Chester Park to develop a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We want children to further develop their spatial skills through the use and creation of maps.

Implementation: Geography is taught as thematic units spread over the time children are at Chester Park. The structure of each unit builds on previous learning and also allow geographical skills to be revisited and developed on over time. Children complete work in floor books in KS 1 or scrap books and work towards a tangible outcome at the end of a term (often to celebrate what they have learnt over time). The geography taught matches tightly with the national curriculum and key links have been made with other areas of learning so that often geography is linked with other areas of learning. The golden threads of the curriculum support the teaching of geography and most often; environment or science, innovation and technology. Geography skills are taught and built on over time. Children learn how to research, observe, measure, record and present as well as learning about locational knowledge. Children focus on developing each of these elements of geographical thinking. Over time, children are exposed to a range of geographical information and develop skills in interpreting and creating maps. In the EYFS our continuous provision play-experiences use provocations which invite children to think, talk and practise key vocabulary within their play. Planned experiences and contexts for interactions, including Forest School enable geographical skills and knowledge to be taught while core books, linked to their experiences, support their broadening thinking about the world around them.

Intended Impact: As children progress through the school, they develop a working knowledge of geographical concepts covered and understand their local area and its place within the wider world. Through pupil voice, the children demonstrate their knowledge of significant locations, place, physical and human features and they are able to make comparisons between different regions, countries or cities/towns around the world. Our Geography curriculum will also lead pupils to be

enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and scrapbooks. Children at Chester Park will be equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Where possible, geography links are specifically planned for, with strong links between other areas of learning including Science, Mathematics and History.

Reciprocity: Our geography curriculum links with history, mathematics and science and the thematic topic approach supports children seeing links between these areas of learning.



History Curriculum Statement

The aim of the Chester Park History curriculum is to support children in becoming questioning historians who are interested in developing enquiry. The History curriculum is interweaved with our topic approach to delivering the overall curriculum. The areas covered match the National Curriculum and these themes are spread over the course of each year group and linked to subject knowledge and the development of enquiry skills using a variety of sources of evidence. We promote a positive inclusive model of History. Our themes for History are spread across the year and include links with non-white history spread over the course of the year. Each October, our community welcomes our embracing approach to celebrating Black History. Chester Park has 47 different nationalities and 30 different languages and our approach to celebrating Black History each October is important in supporting our equalities objectives and our inclusion agenda. The history topics studied over the time at Chester Park support children in developing a sense of their place in time and how things have changed over time as well as how history impacts on them today. Our history topics, where possible have strong local links so that children can learn about how history has shaped the city they live in and the area in which they live. Our topics are always launched with a Brilliant Beginning and conclude with a Fantastic Finale. Where possible, we endeavour to use trips and or visitors to enhance our teaching of history and to ensure that it is meaningful. Many aspects of our History curriculum are linked to our golden threads which run through our curriculum from EYFS to Year 6.

Intent: To support children in developing knowledge and understanding in relation to history. To develop historical enquiry skills and the ability to question. To explore how events or decisions made previously have impacted on our world both positively and negatively. To prepare children for the next stage of their education.

Implementation: History is taught in thematic units spread over the time children are at Chester Park. The structure of each unit builds on aspects of previous learning through the Golden Threads. Work related to history is compiled in either floor books or in scrapbooks - these reflect learning overtime. There is also a working wall in the classroom which builds over the course of the term to reflect a growing understanding in that area of study. History topics are concluded with a fantastic finale (this will have a heavy historical angle and will be used to model learning over a term. The history taught matches tightly with the National Curriculum and where possible has got strong links to Fishponds and Bristol. The Golden Threads of the curriculum support the teaching of History and over time each thread is explored, drawing on previous learning. Historical enquiry skills are built on over time and children use a range of evidence to make deductions about the past. In the EYFS the knowledge and skills within history are interwoven into their everyday interactions with people and objects as they recognise and describe special times or events for family and friends. Planned experiences and contexts enable skills and knowledge to be taught about settings, characters and events within their own experience and in the past. Our continuous provision uses provocations which invite children to think, talk and practise key vocabulary within their play.

Intended Impact: Children have a working knowledge of key aspects of history linked to the National Curriculum. Children have a clear understanding of how historical events, periods and decisions have impacted the city and area they live in. Children have developed questioning skills and historical enquiry to help them be prepared for the next stage of their education as they progress to secondary school. Children can identify how the golden threads of the curriculum link over a number of topics.

Reciprocity: Where possible history links are made with each of the Golden Threads.

Art and DT Curriculum Statement

Art and DT at link with golden threads of art and science, innovation and technology that run through the school curriculum. These subjects are built into our thematic topic approach. Often these subjects are used to showcase and celebrate pupils work as part of our fantastic finales. Supporting pupils in developing creativity is an important element of the overall curriculum design these elements contribute heavily to our afternoon provision.

