

Park Hill Primary School

Wider Curriculum Policy



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Written By	Miss C. Hughes
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Contents

Statement of Intent.....	4
Legal Framework	4
Key Personnel in Relation to this Policy	5
Roles and Responsibilities	5
<i>Governing Board</i>	5
<i>Head Teacher and Deputy Head Teacher:</i>	5
<i>Leadership Team</i>	6
<i>SENDCo</i>	6
<i>Teachers</i>	6
Curriculum Intent.....	7
Classroom-Based Learning	7
School Ethos and Aims	7
Organisation and Planning	8
Subjects Covered.....	10
Monitoring and Assessment	10
Equal Opportunities.....	11
Supporting Pupils with SEND	11
Appendix 1: Curriculum Intent for Subjects in the Wider Curriculum.....	12

Statement of Intent

At Park Hill Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them. It supports children's understanding of the fundamental British Values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including (but not limited to) the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Feedback Policy
- Equal Opportunities Policy
- Relationships, Sex and Health Education Policy
- Special Educational Needs and Disabilities Policy
- Literacy Policy
- Phonics Policy
- Mathematics Policy
- Science Policy
- Physical Education, School Sport and Physical Activity (PESSPA) Policy

Key Personnel in Relation to this Policy

Name	Role(s)
Mrs L. Lohan	Chair of Governors
Mrs C. Logan	Head Teacher
Mrs A. Boardman	Deputy Head Teacher
Mr L. Booker	Wider Curriculum Coordinator/Literacy Coordinator
Mr G. Dingle	Mathematics Coordinator
Mrs C. Watson	Special Educational Needs and Disabilities Coordinator (SENDCo)

Roles and Responsibilities

Governing Board: the Governing Board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Head Teacher, Leadership Team and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

Head Teacher and Deputy Head Teacher: The Head Teacher and Deputy Head Teacher are responsible for:

- Devising long-term plans for the curriculum, in collaboration with teachers and other members of the Leadership Team.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Regularly communicating about the agreed curriculum with the Governing Board.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible, in collaboration with other members of the Leadership Team.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Governing Board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining up-to-date curriculum intent statements.
- Ensuring the curriculum is created in accordance with this policy.
- Maintaining this policy.

Leadership Team: the Leadership Team are responsible for:

- Providing strategic leadership and direction to staff, modelling effective delivery of the curriculum.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible, in collaboration with the Head Teacher and other members of the Leadership Team.
- Assisting teachers with the planning and implementation of the curriculum.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the curriculum and reporting on this to the Head Teacher and Deputy Head Teacher.
- Providing efficient resource management for their subject(s) and/or area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

SENDCo: the SENDCo is responsible for:

- Collaborating with the Head Teacher, other members of the Leadership Team and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone, in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Teachers: teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning styles and keeping pupils engaged in content.
- Creating short-term plans for the curriculum and following long-term plans.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the Leadership Team where required.
- Collaborating with the Leadership Team, including the SENDCo, to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCo and classroom staff to ensure those in need receive additional support in lessons.
- Ensuring that pupils are given sufficiently challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCo and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Leadership Team.
- Working to close the attainment gap between more and less able pupils.

Curriculum Intent

At Park Hill Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its children, parents/carers, teaching and support staff and Governing Board with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through a curriculum that is designed to build resilience, confidence and self-esteem.

Each subject's intent is further detailed in Appendix 1 of this policy.

Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-Based Learning

We provide opportunities for children to access different learning resources and equipment to broaden their knowledge. We also make cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in this policy.

School Ethos and Aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners and feel proud of themselves.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of Literacy, Maths, Computing and Science.
- Enable pupils to be creative through visual and expressive arts.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British Values and enable them to be positive citizens in society who can make a difference.

- Fulfil all the requirements of the National Curriculum and the Sandwell Agreed Syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development and to understand right from wrong.
- Enable pupils to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, children will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that mistakes are part of the road to success.
- Being rewarded for academic and personal successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Organisation and Planning

The school's curriculum will be delivered over 190 days. In Key Stages 1 and 2, some subjects are taught daily or weekly, whilst others are focused on in termly blocks.

The number of teaching hours allocated to each subject has been carefully considered, in order to enable us to fulfil the requirements of the National Curriculum. Some subjects receive more teaching time than others; however, care has been taken to ensure that the curriculum has not been narrowed.

