

Curriculum Statement 2019-20

Kessingland Church of England Primary Academy

Statement of Intent

At Kessingland Church of England Primary Academy we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK.

This document describes how we deliver our curriculum at each phase and in each subject, including Personal, Social and Health Education.

Statement Principles

This policy is rooted in our school values of Responsibility, Trust, Perseverance, Friendship, Aspiration and Respect.

We demonstrate **responsibility** with the care with which we plan exciting and engaging learning experiences for the children and the **respect** with which we involve them as partners in developing the curriculum.

We demonstrate **friendship** by working closely with staff, pupils, governors, DNEAT and the local community to provide a range of enriching opportunities and experiences for everyone.

We demonstrate **trust** in the open reflective way that all staff and pupils are involved in developing the curriculum, and the way we forgive ourselves and others for mistakes which we use as learning points for further improvement.

We demonstrate **aspiration** in the creation and implementation of a curriculum, which challenges, inspires and promotes success for every child through encouraging them to be active partners in their learning. It promotes a 'Growth Mindset' approach, which encourages them to learn from mistakes and feedback, and to grow to become more thoughtful, mature young people with the ability to take part in academic discord at any level.

Our Curriculum Aims

- To ignite a love of learning in all pupils and nurture a Growth Mindset, knowing that it is ok to make mistakes.
- For our pupils to know they are valued and have the capacity to grow, learn and play a full role in the wider world.
- To ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met.
- To facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- To develop self-esteem and confidence so that pupils make personal progress that fully prepares them for their next stage of education and the wider world.
- To encourage empowering and respectful partnerships between all learners in school, where achievements are celebrated.
- To provide opportunities to develop opinions in order that our pupils become worldly wise, have strong British values and are able to challenge perceptions.

Curriculum Overview

Pupils are challenged not only to develop their understanding, but to master it. Our pupils can talk about their learning journey, describe how different subjects deepen their understanding and identify the next steps in the learning process. Experiences and resources are chosen for pupils because they inspire and motivate learning.

The curriculum is well considered and takes into account what we know about 'Kessingland children' and the area in which they live. The curriculum makes effective use of the local area and seeks to provide experiences that our children would otherwise not be exposed to. In EYFS and Key Stage 1 the curriculum begins with pupils focusing on their locality and using their own experiences to develop an understanding of the world around them, preparing them for Key Stage 2 when they learn about the wider world in which they live.

We seek to provide a language rich curriculum starting with opportunities for pupils to dictate stories and decode phonics. The curriculum then builds on pupils' reading fluency through a broad knowledge-based curriculum across several subject domains.

National Curriculum

The curriculum we provide for our pupils covers the following National Curriculum subjects: English, Maths, Science, Art and Design, Computing, Design Technology, Geography, History, Music, Physical Education, Religious Education, Languages and Personal, Social and Health Education.

We recognise and promote the key importance of the core subjects and developing pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways and firmly believe the curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum.

Early Years Statutory Framework

In EYFS, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning. The seven key areas for learning are: Personal, Social and Emotional Development, Literacy, Mathematics, Communication and Language, Physical Development, Understanding the World and Expressive Arts and Design.

Spiritual, Moral, Social and Cultural (SMSC)

At Kessingland Church of England Primary Academy, we pride ourselves in providing an inclusive and welcoming learning environment for all the children in our care. Our integrated approach to SMSC furnish pupils with a range of opportunities to develop the attitudes and skills which will enable them to grow into happy young adults with great self-belief and integrity who will make a positive contribution to society.

There are an array of before and after-school clubs as well as day and residential trips which reinforce the learning taking place in the classroom and maximise opportunities for pupils to find something they excel at; thus improving self-esteem, raising aspirations and acting as a powerful incentive for pupils to work hard to reach their life goal.

Whole school events such as "Harvest Festival", "House Captains' Election", "Young Carer Events", "Safer Internet Day", "Multi-Faith Day", "Remembrance Events", "World Book Day", "World Maths Day" and "Sports Day" bring the whole school community together and provide a memorable and meaningful context within which pupils can live their school's values.