Art Curriculum Statement

The aim of the Chester Park Art curriculum is to support children in being confident and creative artists; developing skills in their observations, drawing, painting, sculpture and mixed media. Art is interweaved with our topic approach to ensure links are made with the wider world and with relevant artist's work. The areas covered are built on each year to ensure a progression of skills and learning opportunities including building children's confidence. We launch each year with our Art Topic Comic Con where artwork is created and celebrated across the school and community. It is also interweaved within themed weeks to enhance planning, creativity and self-expression.

Intent: To study a range of artists and reflect on how they have impacted society. To support children to purposely plan pieces of art which demonstrates similar themes and skills used by artists whilst also developing their own self-expression. To confidently use a range of media within their chosen work. To develop critical thinking skills that can be transferred across subjects. To understand how art and design has shaped history and how it contributes to culture.

Implementation: Children in EYFS are given a range of opportunities to explore mixed media and mark making with a weekly changing focus that links to thematic areas being explored. Children have the chance to investigate art inside and outside the classroom and have regular experiences at forest school to develop aspects of art. As children move through key stage 1, they explore different artists and use a range of techniques to explore the elements of art; line, shape, form, space, value, colour and texture. These elements are the essential components, or building blocks, of any artwork and children use a range of media to develop understanding of this. Children work towards outcomes to which they are proud of and develop positive attitudes towards art. In the junior school, the foundations that have been established at the infant school are further developed and through a focus on drawing pupils continue to develop. Art is strongly linked to topic areas and where possible to the English curriculum.

Intended impact: Children confidently use a range of media and have developed their self-expression. They have built a range of skills which will transfer to secondary school and beyond. Children are able to think critically and plan appropriately.



DT Curriculum Statement

The aim of the Chester Park DT curriculum is for children to use their creativity and develop critical thinking skills to support them in planning, designing and making products. DT is taught as part of a theme, linked with a variety of subjects including Maths, Art and Science, amongst others, ensuring strong links across the curriculum. It focusses on practical application to ensure children are learning through the process of doing, building on their problem solving and resilience. In addition, links are made to the wider world to understand the impact design technology has had to society in the past and present.

Intent: To support children in developing skills to design, create and evaluate products. For children to use skills to work towards an intended outcome which allows them to apply skills that they have developed in a range of contexts.

Implementation: Through the planning and making process, children learn to problem solve and take risks as they actively seek what works and what does not work through physical application. After completing tangible work, children reflect on the effectiveness of their designs and consider whether they can be improved further, extending critical thinking. Within this whole process links are made with past and current objects and technologies to ensure children develop a greater understanding of how design and technology has and is impacting on daily life and society.

Intended impact: Children will learn to think critically and solve problems. They will understand how DT contributes to wider society and build on skills that will offer themselves to range of industries and personal interests.

Reciprocity: Art and DT are prominent in the curriculum and link to the golden threads of art and science, innovation and technology. Links are made between science, music, history and English.



PE Curriculum Statement

Physical activity is an important aspect of supporting children in developing healthy attitudes. PE plays an important role, in not only promoting physical fitness but equally to support pupil well-being.

Intent: Chester Park believes that Physical Education, experienced in a safe and supportive environment, is essential to ensure children all of our children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and integrity of play to embed life-long values. Our curriculum aims to improve the fitness of all children at Chester Park, not only through skills taught, but through the underpinning values and disciplines Physical Education promotes.

Implementation: Physical Education at Chester Park provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net and wall games, strike and field games, gymnastics, dance, swimming and outdoor and adventure. The long-term plan sets out the Physical Education units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available each day and children can attend after school sport clubs (Covid-19 restrictions may impact on this). As children get older, they are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. We will soon be using a small group of Year 6 children are invited to become Sports Leaders for the school. They will develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities. Children participate in workshops covering a variety of sports throughout the year. For example, archery, climbing wall, cricket, outdoor and adventure, again providing the children with an opportunity to develop, improve their fitness and to try something new. Children in Year 3 and 4 swim once a week for half a school year each. Children at the junior school take part in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day. Dancercise is used for our younger pupils (at the infant school) to promote healthy attitudes and physical activity.

Intended Impact: Chester Park help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also the success of competitive sports. We equip our children with the necessary skills and love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through Physical Education.

Computing Curriculum Statement

The aim of the Chester Park Computing curriculum is to support children in becoming confident and fluent in a variety of platforms and programs that reflect the society they will become a part of. We promote the importance of being safe while using technologies in school and while away from school. We also aim to include programs that will link closely to partner secondary schools so that the children are better equipped for the challenges that lie ahead of them. The areas covered match the National Curriculum and these themes are spread over the course of each year group and linked to previous learning. Our topics are designed to be engaging and be relevant to what they will face later in life. Computing is an integral part of our life and work. We use computers everyday for all manner of reasons and to solve a plethora of challenges. For this reason, we need to give our children the best and most realistic opportunities to learn and to succeed.

