



Curriculum Subject Intent Statements

At Buttsbury Junior School we pride ourselves on having an ambitious, broad and balanced curriculum. Each subject that is taught within our curriculum reflects the school's curriculum intent statement however, each subject is also unique and we have made a series of decisions to optimise the teaching and learning of each subject.

This document sets out the intent, implementation and impact of each curriculum subject area.

At Buttsbury Junior School the **intent** of our literacy curriculum is to provide our children with as wide an experience of language as possible. We intend for our children to become competent, confident users of language in all its forms for a range of purposes and audiences. Our curriculum will enable children to develop communication skills to a high standard through giving them the knowledge of structure and opportunities to reflect on how meaning is made.

How is literacy **implemented** at Buttsbury Junior School?

We have a broad and balanced literacy curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by *'applying what they have learnt to a new situation'*.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in literacy include: Spellings, Handwriting, Grammar and Punctuation, Reading, Writing and Speaking and Listening

At Buttsbury Junior school, learning in literacy may include:

- Opportunities to speak with confidence, clarity and fluency in appropriate forms of speech as an individual, in a pair or as a group
- Drama to explore characters thoughts and motives in order to embed understanding
- Reading and analysing of core texts that cover a wide range of genres, authors and purpose, showing an understanding of what has been read. This may also include identifying language and grammatical structures which will then be applied and replicated by children when innovating their own written ideas
- Explicitly teaching comprehension skills providing children with the opportunities to access texts and develop deeper understanding of them
- Explicit teaching of spelling, grammar and punctuation rules which are expected to be embedded within their own writing
- Development of ideas through a cycle of: forming ideas, planning, drafting and editing
- Modelled writing, shared writing, guided writing or independent writing
Explicitly teaching a legible, joined cursive handwriting

What is the **impact** of the literacy curriculum on our children?

Our curriculum in Literacy is ambitious and provides all children with the opportunity to demonstrate mastery in literacy. Children are able to express their own creative voices in a variety of fiction and non-fictions contexts. Children are confident to recognise and discuss a variety of genres; consider how literacy has developed through heritage and culture; develop and apply grammatical structures within their writing. Children read and write across the curriculum, embedding their literacy skills: demonstrating a mastery approach. As a result of our literacy curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about literacy

Year 3: "I really like writing because it allows me to explore my own imagination."

Year 4: "I like the big write, you get to show what you can do but using my own ideas!"

Year 5: "I love that I can be an author and be creative."

Year 6: "I like how we are exploring Shakespearian language using drama."

At Buttsbury Junior School the **intent** of our Maths curriculum is to ensure that all children are fluent in the fundamentals of Mathematics. From this they will be able to reason mathematically and apply their knowledge to solving problems. Our curriculum allows children to better make sense of the world around them, relating the pattern between mathematics and everyday life.

How is Maths **implemented** at Buttsbury Junior School?

We have a broad and balanced Maths curriculum at Buttsbury Junior School, where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply this to their new learning. We encourage children to ask questions, investigate and have a 'trial and improvement' approach.

Strands in Maths include: Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Ratio and Proportion, Measurement, Geometry, Algebra and Statistics.

At Buttsbury Junior school, Maths lessons may include:

- Use of practical resources (CPA approach)
- Collaborative learning
- Investigations and word problems.
- Opportunities to practise key skills and apply their knowledge to problems.
- Reasoning opportunities
- Double Teaches and Mini-plenaries
- Fluid groupings

What is the **impact** of the Maths curriculum on our children?

Our curriculum encourages all children, regardless of ability, to think deeply and apply their skills to new, and increasingly complex situations. Children are able to select appropriate methods to solve problems and can explain their choices to others. As a result of this, children have the ability to demonstrate resilience when the task is challenging. They are not only able to apply their knowledge in other areas of the curriculum but also understand the relevance and importance of their learning in relation to real world concepts.

What our children say about Maths

Year 3: "I love using the equipment because it helps me solve problems."

Year 4: "Every day we learn new things and we put all of it together to solve problems."

Year 5: "The work is challenging so it really makes me think!"

