

Broomfield Primary School

'Inspiring the minds of today, building the world of tomorrow.'

Subject Intent Statement



Written: January 2020

Review: January 2022

Art and Design:

We believe Art & Design Technology are vital parts of a broad and balanced curriculum. All staff are encouraged to utilise Art & Design Technology in rich and positive ways.

Art and Design gives children the opportunity to present their sense of vision through observation, experimentation and illustration. Through our progressive scheme of work, they are taught the skills and techniques in mark making, drawing, painting, print making, sculpture and textiles. Our pupils are given the opportunity to use their imagination with a wide range of media such as pencil, paint, ink, fabric, clay, paper, and recycled materials.

Manipulative skills are developed as well as an awareness of colour, texture, design and dimension. Children study the work and techniques of a range of diverse artists and research art forms from other cultures.

In Design, technology children are taught to use tools correctly and safely to combine their designing and making skills alongside their knowledge and understanding in order to construct products that satisfy needs and challenges.

In addition, we offer the children opportunities to cook throughout each year group with a focus on a range of skills and savoury dishes.

Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our Art & Design Technology work and present it within our class and invite parents in.

Computing:

Our computing curriculum is designed to equip children with skills and understanding to live in a technological world. We are currently using the Knowlsey scheme of Work. We have a discreet timetable for the development of ICT skills and promote the use of creating transferable skills across subjects. The children develop their skills, with the use of desktop PC's, laptops and other hardware such iPads. ICT starts as early as Foundation with mouse control, keyboard skills, saving and printing work.

They also become familiar with some software programmes use in school and also create a home school link. Both KS1 and KS2 use the internet to carry out research, however KS2 progress to more complex skills such as data analysis, programming and coding. This includes being able to use a variety of computer software and coding programmes with an ongoing emphasis on the importance of Online Safety for all year groups.

The impact of our ICT curriculum will enable our children to leave school as young computer literates and be creative thinkers, particularly in terms of applying ICT to present their work in a range of ways. As well as use the knowledge to select

programmes for different purpose, children will become confident with using computational vocabularies and be able to use this in their everyday lives. Through the teaching of internet safety, children will become aware of the risks and consequences involved, and be able to seek support from the appropriate places.

Geography:

It is our intent for the Geography element of our school curriculum, to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We have developed the progression of long term skills and knowledge based long term plans to ensure that children develop a range of deep transferable skills. Our 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. At Broomfield, we enable children to develop into global citizens, who understand their role in the world and how their actions have an impact on the world.

We want our children to deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

At Broomfield, we encourage our children to investigate local geography, learning about their surroundings and how to protect them. This is achieved by our children completing fieldwork within our local community.

History:

Through our History Curriculum at Broomfield, we are passionate about our children being: curious about the past, gaining a secure knowledge and understanding of Britain's past and that of the wider world, becoming critical thinkers and understanding the process of change. Our History curriculum teaches our children to appreciate the diversity of societies and to understand their own identity.

These skills are embedded within history lessons and developed throughout their journey of the history curriculum through deeper learning. By the end of their primary education, our children will have a chronological understanding of British history from Stone Age to present day. They will be able to draw comparisons and make connections between different time periods and their own lives through their understanding of world history.

We strive to create a supportive and collaborative ethos for learning by providing investigative learning opportunities. Emphasis is beginning to be placed on analytical thinking which helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Mathematics:

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The aims of our Mathematics curriculum are that all learners:

- become fluent 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.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems 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.

Modern Foreign Languages:

The focus language at Broomfield is French, although, the choice of language is secondary to the nurturing of confidence, enthusiasm and a love of languages. Through cross-curricular and positive language learning experiences, we aim to facilitate the development of effective and transferable language learning skills that will provide a gateway to the wider world.

Our vision is for all pupils to become lifelong language learners.

Music:

Our Music curriculum is designed to progressively develop children skills in all areas of music. They will use their voices expressively in songs from around the world and in a variety of musical styles. Pupils will also be taught to play a variety of instruments and are encouraged to play together in ensemble groups.

Music lessons are cross-curricular and support deep transferable skills as well as learning and understanding in a range of many other subjects including literacy and numeracy.

We use the Kapow Scheme of Work to ensure that our learners have access to a wide variety of music experiences as part of the curriculum. Throughout Key Stage 2, our children have the opportunity to develop their music skills further by learning to play different instruments. We also take part in choral events such as Young Voices.

Physical Education:

Our high-quality physical education curriculum inspires all pupils to succeed and excel in sport and other physical demanding activities. It teaches key skills and builds on these, allowing children to apply their knowledge in competitive sport both in and out of school and evaluate their performance.