Each school day will be split into morning and afternoons, with the wider curriculum generally being taught in the afternoon. Pupils will receive at least a lunch break and a morning break (Key Stage 1 also receive an afternoon break).

Throughout the academic year, we also have themed weeks where the focus is on one curriculum area.

In general, lessons will be separated into these stages:

- **Flashback** – a short activity to support and assess children's retention from previous lesson/s.
- **Anchor** – the main teaching where new concepts and the learning objective are introduced.
- **Paired Task** – time for children to work collaboratively and discuss their ideas or understanding.

- **Modelling** – explicit teacher modelling so that pupils are clear in how to achieve their learning objective.
- **Independent Task** – children will practise new skills through engaging and motivating learning tasks, under the guidance of the teacher.
- **Reflection** – this may summarise and consolidate what pupils have learnt in the lesson or extend children’s learning further. It also enables children to self-assess against the learning objective so that they are aware of their strengths and areas for development.

Lessons will use a range of teaching techniques to appeal to different learning types. The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others’ beliefs.
- **Using assessments** to test pupils’ knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils’ empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils’ coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils e.g. completing work that enables them to apply their learning in a deeper or different context.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND or EAL will receive additional support – this will include dedicated time with teacher/adult support and access to specialist resources and equipment where required.

Classroom staff will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop English throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Subjects Covered

The school will have due regard to the National Curriculum and Early Years Foundation Stage at all times throughout the academic year.

The following subjects have been prioritised as “core” subjects. We ensure that every pupil is taught daily:

- Literacy (Reading and Writing)
- Maths

The following have also been prioritised as “core” subjects at Park Hill Primary School. We ensure that every pupil is taught weekly:

- Science
- Religious Education
- PSHE and RSHE
- PE

We also ensure that pupils are also taught the following foundation subjects in termly blocks:

- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- Spanish (Key Stage 2 only)

Monitoring and Assessment

Pupil voice is integral to the monitoring and assessment of our curriculum. Leaders and teachers talk to children about what they know and remember. We also talk to children about what they think is going well and needs improving. Leaders then respond as necessary.

Teachers use a range of assessment for learning techniques to assess children’s achievement of learning objectives. They adapt their planning as necessary, taking account of what children can do, know and remember.

Children are supported to self or peer assess their work, in order to help them identify their own areas of strength and what they feel they need more support with.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments are used to inform future planning and target setting.

Results of informal assessments will be recorded and reported back the Leadership Team, including the Head Teacher.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity. The Leadership Team has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Supporting Pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will receive relevant support in order for them to make progress.

Pupils with SEND will not be discriminated against in any way and they will have full access to a broad and balanced curriculum. This will be organised carefully.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCo.

The SENDCo will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Appendix 1: Curriculum Intent for Subjects in the Wider Curriculum

Art and Design

High-quality art lessons should inspire children to think innovatively and develop creativity. Expression in an imaginative manner is important and art provides an ideal opportunity for exploring individuality.

As well as exploring the style of other artists, children should be taught to make their own artwork purposeful. Many areas of art link with mathematical ideas of shape and space and children should be encouraged to take risks in their own work.

Through the teaching of art, Park Hill Primary School aims to:

- Embed art vocabulary so that it is remembered.
- Develop pupils' skills of drawing, painting, printing, collage and digital art in a progressive manner.
- Help pupils understand and use terms of the formal elements (colour, line, tone, shape, pattern, space and texture).
- Provide opportunities for children to use a range of media.
- Become familiar with a range of works by famous artists and draw comparisons between works.
- Help pupils become reflective artists and evaluate their work, discussing why some ideas and techniques are successful / unsuccessful for a particular project.
- Support pupils in making changes to their works and keep improving as part of the process.
- Help pupils understand how art has developed through time and shaped British history.

Computing

The world around us is becoming increasingly digitalised and the pathways and careers of the future are likely to be heavily centred on being able to coherently navigate the digital world of computing, computer science, information technology and the use of digital media.

In our locality, there are many careers available in these areas and that these opportunities will only increase in the future. It is, therefore, our duty to provide children with a Computing curriculum, which allows them to develop the basic skills of computational thinking.

