



Fen Ditton C. P. School

# CURRICULUM POLICY

Policy Review Schedule	
Last Updated	Next Planned Review and Update
17.3.16	March 2018
Governor Signature:	

## **Our Learning and Curriculum Vision 2014**

### **Learning Vision**

At Fen Ditton Primary School we encourage and develop our children to become lifelong, independent learners through the high standards of teaching we deliver. We strive for our learners to develop positive attitudes and fulfil their individual potential. We equip our children with knowledge, skills and learning attributes that enable them to be resilient and adaptable learners, ready to face the challenges our rapidly changing world may hold for them.

We aim for our children to be:

- Happy
- Creative
- Numerate
- Literate
- Technologically competent and safe in the world of ICT
- Independent and responsible global citizens with environment awareness
- Entrepreneurial
- Empathetic, understanding and able to show respect for others
- Adopting a healthy lifestyle

### **Curriculum Vision**

Our rich and varied skills based curriculum is designed to prepare our children with essential life skills to be able to access future learning. We provide a learning environment that reflects the learning journey and celebrates children's successes. Our curriculum will ensure the progression through learning objectives, with Literacy and Numeracy skills at the heart of what we deliver. Our curriculum is continually enriched with a broad range of trips, visits and experiences.

Our enquiry led approach enables our children to be involved with planning topics and themes of study so their learning reflects their interests, which motivates them to learn. If our children are enthused and excited by what they learn, they will ask questions and want to investigate further, creating a passion for learning. Further to this we feel that it is essential the children are given time to reflect on their learning and themselves as learners.

Our children learn best through practical 'hands on' learning opportunities which enable them to experience learning in a meaningful way.

# MATHEMATICS

<b>Purpose of study:</b> <small>(From the National Curriculum)</small>	<p style="text-align: center;"><b>Mathematics is a creative and highly inter-connected discipline..... It is essential to everyday life.</b></p> <p style="text-align: center;">A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.</p>	
<b>Aims</b> <small>(From the National Curriculum)</small>	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Become <b>fluent</b> in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</li> <li>• <b>Reason mathematically</b> by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.</li> <li>• Can <b>solve problems</b> by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul>	
<b>Principle Focus</b> <small>(From the National Curriculum)</small>	Key Stage 1	The principle focus of mathematics teaching in KS1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value.
	Lower Key Stage 2	The principle focus of mathematics teaching in lower KS2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.
	Upper Key Stage 2	The principle focus of mathematics teaching in upper KS2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers
	<p>Through the delivery of the Mathematics curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Be confident and have faith in their own abilities</li> <li>• Be intrinsically motivate through the love and enjoyment of Maths and be willing to perseveres when challenged</li> <li>• Be logical and methodical problem solvers with good reasoning skills</li> <li>• Be independent thinkers and learners</li> <li>• Be able to apply their skills in life</li> </ul>	

**Our school's principles**

**What Maths looks like at Fen Ditton**

- Be intrinsically motivated individuals who see the benefit from learning through 'Trial and Improvement'.
- Be flexible in their approaches and willing to take risks
- Be able to see patterns and enjoy playing with numbers
- Be willing and able to co-operate, communicate and share ideas
- Be fluent and competent in using the 4 operations
- Know what apparatus or strategies to use and when to use them

Mathematic lessons in our school:

- Give children the opportunity to investigate and explore
- Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.
- Encourage children to ask questions; make and test predictions and make mathematical connections
- Encourage children to reflect on and evaluate their learning.
- Have high expectations of all children
- Use practical resources and images to support learning
- Numbertalk and say it, build it, draw it make it
- Everyday is a mental Maths day

Mathematics should to be promoted across the school through:

- Maths rich environments
- Using Maths in other subjects
- Celebrating Maths in class assemblies and other special events
- Being aware of well known Mathematicians

Mathematics will be taught through:

