



Early Reading and Phonics at Kingfisher CE Academy

Intent: What do we want children to learn?

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Our vision is to inspire a love of and a confidence in reading. To achieve our core vision, our intent is to provide a rigorous and progressive programme where children LEARN TO READ. They can then use these skills to READ TO LEARN. At Kingfisher CE Academy, reading is an intrinsic part of teaching and learning. It forms a pivotal part of our curriculum. We recognise that the skill of reading provides children with access to the world around them and a wealth of knowledge which will support their learning and development in all other areas. However, we also believe that reading brings joy and experiences that cannot be achieved in any other way; discovering new worlds, reflecting on the past and exploring emotions from the viewpoints of others who are similar and very different.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy children have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing across all subjects. We aim to give children the skills they need to decode and blend quickly and securely. Children are given fully decodable books that are closely matched to their developing knowledge of Grapheme Phoneme Correspondence and their ability to blend. We use Collins Big Cat Phonics for Little Wandle Letters and Sounds Revised texts. These reading books are closely matched to the progression document and are grouped accordingly. Reading practice sessions led by a trained teacher or trained TA (Reading Teachers) take place 3 times a week. The reading practice book is carefully matched to their secure phonic knowledge, this book is used for all three sessions to avoid cognitive overload. The first session is a decoding session. GPCs, Tricky words and key vocabulary are recapped as necessary. This may include the definitions of new vocabulary. Children then read independently and the Reading teacher 'taps in'. This means they spend time with each child listening, supporting and praising as appropriate. Session 2 is focussed on prosody - reading with expression and intonation. Reading teachers model this and then children read independently as the Reading teacher 'taps in' as before. Session 3 is focussed on comprehension. The reading practice book is then taken home to practice fluency, build confidence and celebrate success. Once a child has progressed through the Little Wandle Letters and Sounds Revised scheme they will be able to access free reading books as they will have all the necessary skills to do so.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

Developing a love of reading At Kingfisher, children access a range of high-quality engaging texts across a range of genres. These are linked across subjects and areas of learning with teachers sharing and modelling a range of reading strategies. Our classrooms have mini libraries linked to different curriculum areas. Book club takes place once a week in classes and children talk about their chosen book and give recommendations. Our FS and Key Stage One library is being developed and will be host weekly class sessions as well as being open after school for parents and carers.

Reading at home Research shows that children who read daily develop reading fluency at a more rapid rate and become more confident and eloquent writers. We aspire to this for all our children and believe that the most important thing parents and carers can do at home to help their children achieve is to share books with them. We encourage children to read at home daily with their adults but also recognise our responsibility in not relying on children reading at home.

Phonics Systematic synthetic phonics is a way of teaching children to read skillfully. At Kingfisher we follow Little Wandle Letters and Sounds Revised, a government validated scheme. This ensures that all resources, vocabulary, mantras and teaching structures used across the school are consistent, helping to reduce cognitive overload. Children have at least 20 minutes of daily phonics teaching. Keep up sessions are used as necessary after the main lesson as a short, sharp intervention to stop children falling behind. Ideally this is same day, but staffing may prevent this.



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Implementation: How do we do it at Kingfisher CE Primary Academy? Phonics contd.

Phonological awareness and phonic knowledge is developed as soon as children start in nursery with Little Wandle Foundations, a comprehensive pre-phonics programme designed to help build strong foundations for reading in Nursery. It is aligned to the non-statutory guidance in Development Matters and Birth to 5 Matters as well as the Statutory framework for the Early Years foundation stage. Use it as part of wider provision for Communication and Language, and Literacy. It supports children to:

- develop their phonological awareness, including understanding of rhyme, alliteration, syllables, initial and voice sounds, and oral blending
- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.

In Reception the initial focus is on teaching phonemes and recognising initial sounds. Each Phoneme (sound) and corresponding grapheme (written letter) is introduced clearly with; a focus placed on recognising these so then can start to read words by blending the sounds together as early as possible. In addition, they learn to read by sight a range of high frequency common exception words. This focus provides children with the skills they need to begin to read and write words, captions and whole sentences as soon as possible.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

Phonics contd.