It is also important that children at Park Hill Primary School become digitally literate in order to keep themselves safe online. As technology develops and permeates all areas of our lives, young people are exposed to more and more situations where there is potential for harmful interactions with others, cyberbullying and creating disparaging online footprints, which could negatively affect their futures. We aim to provide children with the opportunity to be digitally literate, confident, technology users who are equipped with the skills, knowledge and morals to thrive in modern day Britain.

Through the teaching of computing, Park Hill Primary School aims to:

- Embed children's understanding and application of the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Encourage children to analyse problems in computational terms
- Allow children opportunities to have repeated experience of writing computer programs to solve problems.
- Develop children's evaluation and application of information technology.
- Help children to become responsible, competent, confident and creative users of information and communications technology.

Design Technology

Design Technology is an inspiring, creative and practical subject that is part of children's immediate experiences. By encouraging children to use their creativity and imagination to design and make products that solve real and relevant problems, pupils will develop many skills that they need in later life – design technology makes an essential contribution to the creativity, wealth, culture and wellbeing of the nation.

Design Technology encourages pupils to learn to think and intervene creatively in order to solve problems, independently and as part of a team. Our curriculum will improve analysis, problem solving, practical capability and evaluation skills.

Through the teaching of design technology, Park Hill Primary School aims to:

- Embed design technology vocabulary so that it is remembered.
- Develop pupils' skills in construction, food and textiles.
- Help pupils understand and use terms techniques involved in joining, cooking, measuring, decorating and developing structures.
- Provide opportunities for children to critique, evaluate and test their prototypes and ideas.
- Help pupils use research and develop design criteria.
- Provide opportunities for pupils to evaluate existing products.
- Support pupils in communicating their ideas, through discussion, sketches, diagrams, pattern pieces and the use of ICT.
- Help pupils understand how art has developed through time and shaped British history.
- Provide opportunities for children to select from and safely use a wide range of tools and equipment.

Geography

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world (by exploring locality and how people fit into a global structure), the subject also encourages children to learn through experience (particularly through practical and fieldwork activities).

Through the teaching of geography, Park Hill Primary School aims to:

- Widen pupils' geographical knowledge and vocabulary.
- Embed knowledge and vocabulary so that it is remembered.

- Help pupils identify links between place, space and the environment.
- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' map skills, including how to use, draw and interpret them.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to following up a line of enquiry and presenting conclusions in the most appropriate way.

History

History should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world.

It helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

Through the teaching of history, Park Hill Primary School aims to:

- Embed historical knowledge and vocabulary so that it is remembered.
- Develop pupils' chronological understanding of British history from the Stone Age to the present day.
- Help pupils draw comparisons and make connections between different time periods and their own lives.
- Develop understanding of the significant aspects of the history of the wider world, the nature of ancient civilisations and the expansion and dissolution of empires.
- Widen pupils' awareness of the characteristic features of past non-European societies.
- Help pupils learn about historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Encourage pupils to frame historically valid questions and create their own structured accounts.
- Develop understanding of the methods of historical enquiry, including how evidence is used.

Music

At Park Hill, we want music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. Children should feel able to show expression and appreciation of different types of music, developing their ability along the way.

The intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing. This is across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Park Hill is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music.

Through the teaching of Music, Park Hill Primary School aims to:

- Embed music vocabulary so that it is remembered.

- Develop pupils' skills in singing, listening, playing and composing music.
- Develop children's skills when analysing music.
- Provide opportunities for children to participate in collective singing lessons every week, developing a sense of belonging and community.
- Provide opportunities for children to sing in our choir.
- Provide opportunities for children to learn to play a musical instrument.
- Celebrate children's musical achievements.
- Support children in reflecting on the impact of music on their mental health and wellbeing.
- Provide opportunities for children to participate in music events, alongside other local schools.

Physical Education

The importance of PE and the role it must play in promoting long-term, healthy lifestyles is clear. As well as this, the impact of activity of mental health and wellbeing means that the value of physical education is immense.

It is our vision for every pupil to succeed and achieve their potential, as well as to lead and appreciate physically active lifestyles. PE also provides opportunities for pupils to develop values and transferrable life skills, such as teamwork, fairness and respect.

We work with Sports Plus and Elements Forest School Ltd.