Year 6: "I like that we repeat things we have already learn but then we move on to learning new topics."

At Buttsbury Junior School the **intent** of our Science curriculum is to encourage children to be knowledgeable about the world around them. We aim to make children inquisitive through developing scientific skills through a variety of tasks that include practical scientific enquiry, make and record observations, apply their learning to the 'real world', form reasonable conclusions based on observations and results (both orally and in written form) and build upon their previous learning. This is conducted with consideration to keeping safe in Science.

How is Science **implemented** at Buttsbury Junior School?

We have a broad and balanced Science curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by '**applying what they have learnt to a new situation**'.

Units of learning are blocked, well sequenced and build on previous learning both within KS2 and KS1. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Science include: Working Scientifically, Animals Including Humans, Rocks, Light, Forces and Magnets/Forces, Living things and their habitats, States of Matter/Properties and changes of materials, Sound, Electricity, Earth and Space and Evolution and Inheritance.

At Buttsbury Junior School, Science lessons may include:

- Using scientific enquiry to provide opportunities to observe, record and conclude.
- A range of opportunities to understand and develop key scientific concepts and skills. Consequently, helping to develop positive attitudes towards science.
- Opportunities to communicate scientifically using accurate vocabulary.
- Opportunities to consider how science influences and affects our everyday lives.
- Opportunities to prepare children for life in an increasingly scientific and technological world.
- Indoor and outdoor learning, including visits or visitors in school.

What is the **impact** of the Science curriculum on our children?

Our curriculum encourages children to be inquisitive and enthusiastic about the world around them. By learning about the wider world, children will have a greater scientific understanding of the world they live in.

As a result of our Science curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about Science

Year 3: "It's my favourite lesson. It's really cool. You get to learn lots of new things. We do some fun stuff."

Year 4: "We learn so much in Science! I enjoy experiments in electricity."

Year 5: "I really enjoy Science because we can make and build things and then test them out. You find out things you didn't know. It helps you in later life."

Year 6: "I love Science because you get to do interesting experiments. It's fun testing things out to see what would happen."

Computing at Buttsbury

At Buttsbury Junior School the **intent** of our Computing curriculum is to equip children with the knowledge and skills to independently, confidently and safely master a range of hardware and software as consumers and creators. Digital technology plays a prominent role in our everyday lives so it is important that we educate children to be responsible and considerate users of technology.

How is Computing **implemented** at Buttsbury Junior School?

We have a broad and balanced Computing curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Computing include: Digital Communication and Sharing Information; Collecting, Analysing, Evaluating Real World Data; Control and Programming; Producing and Editing Media; and Modelling and Simulations.

At Buttsbury Junior school, Computing lessons may include:

- Collaborative learning
- Online and offline lessons
- Development of computational thinking (e.g. abstraction, decomposing, debugging)
- PRIMM principles (Predicting, Running, Investigating, Modifying and Making)
- Teaching of online safety in context
- Development of core, transferable skills
- Access to a variety of hardware and software

What is the **impact** of the Computing curriculum on our children?

Our curriculum results in a fun and engaging Computing education in which children are able to work autonomously, confidently and responsibly with a range of technologies and applications. Children are able to apply their knowledge and skills to express themselves responsibly through a range of digital devices both online and offline.

As a result of our Computing curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our pupils say about Computing

Year 3 "I like learning new things, like copying and pasting, and using them in my work."

Year 4: "I really like learning about technology. We learn about how things work; we use technology that we haven't used before and we learn how to keep safe online."

Year 5: "We use more and more technology in our lives so it is good to find out how it works."

Year 6 "Computing is my favourite lesson! I love learning new things in school which I can then use at home, safely!"

At Buttsbury Junior School the **intent** of our RE curriculum is to identify the impacts of beliefs on people's lives as well as similarities and differences between religions and beliefs, connecting specific features and values for individuals and communities. We develop the ability to suggest meanings for all forms of religious expression and describe the importance of the religious teachings studied. Pupils are encouraged to compare aspects of their own experiences and those of others, identifying what influences the moral and ethical aspects of their lives and those of other cultures. We explore this through the study of sacred texts, places of worship, important artefacts and scriptures

How is RE **implemented** at Buttsbury Junior School?