- A two-week content and planning cycle that allows for meaningful links with problem solving, investigations and the wider school curriculum.
- Everyday is a mental maths day
- Morning maths

# ENGLISH

<b>Purpose of study:</b> (From the National Curriculum)	<p><b>A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.</b></p> <p>Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.</p>	
<b>Aims</b> (From the National Curriculum)	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. This means that that all pupils should:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>	
<b>Principle Focus</b> (From the National Curriculum)	Key Stage 1	<p>Year 1: Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Year 2: The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>
	Lower Key Stage 2	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>
	Upper Key Stage 2	<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>
	<p>Through the delivery of the English curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Be confident communicators</li> <li>• Develop a love of writing and reading for pleasure</li> <li>• Have a sound understanding of grammar, spelling and punctuation appropriate to their age.</li> </ul>	

**Our school's principles**

**What English looks like at Fen Ditton**

- Be independent writers and readers
- Be able to use their literacy skills in real life
- Write for real purposes and real audiences
- Develop a knowledge of and love for high quality English literature texts.
- Be able to work alone, in pairs, or in groups to share ideas and learn from each other
- Be fluent and competent in their spoken language.
- Be able to re-read, check, edit and improve their writing.

English lessons in our school will:

- Give children the opportunity to write in a range of genres, styles and formats.
- Provide contexts that give children opportunities for writing at length.
- Encourage children to ask questions and orally rehearse their ideas and thinking.
- Encourage children to reflect on, evaluate and improve their learning.
- Have high expectations of all children.
- Develop the children's spelling, grammar, punctuation and handwriting skills to a high standard.
- Be linked to the current topic wherever possible, to provide further opportunities for writing.

English will be promoted across the school through:

- Literacy displays promoting pupils' imagination and achievements.
- Writing in other subjects, especially topics
- Celebrating great writing in class assemblies, 'Big Write' days, and other special events
- Being aware of great writers and their works.

English will be taught through:

- A dedicated 1 hr lesson every day.
- Making links to other areas of the curriculum.
- A hand-writing, spelling and grammar element to be taught each week.
- Re-enforcing new skills in independent work during guided Reading time.

# SCIENCE

<b>Purpose of study:</b> <small>(From the National Curriculum)</small>	<b>Science has changed our lives and is vital to the world’s future prosperity.</b>	
<b>Aims</b> <small>(From the National Curriculum)</small>	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop <b>scientific knowledge and conceptual understanding</b> through the specific disciplines of biology, chemistry and physics</li> <li>• develop understanding of the <b>nature, processes and methods of science</b> through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• are equipped with the scientific knowledge required to understand the <b>uses and implications</b> of science, today and for the future.</li> </ul>	
<b>Principle Focus</b> <small>(From the National Curriculum)</small>	Key Stage 1	The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice.
<b>Principle Focus</b> <small>(From the National Curriculum)</small>	Lower Key Stage 2	The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.
<b>Principle Focus</b> <small>(From the National Curriculum)</small>	Upper Key Stage 2	The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.
	<p>Through the delivery of the Science curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Be confident and have faith in their own abilities</li> <li>• Be intrinsically motivate through the love and enjoyment of Science and be willing to persevere when challenged</li> <li>• Be logical and methodical problem solvers with good reasoning skills</li> <li>• Be independent thinkers and learners</li> <li>• Be able to apply their skills in life</li> </ul>	

**Our school's principles**

**What Science looks like at Fen Ditton**

- Be flexible in their approaches and willing to take risks
- Be willing and able to co-operate, communicate and share ideas
- Ask and answer scientific questions

Science lessons in our school:

- Give children the opportunity to investigate and explore and use a range of scientific equipment to conduct their own investigations
- Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.
- Encourage children to ask questions; make and test predictions and make scientific connections
- Encourage children to reflect on and evaluate their learning.
- Have high expectations of all children
- Use practical resources and images to support learning

Science should to be promoted across the school through:

- Using scientific concepts in other subjects
- Celebrating science in class assemblies and other special events such as themed science weeks
- Providing the children with regular opportunities to go on science themed trips and take part in workshops
- Having visitors to the school to share their knowledge and experiences with the children
- Being aware of well-known Scientists- teach the children about the scientists who represent each of our 'houses'

Science will be taught through:

- Weekly or in blocks through topic questions, age related content, investigations and the wider school curriculum.