They then progress to learning combinations of letters as **digraphs** (two letters one sound) e.g. 'ck', 'oo' and 'sh' and **trigraphs** (three letters one sound) 'igh' and 'air'.

Daily Phonics lessons continue into Key Stage On, as the children become more confident at applying their phonics to reading and Writing. They continue to learn new graphemes for phonemes they already know such as 'a' as 'ai/ay/a-e/ea' as well as alternative pronunciations for graphemes they already know e.g. cow/snow. They are also taught the Common Exception Words as set out in the National Curriculum. From Year 2 onwards, children consolidate their knowledge and learn different spelling rules and when to apply them. It is important to investigate spelling patterns and learn about the etymology of words in order to secure an understanding, not just the ability to learn for a test.



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Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school will learn to read accurately and with understanding. They will understand the importance of this skill. Because they can read efficiently and effectively, they will have the power to make the most of opportunities presented to them.





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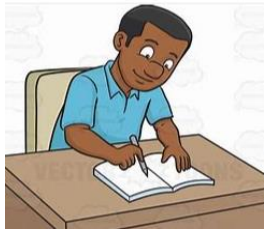
Writing at Kingfisher CE Academy

Intent: What do we want children to learn?

Our vision is to enable children to become skillful writers, using words to effectively communicate factual information, creative imagination and human emotion. To achieve our core vision, our intent is to provide children with the skills and knowledge of text structure, syntax, grammar and spelling to enable them to write effectively for a range of different purposes. We need to give them experiences, through real life, reading and media to partner with the grammatical knowledge to bring writing to life and make it a meaningful conversation between writer and reader. We want to ensure all children have the skills to support learning in all areas of the curriculum.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

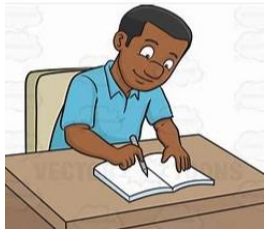
At Kingfisher CE Academy we will teach the skill of writing in conjunction with reading and oracy. We will ensure children are exposed to high quality language through modelling and interactions as well as through high quality texts. Pupils in EYFS begin their journey by focusing on writing simple words and captions. This progresses to sentences. As our reception class is part of the Foundation Stage of the National Curriculum, we relate the written aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. In Key stage One this focus moves on to writing sentences, sequencing sentences to form simple narratives – both fictional and factual. In year 2 the focus moves towards writing for a range of purposes which is then built upon with a large range of genres and purposes in Key Stage Two. Throughout the Key stages writing is taught in a sequence of small steps and skills carefully planned in so they are not seen a separate but integral to texts.



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Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school will have the ability to write clearly, accurately and imaginatively for a range of purposes, they will engage their readers and be able to communicate effectively.





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Maths at Kingfisher CE Academy

Intent: What do we want children to learn?

The national curriculum states '*Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.*' Therefore, the intention for mathematics is to ensure that all pupils become fluent, reason mathematically and solve problems. At Kingfisher CE Academy, we teach our children how to make sense of the world around them by developing their ability to calculate, reason and solve problems. We want our children to recognise and understand relationships and patterns in numbers in the world around them. We expect Mathematics to be utilised as a tool beyond the daily Mathematics lessons and beyond the classroom.



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Intent: Continued

At Kingfisher CE Academy, we aim for:

- Children become confident, competent and independent mathematicians
- Build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations
- Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary
- 'Mistake friendly' classrooms where children see mistakes as learning tools - there is an emphasis placed upon developing the power to 'think' rather than just the 'do'
- Instill the mind-set in every child and staff member that everyone can do maths and that maths is for everyone...EVERYONE CAN!
- Children develop into resilient and inquisitive learners - skills needed to become life-long mathematicians
- Deliver an inspiring and engaging mathematics curriculum, taught by highly-enthusiastic staff, which sparks curiosity and excitement and which nurtures confidence in maths.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

To improve our mastery approach and further improve the quality and consistency of our maths teaching, we have implemented three components to all lessons. These include make it, draw it, explain it.