We have a broad and balanced RE curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by *'applying what they have learnt to a new situation'*.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

Strands in RE include:

At Buttsbury Junior school, RE lessons may include:

- Thinking about religion and belief – Making links and explaining connections between beliefs, values and practices.
- Enquiring and investigating – Suggesting lines of enquiry to address questions raised and identify different viewpoints.
- Expression and language – Using technical terminology, show how religious beliefs and ideas can be expressed in a variety of forms.
- Identity and Experience – Compare, discuss and express views on aspects of own experience and those of others
- Meaning and purpose – Make informed responses to questions of meaning and purpose
- Values and commitments – Use different techniques to reflect deeply.

What is the **impact** of the RE curriculum on our children?

Our curriculum results in an understanding and awareness of other cultural beliefs, morals and values.

Children are able to confidently explain how aspects of different religions vary, expressing interest in other ways of life and tolerance of other faiths. This allows children to better inform their own perspective on moral and ethical issues within the wider world.

As a result of our RE curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about RE

Year 3: "I have enjoyed RE this year. I liked learning about different symbols and am really looking forward to going on our Church trip."

Year 4: "I love RE! it's been interesting learning about Islam and different cultures and religions."

Year 5: "I've really enjoyed learning about Christianity this year, especially as I can remember quite a lot from year 3. Today we got to go to the church Mrs Robinson goes to and we learnt a lot."

Year 6: "We have been learning about the Middle way and I find it really interesting to learn about how people live differently to us."

Physical Education at Buttsbury

At Buttsbury Junior School the **intent** of our Physical Education curriculum is to develop co-ordination, strength, stamina and sport specific skills. In our PE curriculum we aim to expose children to a wide range of sports and physical activities giving children the opportunity to learn different rules and tactics. We believe that our PE curriculum will contribute to a positive sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

How is Physical Education **implemented** at Buttsbury Junior School?

We have a broad and balanced Physical Education curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by **'applying what they have learnt to a new situation'**.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Physical Education include: acquiring and developing skills, applying skills and using tactics, evaluating and improving performance and Swimming.

At Buttsbury Junior School, Physical Education lessons may include:

- Warm up – understanding why these are important to our bodies
- Stretching – dynamic and static
- Skills Progression focus – variations of drills
- Application of skill to a game scenario
- Warm down focusing on stretching and regulating breathing
- Evaluation
- Subject knowledge development - correct use of sporting terminology
- Questioning
- Teacher/Coach models
- Pupil experts
- Opportunities of mastery for all and links to prior learning
- Self and peer-assessment – compare their performances with previous ones
- Range of equipment – adapted to suit individual needs
- All learners kept active throughout the lesson

What is the **impact** of the Physical Education curriculum on our children?

Children will develop a love for PE and a range of sports. PE will meet the physical and social needs of all pupils, allowing all children to succeed and achieve mastery regardless of their ability. Pupils will be able to evaluate performance and skill development of themselves and their peers.

PE engagement and participation levels are high across the school in lessons and in extra-curricular clubs resulting in a greater sense of well-being, understanding of health and fitness and an increased feeling of self-confidence.

As a result of our Physical Education curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about Physical Education

Year 3: "PE teaches you lots of different sports and it is fun. It keeps you fit and means you have frequent access to exercise."

Year 4: "I like PE because I've learnt lots about Rugby which teaches catching and kicking ability, and gymnastics which helps with flexibility. A good variety of sports are taught."

Year 5: "I like PE because I like to become more active. We get to learn about lots of different sports. I enjoy being a role model to other pupils."

Year 6: "I like PE because we learn lots of different sports and it isn't just running. It is fun exercising! I've learnt how to be resilient."