Our Core Values and PSHE programme provide children with a moral compass as well as with coping mechanisms, which will prove useful when they become adults. Pupils are given the chance to gain valuable life skills by taking part in a whole range of volunteering schemes. The school has an active school council and election of House Captains provides pupils with first-hand experience of the democratic process.

Special Educational Needs

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We acknowledge that it is the Quality First Teaching that enables the children – including those with SEND – to make maximum progress. Therefore, teachers put supportive measures in place and differentiate the curriculum to enable this to happen, ensuring where possible pupils are not left behind.

Where we identify that a child is finding an area of learning challenging, measures are put in place to support the child to continue to make progress in line with their peers. These measures are individual and personal to the needs of that child and may be as small as providing pupils with a writing frame or additional manipulatives.

When or if it is clear that support is not having impact, then it may be appropriate for an individual 'Plan Do Review' to be put in place and reviewed termly. Quality First Teaching will still be taking place but the child may receive additional support or intervention in or out of the classroom. Where necessary, additional support and strategies identified by external agencies may be put in place.

The aim is to ensure that every pupil regardless of their age, gender, race, culture or ability has the opportunity to grow, learn and play a full role in the wider world.

Roles and Responsibilities

The Curriculum Champion maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Curriculum Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. We use Symphony Assessment to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders review assessment information to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, building on skills taught in the previous year, and to maintain an overview of achievements within their subject.

Curriculum Leaders and Curriculum Teams also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the progress within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Monitoring and Evaluation

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Champion or members of the Senior Management Team.

Subject Leaders and Curriculum Teams will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book looks and pupil voice. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Subject-Link Governors will act as critical friends and will meet termly with Curriculum Leaders.

Assessment

Summative assessment data is collected three times a year and tracked using Pupil Asset.

We use the language of PiXL to identify different groups of learners. Question Level Analysis (QLA) is an important part of our assessment and planning process. After a test is carried out, a QLA takes place to identify cohort and group priorities. A QLA is used to help plan quality first teaching and 'Therapies' are then planned to plug identified gaps.

A	Working above Expected Standard
E1	Working at Expected Standard
E2	Working at Expected Standard but will require some support.
B1	Key marginal (focus)
B2	Requires specialist support

The assessment of foundation subjects is through formative assessment. Symphony Assessment is used to assess pupils' progress in line with National Curriculum Expectations.

In Religious Education, pupils are assessed using age-related expectations which are common across all DNEAT academies. This is done in a variety of ways e.g. through written activities, role-play, art work, discussion and is tracked using Pupil Asset.

Maths

EYFS Pre-Mastery Curriculum

The objective for those working in Early Years at Kessingland Church of England Primary, is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. There are six main areas that collectively underpin children's early mathematical learning, and which provide the firm foundations for the maths that children will encounter as they move through primary school. These are:

- **Cardinality and Counting:** understanding that the cardinal value of a number refers to the quantity, or 'howmany-ness' of things it represents;
- **Comparison:** understanding that comparing numbers involves knowing which numbers are worth more or less than each other;
- **Composition:** understanding that one number can be made up from (composed from) two or more smaller numbers;
- **Pattern:** looking for and finding patterns helps children notice and understand mathematical relationships;
- **Shape and Space:** understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking;
- **Measures:** comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.

The essential principles of maths mastery are similar for early years but are applied within the context of high quality early years provision which includes through play within indoor and outdoor learning environments. Practitioners are crucial within this in extending, introducing, assessing and modelling mathematics for young children. At Kessingland, we focus on deepening not accelerating learning. We provide time and opportunities for children to make connections in their mathematical understanding. Children have many opportunities throughout the indoor and outdoor environments to develop and deepen their understanding as well as through discrete teaching sessions or lessons led by a practitioner.

Practitioners provide different contexts for children to explore the same mathematical idea and multiple representations of this idea (including pictorial, informal jottings and mathematics equipment). Children are encouraged to communicate their mathematical thinking in a wide variety of ways including through manipulation of resources, gesture, pointing, body language, mark-making, talk and role-play. Individual next steps are identified through observations and these are acted upon and addressed through guided sessions or facilitated through play.

In Reception, teachers use WhiteRose Mastery materials in order to ensure that by the end of EYFS, children are fully prepared for the challenges of the Key Stage 1 curriculum.