Intent: To support children in developing knowledge and understanding in relation to computing; to learn and develop skills and deploy the ability to debug, program and tinker when working inside and outside of class; to explore ways to solve problems and make links between different areas of learning; to prepare children for how computing impacts the real world and how relevant it is in life. In addition, we aim to support them in accessing the next stage of their education with a strong foundation of how computing is integral to our life. Above all, we promote developing a positive and healthy understanding of the benefits and potential dangers linked to technologies.

Implementation: Computing is taught in units spread over the time children are at Chester Park. The structure of each unit builds on previous learning and also allows for skills to be revisited and developed over time. Tinkering and experimenting with programs is encouraged and children can develop their skills further by using their account to delve into areas of interest. Children complete work and hand it in to the teacher. Children learn how to code, program, debug, use spreadsheets, use the internet safely and are encouraged to tinker and explore. Each term, there is an explicit link made between PSHE and computing and we revisit the importance of online safety in school and when away from school.

Intended Impact: Children have a working knowledge of key computing skills and understand that computing is integral to our current way of life. They are well prepared for the next stage of their education as they progress to secondary school. Children are able to understand computing and that it allows us to solve many problems within our life as well as to use them to further our own curiosity into an ever-developing technological age. Children understand the importance of using technologies safely and securely in school and while away from school.

Reciprocity: Where possible computing links are made with other areas of learning including PSHE, mathematics and science.

Music Curriculum Statement

Music at Chester Park has strong links with our thematic approach to the curriculum. In the infant school, basic elements of music are introduced and a cyclical approach to the teaching is incorporated. The Charanga scheme is used to support the delivery of music at this early stage which support non-specialist teachers in building the pupils understanding of music. As pupils progress to the junior school, the National Curriculum strands are integrated into our wider curriculum themes to ensure consistent links are made between different topics. Music is also one of the golden threads in our curriculum, emphasising its importance across different periods of time. Where possible, we showcase musical celebrations throughout the year linked to the different cultures within our community.

As pupils progress to the junior school, the National Curriculum strands are integrated into our wider curriculum themes to ensure consistent links are made between different topics. Music is also one of the golden threads in our curriculum, emphasising its importance across different periods of time.

Intent: Chester Park believes that high quality Music Education will engage and inspire our pupils to develop their love of music and their talent as musicians. This experience and achievement will then increase their self-confidence and creativity. All individuals will have opportunities to develop these skills in a wide range of teaching and learning activities. Our intent in music is for children:

- To perform, listen to and review a wide range of music.
- To learn to sing and use their voices.
- To have the opportunity to learn a musical instrument.
- To be introduced to the possibilities created by Music Technology.
- To develop an understanding of the terminology used within all music, which are referred to as the Inter-related dimensions of music: pitch, timbre, dynamics, dynamics, tempo, texture, structure and musical notation.

Implementation: Children will participate in a range of classroom activities, which develop the skills they use. Children will develop confidence in performing, either using their voices or a musical instrument. Children will be given opportunities to access a wide range of musical genres; they will be confident about talking and evaluating this music, recognising that different music appeals to different people. Children will be given the opportunity to learn a musical instrument. Children will develop confidence as musicians.

As pupils become more confident in their understanding of music, the teaching of music is supplemented via access to Bristol Beacon Music Hub which culminates in an element of performance.

Y3: Stomp Y4: Steel Pans Y5: Djembe Drumming Y6: Ukulele

Intended Impact: Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive.

All children will participate in quality music sessions across the year which will develop their fundamental musical skills, such as maintaining a pulse and singing. These sessions may be linked to topics and other areas of the curriculum or taught as stand-alone lessons. Curriculum-orientated music lessons will be identified on the curriculum document for each year group to demonstrate where music is a focus. Finally, Fantastic Finales to our topics will be used to promote the performance strand of the curriculum, as well as reinforcing our celebration of music.

Reciprocity: We make cross curricular links to music through topic, RE, English, French and Art lessons.



PSHE Curriculum Statement

In Personal, Social and Health Education (PSHE) we use the scheme *Jigsaw* throughout the Federation. This scheme was carefully selected as it offers a comprehensive programme for PSHE including the statutory learning for Relationships and Health Education. The well-structured, spiral, progressive and effective lessons give our pupils relevant learning experiences to help prepare the children for life; helping them really know and value who they are and understand how they relate to other people in this ever-changing world. The lessons have a strong emphasis on emotional literacy and link to our 'Social' Golden Thread.