At Buttsbury Junior School the **intent** of our History curriculum is for children to understand the chronological historical narrative of Britain and how this compares to other ancient civilisations across the world. In addition, children will become critical thinkers and be able to comment on historical change and evaluate how it has impacted on modern life. At Buttsbury Junior School, we are historians and children will develop strong historical skills in the form of researching and analysing both primary and secondary historical sources to understand how they learn about the past.

How is History **implemented** at Buttsbury Junior School?

We have a broad and balanced History curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in History include: Study periods of History; chronological understanding and historical enquiry.

At Buttsbury Junior School, History lessons may include:

- The use of artefacts to stimulate curiosity and develop the skills of historical enquiry.
- Engaging activities, trips and visitors.
- The use of primary and secondary historical sources to form an understanding of the past.
- Independent research to promote transferable skills such as locating key information; analysing the validity of sources and summarising findings.
- Comparisons of different periods in history.
- Evaluating how the past has impacted on modern life and how this has influenced our historical heritage and British Values.

What is the **impact** of the History curriculum on our children?

Our curriculum encourages children to be curious about the past and to be critical thinkers. By learning about the past, including local history, children have an understanding of the world they live in now and this enables them to value their own and other people's cultures in modern multicultural Britain.

As a result of our History curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about History

Year 3: "History makes me feel like an archaeologist finding out about the past and we learn about important people"

Year 4: "The Roman topic is amazing as we have learnt about the invasion of Britain and Colchester Castle was brilliant!"

Year 5: "It is fascinating learning about the past. My favourite topic was the Ancient Egyptians and building a pyramid."

Year 6: "I love learning about the past as it helps me to understand how things have changed over time. In our lessons we do fun things like rowing a Viking Long ship and acting out a Viking 'Thing' or court!"

At Buttsbury Junior School the **intent** of our Geography curriculum is to allow children the opportunity to learn about the wider world through a range of engaging, creative and ambitious lessons. It is important for children to have strong geographical knowledge which they can develop and apply to their local surroundings and extend on this to compare to different countries.

How is Geography **implemented** at Buttsbury Junior School?

We have a broad and balanced Geography curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Geography include: Locational Knowledge, Place Knowledge, Human and Physical Features, Geographical Skills and Fieldwork.

At Buttsbury Junior school, Geography lessons may include:

- Development and application of map skills
- Making comparisons between the landscapes of our local area, surrounding areas and the rest of the world
- Looking at case studies
- Teaching of how to use an atlas and globe independently
- Understanding physical geography and the impact it has on human geography
- Learning about our local area
- An awareness of continents, key countries and capital cities from across the world - being able to locate the Northern and Southern Hemisphere

What is the **impact** of the Geography curriculum on our children?

Our curriculum encourages a chance for children to be inquisitive and enthusiastic about the world around them. By learning about the wider world, along with their local area, the children are given the chance to expand their geographical knowledge and understanding.

With a range of skills that they can build on throughout their primary school education, our Geography curriculum ensures that the children can apply what they have learnt to the next stage in their learning.

What our children say about Geography

Year 3: "I like learning about the different countries and seeing how they are different to where I live."

Year 4: "I enjoy learning about different parts of the world and what the features of the land are like."

Year 5: "I remember learning a lot about rivers and the fun facts about them and the country they were in."

Year 6: "I really like learning about the different characteristics belonging to each country and comparing them across the continents."

Design Technology at Buttsbury

At Buttsbury Junior School the **intent** of our Design Technology curriculum is to understand the design process involved in product development. Children will have the opportunity to experiment and make decisions on materials that best suit a range of purposes. The children will be taught to evaluate and adapt to the needs of the project and restraints of the materials used. Children will develop an understanding of technical vocabulary and our role in responsible resourcing.

How is Design Technology **implemented** at Buttsbury Junior School?

We have a broad and balanced Design Technology curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by **'applying what they have learnt to a new situation'** and cross curricular links to maths and science where they can apply their knowledge in context.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

Strands in Design Technology include Cooking and Nutrition, Textiles, Construction, Mechanical systems and Electrical systems

At Buttsbury Junior School, Design Technology follows a process:

- Research – develop an awareness of the final produce and the materials and resources being used to produce them, including their properties
- Skill development – production processes
- Planning – based on research and understanding
- Prototyping
- Building
- Evaluation of final product and process.