In Key Stage 1 and Key Stage 2:

As a school, we use Maths No Problem (MNP) as our scheme to support teaching Maths for Mastery. We chose MNP as it is a comprehensive series that adopts a spiral design with carefully built-up Mathematical concepts and processes adapted from the Maths Mastery approaches used in Singapore. The Concrete-Pictorial-Abstract (C-P-A) approach forms an integral part of the learning process through the materials developed for this series.

We believe in the philosophy, which underpins the key Mastery principles:

- **Whole class moves through content at the same pace:** Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have a secure understanding of Mathematical concepts. Children who need additional support are identified for Same Day Intervention, delivered by a teacher, by the end of the same day.
- **Time to think deeply about the Maths:** Pupils are given time to think deeply about the Maths and really understand concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that children are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth. Maths Meetings are held at least three times weekly in order to ensure that our children have exposure to the full breadth of the Maths Curriculum, whilst mastering just one area at a time during their daily Maths lessons.
- **Builds self-confidence in learners:** We reject the idea that some children 'can't do maths'. In some classes, children may support each other's learning in mixed ability pairs. Children will use carefully chosen equipment to represent Mathematical problems to expose Mathematical structures. The learning of 'slower graspers' is scaffolded by showing a physical model, drawing an appropriate representation, explaining the problem orally or in written form and by challenging themselves and their own thinking. Our children are not grouped or given different content based on their anticipated ability. Teaching Maths for Mastery is different because it offers all pupils access to the full Maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in our pupils.
- **Differentiates through depth rather than acceleration—Dive Deeper Challenges:** Unlike previous pedagogical approaches to Mathematics teaching, where advanced learners are accelerated through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the same topic area.

English

Speaking and Listening

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of Reading and Writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. In EYFS, Helicopter Stories is introduced as an approach to communication and literacy skills. Helicopter Stories is an Early Years approach to communication and literacy skills based on the Storytelling and Story Acting curriculum.

In its simplest form, Helicopter Stories lets children dictate their stories, which are written down exactly as they are told, by an EYFS practitioner. The children then gather around a taped out stage and the stories are acted out.

Alongside the simplicity of this approach is an ethos that is child-centred, creating a culture of curiosity and wonder at the imagination during both the telling and the acting out of their stories.

Pupils have opportunities to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils are also taught to understand and use the conventions for discussion and debate. Hot Seating, Freeze Frame, Improvisation, debates and Monologue drama techniques are used to support the development of imaginative, expressive, and persuasive spoken and written language. Through the power of performance, our children become archaeologists, journalists, detectives and poets; lions, astronauts, gods and monsters; Tudors, Vikings, robots and evacuees. We go to the Arctic and the desert, to alien planets and exotic jungles, to Egyptian tombs and Greek temples. As with all arts, drama involves imagination and feeling, and helps children make sense of the world, by creating imagined characters and situations, and the relationships and events that they encounter. Imaginative role-play is fundamental to developing the whole child: it is invaluable as a means for developing communication skills, encouraging positive social interaction and exploring a range of subjects and issues. Drama provides our children with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express.

Grammar, Punctuation and Spelling

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their Reading and Writing. As vocabulary increases, pupils understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils are taught to control their speaking and writing consciously and to use Standard English. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Grammar, punctuation and spelling in Key Stage 2 is taught both discretely and by exploring high quality texts in English lessons.

Reading

At Kessingland Church of England Primary Academy, we use the synthetic phonics programme called 'Read Write Inc.' produced by Ruth Miskin. Read Write Inc. is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they are taught to segment, blend words, and learn spelling rules and conventions. Children work through the different sets, learning and developing their phonics sounds and knowledge. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Pupils have daily Guided Reading sessions in Early Years and Key stage One.

Children enjoy daily shared reading of high quality, engaging picture books and longer texts by enthusiastic and expressive adults. This provides an opportunity for children to have reading aloud modelled with expression and gives them access to stories, poetry and language they may not have access to otherwise.