Intent: To develop and build strong relationships; to apply learning in lessons to daily life; to build resilience; to nurture mental and physical health; to be able to compare their lives to those of others who may be different to themselves and develop their empathy.

Implementation: This is taught as a discrete subject in the first lesson of the week throughout the federation. Each term will offer a whole-school theme (e.g. Healthy Me) where skills and knowledge are built over time with children being exposed to age-appropriate content through the spiral curriculum. The lessons also include mindfulness allowing the children to advance their emotional awareness, concentration and focus. It is also used as a well-being 'check in' with pupils at the start of each week.

Intended Impact: Children will:

- be prepared to manage the changes ahead, particularly with preparing for the next stage of education
- develop high aspirations for themselves
- be able to navigate conflict and resolution in their lives
- develop an appreciation and understanding of a range of cultures within our community
- reflect on what makes them unique
- be confident in understanding the changes that will happen to them during puberty

Reciprocity - This links to building social skills, helping to support children in less structured times such as play times. Developing their emotional literacy will help with key reading skills in English lessons when using inference to understand characters' thoughts, feelings and motives from their actions. The scheme also synergises with our RE scheme.



Modern Foreign Languages Curriculum Statement

MFL at Chester Park focuses on French as this is a subject taught initially by both the main secondary schools that the overwhelming majority of our pupils transfer to.

Intent: It is our intent at Chester Park Junior School to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL taught is French, however we strive to provide children with opportunities to experience a range of other languages. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

Implementation: Our MFL curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences.

All children in KS2 will have regular language lessons with their class teacher. We currently use Twinkl to support our teaching of French. This is to support our non-specialist teachers in the delivery of this subject and to ensure that there is consistency of practice and provision across the school.

This academic year (2021 -22), we will create the opportunities for our pupils to engage with language learning in different ways. Firstly, we are linking with a école élémentaire (Primary School), to set up a pen pal scheme for our Year 6 pupils. Secondly, we hope to run a Spanish after school club, which would be led by the MFL subject leader and a Spanish speaking LSA.

Intended Impact: Our MFL curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

These are as follows:

- **understand and respond to spoken and written language from a variety of authentic sources**
- **speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation**
- **can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt**

- **discover and develop an appreciation of a range of writing in the language studied**

Pupil voice is also used to further develop the MFL curriculum. This is achieved through termly pupil conferencing.

Reciprocity: Where possible MFL links are made with other areas of learning including Music and English.



Religious Education Curriculum Statement

In Religious Education (RE) we use the scheme Discovery RE throughout the Federation. This scheme was carefully selected as it offers a comprehensive programme for RE which matches the Local Authority Awareness, Mystery and Values and Bristol SACRE requirements. Teaching in EYFS and Key Stage 1 is based around the teaching of Christianity and at least one other religion from the list of Hinduism, Islam and Judaism. As children progress through Key stage 2, the breadth of study increases to include further religious beliefs including Buddhism and Sikhism. The well-structured, progressive and effective lessons give our pupils opportunity to learn about different religions, reflect upon their own beliefs and have empathy and understanding towards the views of others. The lessons have a strong emphasis on emotional literacy and link to our 'Religion' Golden Thread.

Intent: It is our intent at Chester Park for all of our pupils to learn from and about religion, so that they can understand their community and the wider world around them. Through the teaching of Religious Education, we aim to promote an understanding of all cultures and religions whilst celebrating them and understanding the importance of challenging discrimination and prejudice.

Implementation: Throughout their time at Chester Park, pupils will learn about different religions and cultures through the teaching of Discovery RE. They will develop their empathy for others and be encouraged to ask questions and foster their own curiosity. In addition to the teaching of Discovery RE we use assemblies and circle times to share personal experiences of special days and festivals linked to the children's lives. Visits from Religious leaders and visits to places of worship are used within RE teaching and learning.

This academic year (2021-22), the role of RE Ambassadors was created in the Junior school. Across KS2, each of the religions that we study, is represented by pupils who are members of that faith. Their role involves hosting assemblies to describe and explain the importance of festivals, anniversaries, and events that are key features in their religion. Our younger pupils are supported to share their own religious beliefs and understanding through parental support.

We ensure that all statutory elements of RE are included and The Discovery RE scheme is fully inclusive.

Intended Impact: Through their RE learning, our pupils are able to make links between their own lives and those of others in their community and in the wider world. They develop an understanding of other people's cultures and ways of life. Children will have the ability to question what they are learning and challenge anything that they believe to be prejudice or discriminatory. They will be inquisitive, respectful and kind.

Reciprocity: Where possible Religious Education links are made with other areas of learning including History. Discovery RE works alongside our Jigsaw scheme of PSHE learning.