# GEOGRAPHY

<p><b>Purpose of study:</b> (From the National Curriculum)</p>	<p>Geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p>				
<p><b>Aims</b> (From the National Curriculum)</p>	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• are competent in the geographical skills needed to:</li> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>				
<p><b>Principle Focus</b> (From the National Curriculum)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="280 1165 380 1276" style="text-align: center; vertical-align: middle;"> <p>Key Stage 1</p> </td> <td data-bbox="380 1165 2172 1276"> <p>The principle focus of geography teaching in KS1 is that pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> </td> </tr> <tr> <td data-bbox="280 1276 380 1420" style="text-align: center; vertical-align: middle;"> <p>Key Stage 2</p> </td> <td data-bbox="380 1276 2172 1420"> <p>The principle focus of geography teaching in KS2 is that pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> </td> </tr> </table>	<p>Key Stage 1</p>	<p>The principle focus of geography teaching in KS1 is that pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Key Stage 2</p>	<p>The principle focus of geography teaching in KS2 is that pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
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Our school's principles

What Geography looks like at Fen Ditton

Through the delivery of the geography curriculum our aim is that children will:

- Be confident and have faith in their own abilities
- Be intrinsically motivated through the love and enjoyment of geography and be willing to persevere when challenged
- Be logical and methodical problem solvers with good reasoning skills
- Be independent thinkers and learners
- Be able to apply their skills in life
- Be flexible in their approaches and willing to take risks
- Be willing and able to co-operate, communicate and share ideas
- Ask and answer geographical questions

Geography lessons in our school:

- Give children the opportunity to investigate and explore
- Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.
- Encourage children to ask questions; make and test predictions and make geographical connections
- Encourage children to reflect on and evaluate their learning.
- Have high expectations of all children
- Use practical resources and images to support learning

Geography should be promoted across the school through:

- Using geographical concepts in other subjects
- Providing the children with regular opportunities to go on geography based field trips in the local area and beyond
- Having visitors to the school to share their knowledge and experiences with the children
- Being aware of well-known Geographers and explorers

Geography will be taught through:

- Weekly or in blocks through our leading topic questions, investigations and the wider school curriculum.

# HISTORY

## History should inspire pupils' curiosity to know more about the past.

<p><b>Purpose of study:</b> (From the National Curriculum)</p>	<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	
<p><b>Aims</b> (From the National Curriculum)</p>	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	
<p><b>Principle Focus</b> (From the National Curriculum)</p>	<p><b>Key Stage 1</b></p>	<p>The principle focus of history teaching in KS1 is to ensure pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
	<p><b>Key Stage 2</b></p>	<p>The principle focus of history teaching in KS2 is to ensure pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically</p>