We believe it is important to build on the children's knowledge of decoding phonics in order that staff in Key Stage Two are able to focus on building their reading fluency through a broad knowledge across several subject domains. Reading consists of two dimension: word reading and comprehension. Reading underpins learning in every subject and teachers take every opportunity to provide opportunities for reading at length in the wider curriculum; for instance, by interrogating historical sources or reading information written by a believer about their faith. Key Stage Two have Guided Reading 3-4 times per week where specific reading skills are taught through a range of text-based activities and through using VIPERS. Key questioning by the adult challenges children's responses to the texts, especially the use of inference and deduction.

Writing

At Kessingland Church of England Primary Academy we make English a creative and engaging learning experience. Reading and Writing are planned and delivered through our approach to learning using high quality texts. Teachers plan carefully to ensure effective coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. In Key Stage One the Writing is linked directly to the Guided Reading text.

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading: Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Personal, Social and Health Education

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible and moral citizens.

At Kessingland Church of England Primary Academy, PSHE is embedded throughout our daily lives. We model positive relationships, promote self-esteem and help pupils develop communication skills with others in all daily interactions. We encourage our children to play a positive role in contributing to school life and their wider community through School Council, supporting national charities and being involved in community events and activities.

As a church school, we promote Christian Values and encourage our pupils to be respectful and responsible citizens looking after ourselves, others and the world in which we live.

In our school, we use the Dimensions 3D PSHE scheme of work which is complemented by opportunities such as Crucial Crew, House Captain Elections, Premier Sport GOAL programme, UEA Outreach programme, and Enterprise activities.

Pupils are taught through three underlying core themes: Health and Wellbeing, Relationships and Living in the Wider World (within which there is broad overlap and flexibility).

In Early Years, we use meaningful stories from 3D PSHE to support the PSED statements in Development Matters. The stories introduce characters that young children can identify with in order to help teach key messages and skills.

In Key Stage 1 and 2, PSHE continues to be delivered through 3D PSHE and we help prepare our pupils for life at Secondary school and encourages them to become citizens of the world.

Sex and Relationship Education (SRE)

We teach SRE through different aspects of the curriculum. We carry out the main SRE in our personal, social and health education (PSHE) curriculum, however elements of SRE are taught through other subject areas (e.g. Science) which contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In Early Years, the curriculum includes education about relationships with a focus on friendship, and the building of self-esteem. Understanding the world covers simple life cycles.

In KS1, children continue to build on the work in the Early Years and focus on building relationships and self-esteem. We teach children about the main parts of the body and how to keep their bodies safe and healthy. Children learn that animals, including humans, have offspring, which grow into adults.

In KS2, children learn to describe the differences between the life cycles of various animals and to describe the life process of reproduction in plants and animals. They also continue to develop relationship skills, confidence and responsibility. This supports preparing children to become active citizens, developing a healthy and safe lifestyle, learning to respect differences and develop good relationships.

In Years 5 and 6 we teach SRE in more detail. We learn about the parts and functions of the body and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Most sessions are taught together (both boys and girls) but where appropriate, lessons are taught in single gender groupings. Nonetheless, all children will learn about changes which occur in both genders through puberty.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects females. We always teach this with due regard for the emotional development of the children.

Teachers do their best to answer all questions with sensitivity and care however we also provide a question box for the children in Years 5 and 6 during our SRE lessons. This allows children to write questions that they may be too embarrassed to ask in front of other children. It also allows teachers to cover 'real issues' that the children may have and avoid irrelevant questions.

Art and Design

Art and Design is an essential part of our curriculum and all children are given the opportunity to think and act as artists, makers and designers, working creatively and critically. Art is an important form of cultural expression and therefore, we believe it has meaning for all of our children.

Our teaching provides children with the chance to work with both traditional and new media to develop skills across a wide range of tools, materials and systems including: painting, printmaking, photography, film, sculpture, bookbinding and textiles. These experiences enable our children to learn how to reflect critically on their own and others work, equipping them with the knowledge and skills to participate, experiment with, invent and create their own works of art, craft and design.

Across the school, children will investigate and evaluate the creative outcomes of Great Masters from past and present. To support a deep understanding of the many disciplines within art, craft and design, Artists are invited in to school to collaborate with our children by giving talks and workshops. We are in the process of working towards *Artsmark* targets by planning visits to local galleries and participate in national competitions such as the fantastic *Arts & Minds*. Not only is children's work exhibited in our school gallery, but we will also support community projects by exhibiting as part of *Art for Eyes* held by the *James Paget Hospital*.