Across the process, children are encouraged to make informed design choices, evaluating every stage of the project. Topics and skills are progressive and develop the application of skills through complexity and expectation of the outcomes.

What is the **impact** of the Design Technology curriculum on our children?

Children develop a love of DT and enjoy all aspects of this subject. They develop an understanding of where resources come from, sustainability and recycling.

Through DT, children are able to understand the design process and develop critical thinking skills to make decisions about ergonomics, material properties, flavour pairings and stitching and joining options.

As a result of our Design Technology curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about Design Technology

Year 3: "I like DT because you get to use different materials and decorate the things you make."

Year 4: "DT is fun and exciting. I like doing the practical tasks that are involved."

Year 5: "I love DT, it is really interesting. I mostly love the discovery process and finding out what things do."

Year 6: "I like DT as you can make different things that are really fun. I especially like the DT mornings."

At Buttsbury Junior School, the **intent** of our Art curriculum is to inspire pupils to think imaginatively and innovatively and develop a creative understanding of artists, architects and designers in the world. We believe that Art embodies one of the highest forms of human creativity; thus, it should equip pupils with the knowledge and skills to experiment, invent and create their own works of art; think critically and develop a rigorous understanding of how Art shapes our history and contributes to the culture and ingenuity of our nation.

How is Art **implemented** at Buttsbury Junior School?

Following the National Curriculum, we have a broad and balanced Art curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by *'applying what they have learnt to a new situation'*.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Art include: using sketch books to record observations, improving mastery of art, design and sculpture techniques and knowing about great artists, architects and designers in history.

At Buttsbury Junior school, Art lessons may include:

- analysing and responding to an artist's work
- recording ideas and thoughts about art in a sketch book
- emulating an artist
- development of principle skills
- collaborative learning
- exploration of ideas and evaluative thinking
- artistic vocabulary
- use of Bloom's Taxonomy to deepen thinking and analysis
- celebrations of work and gallery sessions

What is the **impact** of the Art curriculum on our children?

Children develop a love of Art and are empowered to explore a range of art forms developing their cultural capital for life. Our curriculum results in pupils who develop critical thinking skills, who appreciate other's responses to the world and are unafraid to express themselves creatively. As a result of our Art curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school and an appreciation of the creative world and how people respond to their experiences.

What our children say about Art

Year 3: "It's nearly impossible to find ONE piece of art that I like in my sketch book as I have so many I like!"

Year 4: "I love the digital art. I didn't know it was a 'thing'!"

Year 5: "Art is calm. It's your own. You are living as the artist."

Year 6: "When you feel down, it's your kinda 'go to' area – It feels like I've come home."

At Buttsbury Junior School the **intent** of our French curriculum is to equip children with the knowledge and skills to use the French language in real life situations and hold conversations with their peers. Also, it allows children to appreciate another culture and develop their wider transferable skills, increasing their understanding and curiosity of diversity and love of language and word origin.

How is French **implemented** at Buttsbury Junior School?

We have a broad and balanced French curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in French include: Listening and understanding, translating, speaking, writing and learning how to apply key vocabulary to a basic conversation, to acknowledge the gender of words and how to use the negative form.

At Buttsbury Junior School, French lessons may include:

- Listening to and translating French spoken words and sentences
- Reading and writing French words and sentences
- Holding and practising conversations with peers
- Learning core vocabulary e.g colours, days of the week, rooms of the house, numbers
- Learning core phrases e.g. j'ai, j'aime, je suis etc.
- Learning songs and rhymes to help remember vocabulary
- Translating text from French to English and vice versa
- Modifying words into their negative form
- Building on vocabulary previously learnt and development of transferable skills to be able to use French in real life situations

What is the **impact** of the French curriculum on our children?