We provide opportunities within PE lessons and over the course of a day for pupils to be physically active in a way, which supports their health and fitness and helping to embed the school game values: determination, honesty, respect, self-belief, teamwork and passion.

We plan our lessons to suit the needs of the children and will use specialised sports coaches across all year groups when appropriate and available. These, as well attendance on PE courses and staff meetings, support the professional development and skills of all teachers, enabling us to teach high-quality lessons.

The impact of PE is seen through pupil interviews, teacher/coach evaluations, attendance at clubs and from performance in competitions.

PSHE:

At Broomfield Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Broomfield we deliver the PSHE curriculum by utilising first hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance.

We believe that PSHE plays a vital part of primary education and needs to be taught at least weekly. This enables staff to ensure full coverage of PSHE, RSE and SEAL (Social and Emotional Aspects of Learning) is taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. PSHE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Reading:

Intent- We aim to develop a love of books and reading from the beginning of child's learning journey with us and value the role of parents as partners in this vital task. Our pupils are encouraged to read for pleasure and read widely. We hear our children read regularly both individually and in groups. We also value reading for its impact on vocabulary development and comprehension skills. We read aloud to our children daily (10 minute read). Vocabulary is taught explicitly.

Implementation- Children are heard reading both individually and in groups regularly. Guided Group Reading sessions and whole class reading sessions are carefully planned and questioning is used to assess and extend children's learning. Guided Group Reading sessions expose children to a wide range of texts and aim to challenge their thinking and develop inference skills. Parents are given clear expectations about reading. Termly visits to our local library are planned and the sharing of books in assembly is a regular feature.

Impact- Pupil voice shows children enjoy being read aloud to and use school library facilities regularly. Children understand and can answer questions on the texts that they read. Pupil progress can be seen through termly and year end data.

Religious Education:

We teach R.E. according to the Leicestershire Agreed Syllabus. This reflects the fact that the religious traditions in Britain are as a whole mainly Christian, whilst taking into account the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

Our pupils do not live in a diverse area however, they do live close to one of the most ethnically and diverse cities in the United Kingdom - Leicester.

It is our intent that we aim to develop children's understanding of a range of religions and the impact of these beliefs on individuals and the wider world. We encourage children to ask questions and show respect for other people's views and opinions.

The children are also encouraged to explore their own views, values and beliefs and discuss them in a respectful manner. In this way the subject makes a major contribution to the spiritual development of children.

Science:

As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires. At Broomfield, we aim to recognise the importance of Science in every aspect of daily life

Our curriculum is aimed at increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science that allow children to explore the world around them. We endeavour to teach children those transferable skills that enable them to reach other areas of the curriculum by providing opportunities for critical evaluation of evidence and at the same time try to use scientific learning to help support basic skills such as data handling and explanation. Science allows the natural curiosity of the child to develop and we aim to promote this discovery whilst allowing children to use and respect the world around them: both the physical environment and the living organisms. We encourage outdoor learning where possible by using the school grounds, pond and other outdoor spaces in the local area.

At Broomfield, our science teaching offers opportunities for children to develop scientific knowledge and conceptual understanding through the specific topics covered. Through the use of varied teaching methods we hope that our children will be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. Lessons include the use of a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts. We expect the children to develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.

All our year groups use the National Curriculum to provide a structure and skill development for the science curriculum being taught across the school.

We strive to ensure that the impact of the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences. This confidence is displayed through our annual Science week and Science projects.

Writing:

Intent: The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught a range of sophisticated vocabulary explicitly. We develop writing skills so that our pupils have the stamina and ability to write at or above the age expected standard.

Implementation: To support children in developing as independent writers, we provide a wide range of activities, including drama and role play, use of film and imagery, modelled, shared and guided writing, peer/self-editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and develop and use sophisticated vocabulary. The understanding of grammar and knowledge of linguistic conventions for writing is developed through the teaching of the place value of grammar. In addition, pupils are taught how to plan, revise and evaluate their writing. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Pupils also learn the correct grammatical terms in English and that these terms are integrated within teaching. Handwriting sessions are taught discretely. 'Cold tasks' are used to assess the needs of the pupils and staff plan lessons accordingly based on this. A range of extra activities are used to promote literacy within the school including World Book Day, National Poetry Day and competitions.

Impact: Children develop a pupil voice and are able to articulate their ideas clearly. They have a real love for writing and enjoy writing for different purposes and a range of audiences. Through end of year data and evidence of work in books, a high quality range of purposeful writing will be shown.