Our design and technology lessons encourage children to become creative problem-solvers, both as individuals and as part of a team. As contemporary innovators, children are involved in the designing and making of products to solve real and relevant problems within a variety of contexts. Pupils are given opportunities to investigate and explore their target audiences and develop design briefs, fit for their product.

Children are actively encouraged to think about important issues such as sustainability and enterprise when designing, making and modifying materials, textiles, ingredients, mechanisms and electrical components. By applying knowledge and skills from a wide range of other curriculum areas, our pupils learn to reflect on and evaluate present and past design and technology, its uses and its impacts. It is imperative that our children become discriminating and informed consumers by exploring the designed and made world in which we all live and work. Our teaching enables children to learn how to take risks, becoming resourceful, inventive and pioneering citizens.

Modern Foreign Languages

In Key Stage 2, our pupils have the opportunity to learn French as an additional language. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as 'Simple Simon Says' and 'What's in the bag?' will be used.

French is taught as a discrete subject on the timetable but we will also integrate the foreign language into the everyday routine e.g. answering the register. This will excite their curiosity and may help them with choices of what to study at their next schools.

In Lower Key Stage 2, the children start by learning how to have short conversations with each other and learning short phrases. In Upper Key Stage 2, the children start to use their reading skills to read short phrases and sentences. They also start to use aspects of grammar in order to write short sentences and say them out loud.

Physical Education

Physical Education is a compulsory part of the curriculum for all pupils at every Key Stage. Each class is allocated two PE sessions over the week. As part of the PE curriculum children are given the opportunity to learn skills in the following areas: Athletics, Dance, Gymnastics and Games. Key Stage 2 pupils also have the opportunity to go swimming.

Throughout our PE curriculum, pupils have the opportunity to acquire and develop new skills, select and apply, evaluate and improve their practise and have a knowledge and understanding of fitness and health.

Kessingland Church of England Primary Academy is committed to the delivery of competitive sports, raising the standards in physical education and increasing the engagement of all children in competitive sports. A large range of extra-curricular activities compliments our curriculum, this includes before and after school and a full range of competitive fixtures. This dedication has been recognised by the school being awarded the bronze award by the Schools Games Association in 2018/19.

Religious Education

Religious Education at Kessingland Church of England Primary Academy uses an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk Agreed syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

- **Theology:** This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
- **Philosophy:** This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.
- **Human/Social sciences:** This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies. These three disciplines provide lenses through which each enquiry question is approached.

In accordance with the structure of the locally agreed syllabus we have agreed that:

At Key Stage One, pupils study primarily Christianity and Judaism, with reference made to other principal religions, beliefs and worldviews.

At Key Stage Two, pupils study primarily Christianity, Islam and Hinduism, with reference made to other principal religions, beliefs and worldview.

In accordance with the Statement of Entitlement (2016), two thirds of curriculum time is allocated to the teaching of Christianity. This entitlement is met both through blocked teaching of RE.

Computing

At Kessingland Church of England Primary Academy, we make Computing an engaging and challenging learning experience. As a school, we believe it is important to keep up to date with the technological changes that go on in the world. Our aim is to give children the skills that will allow them to thrive in the modern world. Our curriculum allows children to engage with the National Curriculum objectives in a range of ways using a variety of tools including digital cameras, laptops and desktop computers. Children's learning is carefully planned and sequenced, ensuring that skills are taught at an appropriate age and are being built on each term and year.

Children in the Early Years use BeeBots and other physical devices to create and execute simple algorithms. This knowledge is developed in Key Stage 1 where children learn to write and debug more complex algorithms using physical devices as well as coding software. In Key Stage 2, children develop this further by using a range of software to write their own computer programmes.

Where possible, Computing is linked to other subjects and teachers will make these links to enhance the teaching and learning. For example, conducting research on the internet, creating graphs and word processing written work.