	<p>valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>Our school's principles</p> <p>What History looks like at Fen Ditton</p>	<p>Through the delivery of the History curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Be confident and have faith in their own abilities</li> <li>• Be intrinsically motivate through the love and enjoyment of History and be willing to persevere when challenged</li> <li>• Be logical and methodical problem solvers with good reasoning skills</li> <li>• Be independent thinkers and learners</li> <li>• Be flexible in their approaches and willing to take risks</li> <li>• Be willing and able to co-operate, communicate and share ideas</li> <li>• Ask and answer relevant questions to further their knowledge</li> </ul> <p>History lessons in our school:</p> <ul style="list-style-type: none"> <li>• Give children the opportunity to investigate and explore the past</li> <li>• Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.</li> <li>• Encourage children to ask questions; explore sources of evidence and make historical connections</li> <li>• Encourage children to reflect on and evaluate their learning.</li> <li>• Have high expectations of all children</li> <li>• Use practical resources and a range of sources of evidence to support learning</li> <li>• Use role play scenarios to allow the children to put themselves in the shoes of others to gain an insight and understanding into the past</li> </ul> <p>History should to be promoted across the school through:</p> <ul style="list-style-type: none"> <li>• Using historical concepts and texts in other subjects</li> <li>• Providing the children with regular opportunities to go on history based trips in the local area and beyond</li> <li>• Having visitors to the school to share their knowledge and experiences with the children</li> <li>• Being aware of well-known Historians and famous people through both British and world history</li> </ul> <p>History will be taught through:</p> <ul style="list-style-type: none"> <li>• Weekly or in blocks through our leading topic questions, investigations and the wider school curriculum.</li> </ul>

## RELIGIOUS EDUCATION

<p><b>Purpose of study:</b> (From the Cambridgeshire Agreed Syllabus)</p>	<p style="text-align: center;">Religious Education must reflect the fact “that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain”</p> <p>To establish an entitlement as the agreed syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in Religious Education. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and development as active and responsible citizens.</p>				
<p><b>Aims</b> (From the Cambridgeshire Agreed Syllabus)</p>	<p>The Cambridgeshire Agreed Syllabus for Religious Educations aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK</li> <li>• Develop an understanding of the influence of beliefs (both religious and secular) values and traditions on individuals, communities, societies and cultures</li> <li>• Develop positive attitudes of respect toward other people who hold views and beliefs different from their own; living in a society of diverse religions</li> <li>• Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Cambridgeshire and the UK</li> <li>• Encourage openness to ask questions and search for answers of meaning and purpose for themselves</li> <li>• Enhance their spiritual, moral, social and cultural development by:             <ul style="list-style-type: none"> <li>– developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them</li> <li>– responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience</li> <li>– reflecting on their own beliefs, values and experiences in the light of their study.</li> </ul> </li> </ul>				
<p><b>Principle Focus</b> (From the Cambridgeshire Agreed Syllabus)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="288 1094 383 1203" style="text-align: center; vertical-align: middle;"> <p>Key Stage 1</p> </td> <td data-bbox="383 1094 2107 1203"> <p>The principle focus of Religious Education teaching in KS1 is to ensure that pupils build upon the experiences and backgrounds which the pupils come from, and provide a rich and diverse curriculum that broadens their experiences and learning about religions.</p> </td> </tr> <tr> <td data-bbox="288 1203 383 1418" style="text-align: center; vertical-align: middle;"> <p>Key Stage 2</p> </td> <td data-bbox="383 1203 2107 1418"> <p>The principle focus of Religious Education teaching in KS2 is to pupils learn about Christianity and some details of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs, and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and valuing</p> </td> </tr> </table>	<p>Key Stage 1</p>	<p>The principle focus of Religious Education teaching in KS1 is to ensure that pupils build upon the experiences and backgrounds which the pupils come from, and provide a rich and diverse curriculum that broadens their experiences and learning about religions.</p>	<p>Key Stage 2</p>	<p>The principle focus of Religious Education teaching in KS2 is to pupils learn about Christianity and some details of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs, and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and valuing</p>
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	<p>what is good and true. They communicate their ideas, recognising other people’s viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.</p>
<p>Our school’s principles</p> <p>What Religious Education looks like at Fen Ditton</p>	<p>Through the delivery of the Religious Education curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Be confident and have faith in their own abilities</li> <li>• Be intrinsically motivate through the love and enjoyment of Religious Education and be willing to persevere when challenged</li> <li>• Be logical and methodical problem solvers with good reasoning skills</li> <li>• Be independent thinkers and learners</li> <li>• Be flexible in their approaches and willing to take risks</li> <li>• Be willing and able to co-operate, communicate and share ideas and listen to the thoughts and opinions of others</li> <li>• Ask and answer relevant questions to further their knowledge</li> </ul> <p>Religious Education lessons in our school:</p> <ul style="list-style-type: none"> <li>• Give children the opportunity to investigate and explore the six main world religions</li> <li>• Have a context that gives children concrete opportunities for using and applying their skills as well as a reason to understand what they are being taught.</li> <li>• Encourage children to ask relevant questions</li> <li>• Encourage children to reflect on and evaluate their learning.</li> <li>• Have high expectations of all children</li> <li>• Use practical resources, religious artefacts and a range of sources of evidence to support learning</li> <li>• Use role play scenarios to allow the children to put themselves in the shoes of others to gain an insight and understanding into the beliefs and values of others</li> </ul> <p>Religious Education should to be promoted across the school through:</p> <ul style="list-style-type: none"> <li>• Using religious concepts and stories in other subjects</li> <li>• Providing the children with regular opportunities to visit different places of worship</li> <li>• Having visitors to the school to share their beliefs, faiths, knowledge and experiences with the children</li> <li>• Being aware of well-known Religious figures</li> </ul> <p>Religious Education will be taught through:</p> <ul style="list-style-type: none"> <li>• Weekly or in blocks through our leading topic questions, investigations and the wider school curriculum.</li> </ul>