At Kingfisher CE Academy, we recognise the value of making a coherent journey through the national curriculum and each year group follow a medium term plan where small, cumulative steps build a solid foundation of deep mathematical understanding. Formative assessment is threaded throughout both each lesson and unit of work; and appropriate revisions to planning are made by the class teacher to ensure all lessons are tailored to best meet the needs of their children.

In order to meet our aims above and the requirements set out in the EYFS framework and the Primary National Curriculum, we will implement the following:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics - EVERYONE CAN! Maths is for EVERYONE!
- Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before.
- To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied representations and structures (make it, Draw it, explain it).
- The vast majority of children progress through the curriculum content at the same pace
- Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child
- Staff also refer to the Calculation Policy when teaching formal methods, understanding that sometimes children find their own efficient methods along the way.



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Implementation: Continued

- Provision will be made for children who are not making the expected level of progress through POPs and intervention
- Practice and consolidation play a central role. Carefully designed continuous provision builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.
- Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported with teachers placing a strong emphasis on the correct use of mathematical language.

Concrete - children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial - children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract - With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

EYFS:

All children in the Foundation Stage have daily opportunities to develop their mathematical understanding, primarily through play, to meet the needs of Development Matters. The 2 strands of Mathematics taught in the EYFs are Numbers and Shape, Space and Measure



Impact: What is the Impact of our curriculum?

- ❑ Children at Kingfisher CE Academy understand and value the importance of Mathematics, this is evident through pupil voice and monitoring.
- ❑ We want children to be confident in making rich connections across mathematical ideas as a result of developing fluency, mathematical reasoning and competence in solving increasingly sophisticated, contextual problems.
- ❑ Through high quality teaching, the children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths provision.
- ❑ The impact of 'mastery' and the emphasis on accurate use of mathematical language is evident during class/pupil discussions and lesson observations.
- ❑ Children's fluency in number is evident in all lessons and this is continuously revisited to support recall.
- ❑ More consistent teaching practices that are well-known to be more effective for pupil progress long term. This consistent approach is evident from Nursery through to KS2.
- ❑ Summative assessment takes place at the end of each term and children's progress and attainment is discussed with senior leaders in pupil progress meetings.
- ❑ Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class.



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Science at Kingfisher CE Academy

Intent: What do we want children to learn?

Our vision is to equip our children with not only the requirements of the national curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. As a core subject, we give the teaching and learning of science the prominence it requires. We aim to provide our children with an understanding of how science has changed the lives of human beings. We encourage our children to explore how they can contribute to science and its vital role in the world's future prosperity. Our high-quality science education will provide children with skills, practical experiences and opportunities to question and explore. We aim to promote a love of learning and have no limits to what their ambitions are. We teach and share with our children what science might look like in their futures; we endeavour to inspire future astronauts, forensic scientists, toxicologists or microbiologists.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy, science is taught weekly, and children are provided with challenging, enquiry-based experiences, where they can foster curiosity. A consistent teaching sequence is used across the school. Each session provides an opportunity to look at the bigger picture and use the sentence stems "I see... I notice... I wonder..." Each session includes opportunities to recap and embed prior learning to enable children to support their ability in 'knowing more and remembering more'. During lessons and continuous provision, children will be immersed in key scientific vocabulary as it will support their acquisition of scientific knowledge and understanding. The following types of scientific enquiries are woven throughout our curriculum and implemented into provision: Problem Solving, Pattern Seeking, Comparative/Fair Testing, Research, Observation Over Time and Identifying, Grouping and Classifying to ensure that children are gaining a full breadth of opportunities. All aspects of 'Working Scientifically' from the National Curriculum are interwoven throughout our curriculum, again, to ensure that children understand what it means to be a successful scientist. At Kingfisher CE Academy, we aim for children to use science to explain what is occurring, predict how things will behave and analyse causes. Our curriculum fosters exploration through research, investigating and evaluating experiences.