Online Safety

Computing and the use of technologies at Kessingland Church of England Primary Academy is underpinned by online safety being central to the curriculum. While showing children the benefits of using new technologies we are also rigorous in teaching them about how to use technology safely and responsibly. Online Safety workshops are held every year, including parent workshops. When starting a new topic, teachers discuss with the children how they can keep themselves safe when using technology. Online Safety is also taught as part of our PSHE Curriculum, for example in Key Stage 1 children follow a unit on staying safe which includes rules for, and ways of being physically and emotionally safe – including safety on-line, responsible use of ICT and talking to adults when they see or hear something they don't like.

In Key Stage 2, pupils start to learn about the importance of protecting our personal information, including passwords and distribution of images.

Science

Science teaching at Kessingland Church of England Primary Academy aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

In Early years, Science is taught through the children understanding the world around them in their learning through play. In Key Stage One and Two, throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills.

In Key Stage One, pupils are taught about life processes and living things and materials and their properties. In Key Stage Two, pupils are taught about physical process as well as extending their knowledge of life processes and living things.

Scientific enquiry skills are embedded in each topic the children study and these topics are revisited and developed throughout their time at school. Topics, such as Plants, are taught in Key Stage One and studied again in further detail throughout Key Stage Two. This spiral curriculum model allows children to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding this procedural knowledge into the long-term memory.

All children are encouraged to develop and use a range of skills including observations, planning and investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their scientific based questions. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

In addition to the discrete topics taught in Science, there are ongoing aspects taught over the year e.g. observing and talking about the changes in weather and seasons across the year and using the environment throughout the year to explore and answer questions about animals and their habitats.

Humanities

Our Humanities curriculum is interesting and current with the intention of developing a wealth of knowledge which will prepare children for future learning. The sequenced curricular framework supports teachers at all stages of their career to organise, teach and test that knowledge systematically.

In Key Stage Two, we believe that once children can decode phonics, a crucial factor in building reading fluency is broad knowledge across several subject domains. The absence of such knowledge is a key cause of the disadvantage gap. Without a subject-specific approach, children miss major layers of knowledge that help to make other knowledge and its vocabulary make sense. Pupils need rich, diverse, systematic and thorough knowledge if they are to interpret common but challenging words such as 'paradise', 'republic', 'glacier', 'official' or 'throne'.

Knowledge is 'sticky' and this gives it a wonderfully powerful effect. The more pupils are secure in various reference points, the more they recognise words, put things together, make links, draw implicit comparisons, notice changes in meanings and so on. So, whenever we are thorough in making sure pupils really know the stories and concepts, we are giving them frameworks that make the assimilation of further knowledge, with all its vocabulary, much more likely.

History

At Kessingland Church of England Primary Academy, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians. Children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

In Early Years, pupils learn about their own History and talk about important events in their own life. In Key Stage One, the curriculum begins with pupils focussing on their locality, recent historical events and use of their own experiences to develop an understanding of the world around them, preparing them for KS2 where we expose pupils to the wider world in which we live.

Throughout Key Stage One and Two, pupils develop their chronological understanding, learn knowledge and understanding and have opportunities for historical interpretation and enquiry.

Visits and visitors from the local area (e.g. Time and Tide, History off the Page) enrich the children's experiences bring History to life.

Geography

At Kessingland Church of England Primary Academy, we aim for a high quality Geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people.

Our teaching equips pupils about locational, place and Human and Physical Knowledge. We also want children to develop geographical skills and fieldwork: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

We want children to enjoy and love learning about Geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Where possible we make use of locations and features in the local area.

In Key Stage One, pupils learn about their local Geography including the main Capital Cities and identify the five countries of the British Isles. In Key Stage Two, pupils learn about Oceans and Continents of the world.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Throughout Key Stage One and Key Stage 2 pupils skills in performing, composing and appraising are developed progressively building on the skills taught in previous year groups.

Teachers follow the Charanga Musical schools scheme with weekly lessons. Each Unit of Work in Charanga comprises of the strands of musical learning which correspond with the national curriculum for music: Listening and appraising, musical activities, warm-up games, optional flexible games, singing, playing instruments, improvisation, composition and performing.

Throughout their time at Kessingland Church of England Primary Academy, children have the opportunity to take part in musical events such as the school Christmas performances. We also provide additional music lessons and enrichment activities including; school choir, performing as part of the School's Celebration at Snape Maltings and 'Rock Steady Music'. These all provide further opportunities for the children that they may not normally be exposed to.