# MUSIC

‘Engage and inspire pupils to develop a love of music’

Purpose of study: (From the National Curriculum)	<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	
Aims (From the National Curriculum)	<p>The national curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</li> <li>• Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	
Subject Content (From the National Curriculum)	Foundation Stage	<ul style="list-style-type: none"> <li>• Children represent their own ideas, thoughts and feelings through music. (ELG)</li> <li>• Children sing songs, make music and experiment with sounds. (ELG)</li> </ul>
	Key Stage 1	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
	Key Stage 2	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
	<p>Through the delivery of the Music curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Be enthusiastic and confident performers who see themselves as musicians.</li> <li>• Be able to sing creatively and expressively.</li> <li>• Enjoy listening to a variety of live and recorded music and will be able to appreciate a variety of genres.</li> <li>• Be knowledgeable about the history of music and appreciate great composers and musicians.</li> </ul>	

<p>Our school's principles</p> <p>What Music looks like at Fen Ditton</p>	<ul style="list-style-type: none"> <li>• Have the ability to play tuned and un-tuned instruments and use these skills to compose individually and during group collaborations such as composing our 'school song'.</li> <li>• All access high quality music teaching and will be provided with the opportunity to take part in extra-curricular activities.</li> </ul> <p>Music lessons in our school:</p> <ul style="list-style-type: none"> <li>• Give children time to investigate, explore and play musical instruments.</li> <li>• Focus on the importance of teaching singing and will deliver high quality vocal work.</li> <li>• Encourage children to Perform, experiment and be creative.</li> <li>• Are interactive; Teachers are seen to be active musicians. They model and demonstrate the instruments they are teaching and provide hands on experience for pupils.</li> <li>• Build upon pupils prior experiences; for example, cross curricular activities they may have taken part in or instruments they have learnt as a class or during private tuition.</li> </ul> <p>Music should be promoted across the school through:</p> <ul style="list-style-type: none"> <li>• Singing assemblies, class assemblies, our school productions and other special events.</li> <li>• Cross – Curricular lessons and topic work.</li> <li>• Choir, Clubs, Trips and opportunities to perform and compete in and outside of school.</li> <li>• Music Rich environments in classrooms and around the school using displays.</li> <li>• Regular newsletters to parents that promote and inform them about the private music tuition that takes place on school grounds; such as our percussion and piano lessons.</li> </ul> <p>Music will be taught in KS1 and KS2:</p> <ul style="list-style-type: none"> <li>• Each class will have a weekly 45 minute Music lesson delivered by a trained music teacher hired from 'Cambridgeshire Music'</li> </ul> <p>Music will be taught in the Foundation stage:</p> <ul style="list-style-type: none"> <li>• The enabling environment in the foundation stage allows for constant learning opportunities, through play, within Music and the wider area of 'Expressive Arts and Design'.</li> <li>• Quality musical instruments are always out for the children to explore and the children are taught a variety of music skills using Boomwhackers.</li> </ul>
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## PERSONAL DEVELOPMENT