Impact: On leaving Kingfisher CE Primary Academy children will:

Through implementing a progressive curriculum, we will ensure Kingfisher CE Academy will remain at the cutting edge of science teaching and delivery. The successful approach to the teaching of science will result in a fun, engaging, high quality science education, that provides children with the foundations for understanding the world that they can take with them once they complete their primary education.

Assessment at Kingfisher CE Academy is teacher based and formed using formal and informal strategies. Formative assessment is used as the main tool for assessing the impact of Science as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure scientific foundations.

Children at Kingfisher CE Academy will:

- Demonstrate a love of science and an interest in further exploration in continuous provision.
- Retain knowledge that is pertinent to Science with a real life context.
- Be able to question ideas and regularly reflect on knowledge.
- Be able to articulate their understanding of scientific concepts and be able to reason scientifically using high quality scientific language.
- Demonstrate mathematical skills through their work, organising, recording and interpreting results.
- Work collaboratively and practically to investigate and experiment.

The impact of learning will be assessed though: Pupil voice, book looks, lesson drop-ins, assess whether or not children can answer questions about BIG IDEAS and make links to prior learning.





Relationships and Health Education at Kingfisher CE Academy

Intent: What do we want children to learn?

Our vision is to inspire our pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the next stages of their education and life. We need them to be able to enable them to handle their emotions with growing maturity and show a deeper understanding of others. We want them to participate in discussions and experiences about their immediate community and progressively the wider world with tolerance and understanding especially when opinions differ from their own. We need them to understand how to keep themselves safe, online, in the community and in relationships.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we will ensure that children learn the skills and attributes needed through the ethos of our school, a spiral curriculum which enables progression and consolidation and close links to our SMSC opportunities. The family ethos of our school, our values of Hope Wisdom, Service and Resilience which are interwoven with inclusion, aspiration and diversity are used to promote the attributes of belonging, responsibility and being a good human. The EYFS curriculum is planned carefully and many of the 17 areas of learning as well as the Characteristics of Effective learning ensure that children get an early and solid foundation to the skills and attributes we desire.

Throughout Key Stage 1 and into Key stage 2 our scheme of work provides teaching of the skills through a progressive and culminative teaching of the Objectives from 2020 Guidance for Relationships, Physical health and Mental Wellbeing and Sex Education. It also teaches skills for Living in the Wider World which includes financial awareness, ideas about careers and the media. Other curriculum areas are woven into this such as the Science curriculum, Computing curriculum inc. E-safety, PE and RE curricula. At Kingfisher CE Academy our children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities..



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Implementation: How do we do it at Kingfisher CE Primary Academy?

We will enhance our children's learning with activities and experiences such as:

Visits out	Visitors in	Whole School events
Junior Good citizen, Earth Summit,	PCSO visits - Road safety, drug awareness, personal safety. Fire Brigade - fire safety, making emergency calls TSB - financial awareness EnviroCrime - littering, recycling Dogs Trust/Blue Cross - safety around dogs Canal Trust - Water safety NSPCC - wellbeing and who to talk to Theatre Groups - issues such as friendships, bullying and tolerance. First Aid inc CPR training Y6	E-safety week, Anti bullying week, Safer Internet Day, Charity Awareness days, Remembrance activities, Wellbeing Week.



Impact: On leaving Kingfisher CE Primary Academy children will:

The children at our school will have developed the skills and attributes to recognise their own worth, helping them know and value who they really are and how they relate to other people in this ever-changing world and become increasingly responsible for their own learning. They will be able to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will begin to take responsibility for their safety, physically and online and know what to do to keep themselves safe and what to do if they are in situations that make them feel uncomfortable.



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Geography at Kingfisher CE Academy

Intent: What do we want children to learn?

Our vision is to inspire pupils' curiosity and fascination about the world and its people and understand how the interactions between people and places shape the world we live in. We want pupils to understand the huge diversity of places and care enough to protect world environments for the future. In addition to these core skills, we hope our pupils experience how lifestyles and places are varied and full of connections. To achieve our core vision, our intent is to provide our pupils with a body of knowledge essential to our understanding of the world around us; the skills and knowledge to find out, question and make connections. Geography has a wide application in everyday life; and an awareness of the issues is a prerequisite for responsible participation in society.



Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we would like children to know and question what impact historical events and people have had on our culture and lives today.

Pupils in EYFS begin their journey by focusing on homes around the world and comparing them to their own, they also learn about different countries and link this to festivals. As our reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

Pupils in Key Stage 1 are taught geography and history alongside each other where the links are strong. In Year 1 this includes learning about the history of flight whilst looking at important historical figures and learning about our world; the continents and oceans. At the start of the year Pupils in Year 2 link learning geographical knowledge of countries of the UK and capital cities with learning about London and how it has changed. Locational knowledge and Map skills are hugely important as these are known to be areas of knowledge that are not retained well. The continuous provision approach of learning through play helps to commit these to working memory. Across the Key stage we will also link other curriculum areas to Geography such as PSHE, for example learning about where our food comes from, sustainability and fairtrade. Subjects such as Art will be used alongside Geography to look at plastic pollution, recycling and other environmental issues. Our termly questions are themed around guardianship of the Earth and our role in its future. Throughout Key Stage 2 this linking of humanities will continue where it is appropriate to do so for example in Year 3 learning about the Stone, Bronze and Iron age shows how journeys and trade became increasingly familiar and is also an introduction to land use. The study of a non-European country (Uganda) allows pupils to see connections as well as differences.





Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school will have the experience of questioning, observing, comparing and contrasting. They will understand how Geography is alive, all around us and part of us. They will start to understand how it shapes our society. They will be confident in their use of maps and be able to use them show their locational knowledge of the world. They will have a knowledge of the issues affecting people around the world and the small but important part that each of us can play to make the world a better place for its citizens.





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History at Kingfisher CE Academy

Intent: What do we want children to learn?

Our vision is to inspire a knowledge and appreciation of the impact of historical events and historical individuals have had on our culture and lives today. History is the study of people and places from times other than 'ours', a subject that encourages pupils to question and investigate, to compare and to order. In addition to these core skills, we hope our pupils experience how lifestyles and places have changed over time, develop chronological understanding and scrutinise evidence. To achieve our core vision, our intent is to provide our pupils with a body of knowledge essential to our understanding of the world around us; the skills and knowledge of history have wide application in everyday life; an awareness as a prerequisite for responsible participation in society.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we would like children to know and question what impact historical events and people have had on our culture and lives today.

Pupils in EYFS begin their journey by focusing on people in history such as Guy Fawkes and learning about how things such as schools, homes and transport were different in the past. As our reception class is part of the Foundation Stage of the National Curriculum, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Pupils in Key Stage 1 are taught history and geography alongside each other where the links are strong. In Year 1 this includes learning about the history of flight whilst looking at important historical figures and learning about our world; the continents and oceans. Teaching these together gives context to the historical content. Pupils in Year 2 begin to look at chronology and sources of evidence while studying how London has changed through the ages, linking learning with geography knowledge of countries of the UK and capital cities.

Throughout Key Stage 2 this linking of humanities will continue where it is appropriate to do so for example in Year 3 learning about the Stone, Bronze and Iron age shows how journeys and trade became increasingly familiar and is also an introduction to land use.



Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school will have the experience of questioning, reasoning and evaluating evidence. They will understand how history has shaped our society today. They will have experienced a range of evidence and learned to question it, an undoubtably necessary skill for the future. They will be confident in their understanding that history provides us with examples of hugely influential people and events and that it is important to remember and learn from what has already happened.

Music at Kingfisher CE Academy

Intent: What do we want children to learn?

Our vision is to inspire a love and an appreciation for music – a subject that is inclusive and provides equity of access. In addition to the core skills, we hope our pupils experience the joy that music can bring, a sense of belonging, the power to lift mood and positively impact on our well-being. To achieve our core vision, our intent is to provide opportunities for our pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of the great composers and musicians. We want them to learn to sing and use their voices, to create and compose music. We want them to understand and explore how music is created, produced and communicated.





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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we make music an enjoyable learning experience. We have a comprehensive offer reflecting the value we place on learning to play an instrument and the advantages this brings.