Through the teaching of physical education, Park Hill Primary School aims to:

- Build upon children's prior knowledge and adapt lessons so that all pupils can participate.
- Develop pupils' competence so that they can partake in a broad range of physical activities.
- Ensure that children are physically active for a sustained amount of time.
- Provide opportunities to participate in a wide range of sporting activities.
- Provide opportunities for pupils to engage competitive sports and activities.
- Develop pupils' social, emotional and mental health through activity.
- Support children in leading healthy, active lives.
- Develop children's understanding of self-discipline and responsibility.
- Provide opportunities for children to appreciate and evaluate people who have shown sporting excellence, for example, athletes or dancers.

PSHE and RSHE

Through the teaching of Personal, Social and Health Education (PSHE), including Relationships and Sex Education (RSE), we aim to equip children with essential skills for life. Good PSHE and RSE coverage is a vital tool in preparing children for life in society, both now and in the future.

Our PSHE and RSE lessons have their foundations in seeing each and everybody's value in society: we support children to develop strong, positive views of themselves and help them appreciate others. Each of the British Values are further enhanced through our curriculum.

At Park Hill, both PSHE and RSE objectives are woven into everything we do: we focus on the needs of the whole child and truly value the need to protect and enhance children's wellbeing: we are clear that their mental wellbeing is as important as their physical health.

We have developed our curriculum, using guidance from The PSHE Association and a wide range of resources, including (but not limited to) the Twinkl Life Scheme of Work, Equaliteach Childnet, Premier League Primary Stars, Natwest Moneysense, Amnesty International and Action Aid.

Through the teaching of PSHE, Park Hill Primary School aims to:

- Help children develop their identity, self-belief and resilience.
- Develop children's understanding of safeguarding issues and teach them how to stay safe, both offline and online.
- Help children understand ways of being healthy, both physically and mentally.
- Support them in participating responsibly in society, both now and in the future.
- Support children to recognise the skills and attributes of others in society.
- Develop children's successful relationships.
- Help children learn how and when to ask for help and know where to access support.

Religious Education

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

We use elements of Discovery RE to teach the Sandwell agreed syllabus. Parents can inform us in writing at any time, should they wish for their child not to take part in some or all of the Religious Education curriculum.

Through the teaching of RE, Park Hill Primary School aims to:

- Develop children's understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including religious and world views.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom.
- Support children in developing confidence about their own beliefs and values;
- Enhance pupils' spiritual, moral, social and cultural development by.
- Develop children's respect towards other people who hold views and beliefs different from their own.
- Develop children's attitudes towards living in and contributing to an inclusive and caring community and a society of diverse religions.
- Embed religious vocabulary so that it is remembered.

- Support pupils in acquiring and developing knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom and particularly in Sandwell.

Science

Science is important in every aspect of daily life. Science has changed our lives – it is important to the world’s past and future – and children should be encouraged to develop a sense of excitement and curiosity about scientific concepts.

We believe that a high-quality science education provides solid foundations for understanding the world, through the specific areas of biology, chemistry and physics. Children should develop their ideas and ways of working, with a strong focus on scientific enquiry and investigative skills.

Whilst progressively acquiring knowledge to help them think scientifically, so that they can understand scientific processes, we should provide children with plenty of opportunities to use and embed different scientific skills.

We have developed our curriculum, using guidance from Outstanding Science.

Through the teaching of science, Park Hill Primary School aims to:

- Embed children’s scientific skills and vocabulary so that they are remembered.
- Develop a range of skills, including observation, prediction, measuring, analysis, comparison and evaluation.
- Help children develop an understanding of scientific processes (in biology, chemistry and physics).
- Encourage children to ask scientific questions and plan their own enquiries.
- Help children understand the uses and implications of science, today and for the future.
- Develop an understanding of scientists who have contributed to modern life.
- Model how to and allow children to use a range of scientific equipment, including ICT.

Spanish (Key Stage 2 only)

The four key language learning skills for Spanish are; listening, speaking, reading and writing. The children will also be taught and all necessary grammar across the primary phase.

Through the teaching of Spanish, Park Hill Primary School aims to:

- Widen pupils’ speaking and listening skills.
- Widen Pupils’ reading, writing and grammar skills.
- Develop a genuine interest and positive curiosity about foreign languages.
- Offer the opportunity to explore relationships between language and identity,
- Develop a deeper understanding of other cultures and the world around them