<b>Purpose of study:</b> (From the National Curriculum)	<b>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.</b>	
<b>Aims</b> (From the National Curriculum)	<p>The national curriculum guidance for Personal Development aims to ensure that all schools:</p> <ul style="list-style-type: none"> <li>• promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society</li> <li>• Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.</li> <li>• Make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education</li> </ul>	
<b>Principle Focus</b> (From Cambridgeshire Primary Personal Development Programme)	Key Stage 1	Promote self-awareness, self-esteem, and confidence by encouraging them to take pride in their achievements and talents
	Lower Key Stage 2	Encourage the understanding of others' feelings and beliefs including promoting an understanding of a range of human emotions and ways of dealing with these
	Upper Key Stage 2	Encourage pupils to develop the skills of communication, decision making and problem solving which affect their lives.
<b>Our school's principles</b>	<p>Through the delivery of the Personal Development curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Learn in a healthy, safe and caring environment</li> <li>• Develop a positive self-esteem</li> <li>• Recognise and embrace differences within school and the wider community</li> <li>• Approach challenges confidently</li> <li>• Make safe choices</li> <li>• Gain an awareness of religious, cultural and moral values</li> <li>• Know how to deal with conflict in a competent and respectful way</li> </ul> <p>Personal Development lessons in our school:</p> <ul style="list-style-type: none"> <li>• Give children the opportunity to explore sensitive issues in a safe environment</li> </ul>	

**What  
Personal  
Development  
looks like at  
Fen Ditton**

- Allow children to share personal views in a respectful environment
- Encourage children to ask questions
- Develop tolerance of differences
- Help children to become reflective learners
- Follow a set of rules established by the teacher and children together.
- Use a range of teaching strategies including role play, stories, puppets, visitors.
- Promote respect.
- Are inclusive of everyone

Personal Development should be promoted across the school through:

- Consistent approach to behaviour management
- Celebrating achievement
- Encouraging children to reflect on their own learning and setting goals.
- Peer mediation program
- Growth mindset principles

Personal Development will be taught through:

- Weekly 15 minute circle time
- Weekly whole school assembly linked to the whole school theme
- Extra PD sessions to deal with matters that may arise

# ART AND DESIGN

## Art, craft and design embody some of the highest forms of human creativity.

<p><b>Purpose of study:</b> (From the National Curriculum)</p>	<p>A high-quality art and design education should engage, inspire and challenge pupils. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	
<p><b>Aims</b> (From the National Curriculum)</p>	<p>The National Curriculum for art, craft and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>	
<p><b>Principle Focus</b> (From the National Curriculum)</p>	<p>Key Stage 1</p>	<p>The National Curriculum outlines that children in Key Stage 1 should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p>Lower Key Stage 2</p>	<p>In Lower Key Stage 1 pupils should be taught to develop their techniques, including their control and their use of materials. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history</li> </ul>
	<p>Upper Key Stage 2</p>	<p>The principle focus in upper KS2 is to ensure that pupils extend their creativity and experimentation of different materials and techniques. They should also continue to develop their awareness of different kinds of art, craft and design.</p>
<p>Through the delivery of the art curriculum our aim is that children will:</p> <ul style="list-style-type: none"> <li>• Develop an enjoyment of creative art and see themselves as artists.</li> </ul>		

**Our school's principles**

**What Maths looks like at Fen Ditton**

- Feel confident in their artistic ability and have high aspirations to learn and develop.
- Be able to express their own ideas, through art and give meaning to the world around them.
- Be able to use a range of materials, tools and techniques at a comfortable level for them.
- Show interest in other artists and the techniques that they have implemented.
- Be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.