Our music lessons comprise of a mixture of teacher-led, whole class activities, and work for small groups and pairs. Singing lies at the heart of good music teaching. The school is proud of its weekly singing worship, and this is based on Sparkyard which help to reinforce the schools' values and Christian ethos. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing and signing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Pupils are given a range of opportunities to sing on stage and in front of an audience performing annually in the EYFS Make a Noise and Swindon Infant Music Festival.

Pupils in EYFS begin their musical journey by focusing on singing led by both classroom practitioners and specialists from Swindon Music Service. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).



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Implementation: How do we do it at Kingfisher CE Primary Academy?

Pupils in Key Stage 1 receive whole class instrument lessons. Year 1 have drumming which culminates in an end of year celebration performance for parents/carers to attend. In Year 2, with a growing understanding of rhythm and pitch, pupils learn to play the Ukulele which leads onto opportunities to learn guitar in KS2. Pupils in Year 3 learn the recorder which helps to prepare them for the opportunity to study clarinet in Y4. Pupil

Instrumental lessons supplement the scheme 'Charanga' for years 1-6. These lessons provide the core learning of the subject and ensure all pupils have opportunity to progress in each of the music Attainment Targets. Other tools including the use of ICT in music such as 2SimpleMusic Toolkit support pupils in developing their composition skills.

Premium pupils can access Music Scholarships where a talent or desire to learn an instrument has been demonstrated. In such instances, the school will support families by assisting with the cost of lessons.



Impact: On leaving Kingfisher CE Primary Academy children will:

The children at our school will have the experience of learning to play an instrument, singing, performing, appraising and composing. They will have experienced a range of musical styles and genres, learning to identify their own preferences, appreciating the joy of both live and recorded music. They will understand how music can be a sole activity but also where individual talents can be harnessed into great group/ensemble performances. They will be confident in their understanding that music is for everyone irrespective of background, culture, or academic ability. Music is a universal language that has the power to improve well-being; it is diverse but inclusive.





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Religious Education at Kingfisher CE Academy

Intent: What do we want children to learn?





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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we would .



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Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school





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Physical Education at Kingfisher CE Academy

Intent: What do we want children to learn?

At Kingfisher CE Academy our aim is to allow children the confidence to try a broad range of physical activities and shine in one that they take pleasure in playing and competing in. As well as partaking in a range of sports, children at Kingfisher will learn about healthy habits such as the benefits of exercise and healthy eating so that they are able to lead sustainably healthy, active lives.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we would





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Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school



Computing at Kingfisher CE Academy

Intent: What do we want children to learn?

At Kingfisher CE Academy:

- We will teach our children the skills outlined in the National Curriculum
- We want our children to grow up being familiar with technology and it's integral use in our daily lives
- We will facilitate a culture of exploration and learning in technology to give our children confidence to grow up exploring new technology as it is developed
- We want our children to be creators not consumers of technology
- Our children will have access to a range of different technology
- We will support technology use at home · Our children will understand the power of the internet for good and be educated on safe use
- We want our children to be masters of technology so that they can use it to support other areas of their learning
- Our children will understand computing vocabulary · All children will have equal opportunities to develop their computing skills, including our children with SEND and EAL.
- We recognise that the best prevention for a lot of issues we currently see with technology is through education, which links to elements of our PSHE curriculum. The use of electronic devices is embedded across the whole curriculum to make learning creative and accessible for all.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we will ensure:

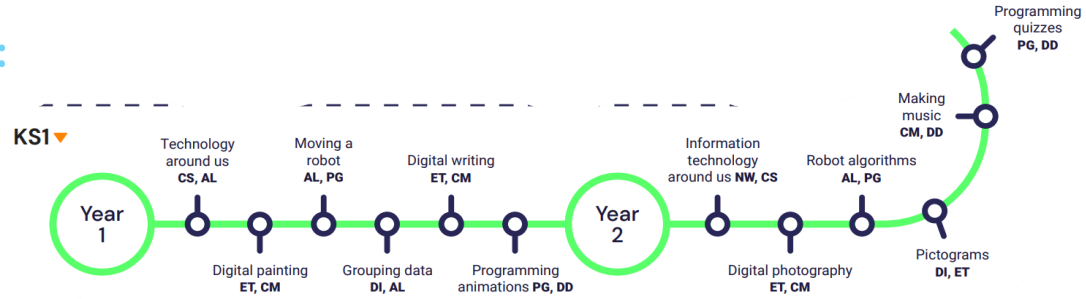
- Staff will follow the Teach Computing curriculum units (See KS1 and KS2 progression maps below).
- Staff will adapt the order of the teach computing units to make cross-curricular links throughout the year.
- EYFS will follow the Barefoot computing scheme and adapt units for yearly, cross-curricular links.
- Computing skills will be taught through discrete computing sessions and then practised and embedded throughout all areas of the curriculum.
- Opportunities to use technology will be threaded through other sessions and provision.
- Staff will have regular CPD opportunities to develop their own computing competency
- Staff will have regular CPD around e-safety and key messages will be sent to parents
- Staff will use consistent vocabulary and a list is attached to this document
- Subject lead to monitor the curriculum coverage and impact
- Staff will highlight and consider SEND and EAL children in their planning and sessions; making alternate provision if required.



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Implementation: Continued

KS1 Curriculum Journey
(Teach Computing)



KS2 Curriculum Journey
(Teach Computing)





Impact: On leaving Kingfisher CE Primary Academy children will:

The implementation of the Teach Computing curriculum ensures that when children leave Kingfisher CE Academy, they are competent and safe users of ICT with an understanding of how technology works. We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well being. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum.

When pupils leave Kingfisher CE Academy, they will:

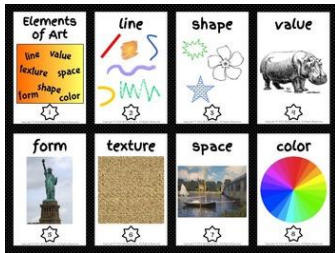
- Be digitally literate and able to select from a range of tools and skills to create a digital outcome for a given task.
- Understand that technology needs to be used with, and treated with, respect.
- Understand the benefits and potential dangers of using the internet.
- Help themselves and others to minimise the risks of being online and know how to manage any potentially dangerous incidents.
- Be able to take creative approaches towards problem solving and use logical thinking to support their solutions



Art at Kingfisher CE Academy



Kingfisher
CE ACADEMY



Intent: What do we want children to learn?

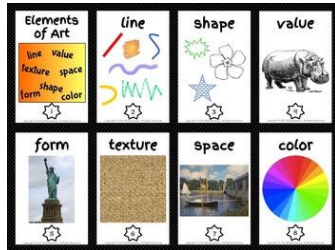
At Kingfisher CE Academy, we strive for children to learn about art and the skills through exploration, play and discovery. We teach Art, the skills and the artists entwined with the curriculum that we teach so the children can create, imagine and explore with different mediums, processes, and skills. We encourage creativity and fascination so that the children develop their own imagination and sense of innovation. This will then support and encourage them in problem solving so that they are able to plan, create and reflect on designing and making a product which can be applied to real life contexts. We strive to develop our young learners as drivers of critical thinkers, inquisitive minds, resilient and respectful inventors.



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Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy we would

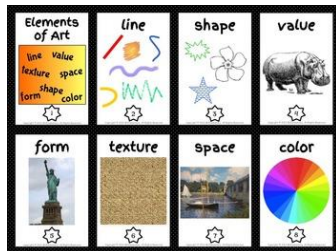




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Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school



DT at Kingfisher CE Academy



Kingfisher
CE ACADEMY



Intent: What do we want children to learn?

At Kingfisher CE Academy our aim is to give children the knowledge and skills in order to become technologically smart so that they are able to embrace the new and upcoming technology that they will encounter in their future lives. As well as teaching children the key skills and knowledge to access the technology, at Kingfisher, we ensure we teach the children about how to be responsible and safe citizens on the internet in order to protect themselves and others while online.



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Kingfisher
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