Art, craft and design lessons in our school:

- Promote a confident, positive attitude towards the learning and use of art making it an enjoyable experience for all.
- Enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- Have high expectations of all children.
- Develop ability by using a range of materials, tools, and techniques.
- Foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- Increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- Encourage children to ask questions and be intuitive about their learning.

Art, craft and design should to be promoted across the school through:

Rich artistic environments

- Using art and design as a cross curricular link.
- Celebrating it in class assemblies and other special events
- Being aware of well-known artists and designers.

Art, Craft and Design will be taught through:

- The Chris Quigley Milestone Objectives.

# COMPUTING

<b>Purpose of study:</b>		<p><b>A high-quality education in Computing will teach pupils to become digitally literate. Able to use, express themselves and develop their ideas through information and communication technology. Our principal aim is that this will enable them to have knowledge suitable for the future workplaces and to be active participants in a digital world.</b></p> <p>Our aim is to teach children in our school the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding children are equipped to use information technology to create programs, systems and a range of content.</p>
<b>Aims</b>		<p>The purpose of teaching Computing in our school is to:</p> <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.</li> <li>• Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve problems.</li> <li>• Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</li> <li>• Develop an understanding of how digital systems work and to become digitally literate individuals.</li> <li>• Be respectful, responsible, competent, confident and creative users of information and communication technology.</li> <li>• Explore their attitudes towards information technology, its value for themselves, others and society, and develop awareness of its advantages and limitations.</li> </ul>
<b>Principle Focus</b> (From the National Curriculum)	Key Stage 1	<p>The National Curriculum 2014 states that children should be taught to:</p> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>➤ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>➤ Create and debug simple programs.</li> <li>➤ Use logical reasoning to predict the behaviour of simple programs.</li> <li>➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>➤ Recognise common uses of information technology beyond school.</li> <li>➤ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
	Key Stage 2	<p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>➤ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>➤ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>➤ Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>➤ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>➤ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>➤ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<b>Our school's principles</b>		<p>Through the delivery of the Computing curriculum our aim is that children should:</p> <p><b>Computer Science</b></p> <p>Acquire and develop skills associated with computer science in order to:</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some algorithms work and detect and correct errors in algorithms and programs.</li> <li>• Understand computer networks including the internet; how they can provide multiple services such as the World Wide Web.</li> </ul>

<p><b>What Computing looks like at Fen Ditton</b></p>	<p><b>Information Technology</b> Our children will:</p> <ul style="list-style-type: none"> <li>• Use search technologies effectively.</li> <li>• Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>• Acquire and refine the techniques, e.g. <i>saving, copying, and checking the accuracy of input and output</i> needed to use technology.</li> <li>• Practice mathematical skills, e.g. <i>ordering numbers including negative numbers, measuring and calculating to an appropriate number of decimal places, drawing and interpreting graphs and bar charts</i> in real contexts (i.e. MS excel).</li> <li>• Develop the skills of collecting first hand data, analysing and evaluating it, making inferences or predictions and testing them, drawing and presenting conclusions using appropriate hardware and software.</li> </ul> <p><b>Digital Literacy</b> Our children will acquire and develop their skills in digital literacy in order to:</p> <ul style="list-style-type: none"> <li>• Understand the opportunities networks offer for communication and collaboration.</li> <li>• Be discerning in evaluating and presenting data and information.</li> <li>• Be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Communication</b> Our children will:</p> <ul style="list-style-type: none"> <li>• Develop language skills e.g. <i>systematic writing and in presenting their owns ideas</i>;</li> <li>• Use appropriate technical vocabulary;</li> <li>• Read non-fiction and extract information from a variety of sources such as reference books, or online searching.</li> </ul> <p><b>Values and Attitudes</b> Our children will:</p> <ul style="list-style-type: none"> <li>• Work with others, listening to their ideas and expertise and treating these with respect, e.g. <i>cooperating and collaborating when using a computer as part of a group to ensure that all contribute</i>;</li> <li>• Acknowledge the ownership of ideas and recognise the value of information held on information technology systems e.g. <i>recognise how much work has gone into its production and how easily careless access can destroy it</i>;</li> <li>• Be aware of the security of their own and other people’s information in electronic form e.g. <i>recognise that they should ask before reading or copying from other’s work</i>;</li> <li>• Recognise the importance of printed output e.g. <i>keeping examples of work safe (in their Computing folders)</i>;</li> <li>• Be creative and persistent e.g. <i>when assembling a computer file from a large amount of source material</i>;</li> <li>• Consider the origin and quality of information and its fitness for purpose;</li> <li>• Critically evaluate their own and others’ use of information technology;</li> <li>• Recognise the strengths and limitations of information technology and its users e.g. <i>a word processor is an effective and efficient tool to help writing, but, on occasion, handwritten text is more appropriate</i>.</li> </ul> <p>Computing will be promoted across the school through:</p> <ul style="list-style-type: none"> <li>• Computer work displays promoting pupils’ imagination and achievements.</li> <li>• Using technology in other subjects.</li> <li>• Taking part in national activities such as “e-Safety Day”, “Hour of Code”, “Cambridgeshire Young People’s Film Festival” etc.</li> <li>• Offering a range of before, lunchtime and after school clubs to further enrich the computing curriculum.</li> </ul> <p>Computing will be taught through:</p> <ul style="list-style-type: none"> <li>• A dedicated 1 hour lesson every week</li> <li>• Making links to other areas of the curriculum.</li> </ul>
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## PHYSICAL EDUCATION

<b>Purpose of study:</b> (From the National Curriculum)	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	
<b>Aims</b> (From the National Curriculum)	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>	
<b>Principle Focus</b> (From the National Curriculum)	<b>Key Stage 1</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns.</li> </ul>
	<b>Key Stage 2</b>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>▪ perform dances using a range of movement patterns</li> <li>▪ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

**Our school's  
principles**

**What  
Physical  
Education  
looks like at  
Fen Ditton**

PE lessons in our school:

- Will raise pupils heart rates every lesson through warm ups or the main activities.
- Will use high quality teaching materials such as the Val Sabin gymnastics scheme and the new Cambridgeshire Scheme of Work for PE.
- Will be inclusive and adapted to allow all children to take part in lessons
- Will expect staff to be suitably dressed to lead sessions
- Will expect pupils to come prepared to take part in sport with the correct clothing and equipment
- Involve support staff as any other lesson would
- Encourage cooperation and effective communication
- Allow children opportunity for healthy competition, earning house points for their house as appropriate.
- Give pupils opportunity to try new sports e.g ultimate Frisbee

PE should to be promoted across the school through:

- School engagement with local sporting festivals and competitions – primarily led by Bottisham Village College
- Participation and achievement in sport to be celebrated through certificate assemblies and an end of year 6 award cup
- Special days and events e.g sports day, sport relief mile
- Displays in the hall and around the school
- Featuring as part of school assemblies and class assemblies as appropriate
- Promotion of out of school events/clubs for pupils e.g Milton park Run/Fen Ditton cricket club
- Access to sports at break and lunchtimes e.g climbing, running, football, skipping, scootering, table tennis
- A wide range of after school clubs available to pupils e.g dance, gymnastics, multi sports.

PE will be taught through:

- Two hour long lessons for every class in the school. 50% of these are delivered by Premier Sports and the second lesson by the class teacher
- Safe use of equipment and resources
- Links as appropriate to local, national and international events
- Indoors and outdoors as appropriate
- Use of our own swimming pool in the summer term.