Our curriculum allows a broad and fun opening into the French language, which provides a strong baseline to build upon in their future education. Children will be able to greet others in French, as well as respond to basic commands and questions. As a result of our curriculum, children have a basic grounding in the fundamentals of French grammar such as gender, word class and word order. They are able to compare and contrast English and French grammar and apply the rules within their work. As a result of our French curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

What our children say about French

Year 3: "Learning French is really good because I like learning new words in another language."

Year 4: "I enjoy learning how to pronounce new words."

Year 5: "I like learning how to say something that I know in English, then learning how to say it in another language so when I go to France I can use it."

Year 6: "I like French because you get to learn how to say different words in a new language."

At Buttsbury Junior School the **intent** of our Music curriculum is to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and performing, whilst also developing a love of music by being given the opportunity to listen to a wide range and variety of music. Children are also taught to record their music, using standard and non-standard notation, and develop an understanding of technical vocabulary.

How is Music **implemented** at Buttsbury Junior School?

We have a broad and balanced music curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in music include: Listening, Understanding rhythm, Improvising and composing, Singing, Performing, Understanding musical notation and Understanding the history and context of music, including the Great Composers.

At Buttsbury Junior school, music lessons may include:

- Singing – in unison, in rounds, parts and harmony
- Listening – to music from a wide range and variety of cultures, traditions and times, including the music of the Great Composers
- Composing and Improvising – using both tuned and un-tuned percussion – using known rhythmic responses
- Understanding rhythm, e.g. by clapping and maintaining the pulse
- Performing – using melodic instruments, such as the recorder, and tuned and un-tuned percussion
- Producing and reading both graphic scores and standard staff notation

What is the **impact** of the Music curriculum on our children?

Children develop a love of music and enjoy all aspects of this subject.

A shared knowledge of music is crucial cultural capital in helping children understand where they come from and their place in the world.

Through good vocal production, careful listening and well-developed sense of pitch, children are able to sing confidently in harmony and with musical delivery.

By learning to listen critically, children will expand their musical horizons and also gain a deeper understanding of how music is constructed and the impact it has on the listener.

Children are able to create music, demonstrating skill which is proportionate to age and ability, recording their music in an age-appropriate way, and perform with confidence.

What our children say about Music

Year 3: "I love my music lessons – they are like magic. I like making all the wonderful sounds and the music you can make."

Year 4: "I have really enjoyed learning about lullabies – it was hard to play and sing quietly."

Year 5: "I loved finding about Andrew Lloyd Webber as I was curious about him – especially as he's alive!"

Year 6: "I am pleased that I can remember all the different rhythmic notations."

At Buttsbury Junior School the **intent** of our PSHE curriculum is to recognise that we as individuals each have different identities and that it is important to share and celebrate the differences between us. We aim to identify the dreams the children aspire towards and plan appropriate steps to make their goals realistic and achievable. The children are aiming to understand the factors which influence a healthy lifestyle; children will be able to explain the significance of making healthy choices and the impact this will have on their lives. Children will recognise what constitutes a healthy relationship and the different forms this will take; from different types of families to how friendships can change as they grow older. Children will understand that they will face challenges during periods of transition in their lives and will be equipped with strategies to manage these difficult emotions.

How is PSHE **implemented** at Buttsbury Junior School?

We have a broad and balanced PSHE curriculum at Buttsbury Junior School where children are given the opportunity to master their learning by ***'applying what they have learnt to a new situation'***.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

Strands in PSHE include:

At Buttsbury Junior school, PSHE lessons may include:

- 'Calm Me' - time to reflect on our learning and prepare us for our learning.
- Group Discussion and 'Talk Partners' – opportunities to share ideas and respectfully listen to the responses of our peers.
- Drama and Role Play – activities to safely explore how the children may react in different scenarios and develop appropriate responses to difficult situations.
- Case studies – being able to share experiences and discuss solutions to problems.
- Collaborative working – children are able to work in mixed abilities pairs and small groups to share ideas

What is the **impact** of the PSHE curriculum on our children?

As a result of our PSHE curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

Children are resilient, well rounded individuals how are able to solve problems and over-come challenges they may face in their daily lives e.g. change or loss. Our children are emotionally secure and intelligent, they are equipped with tools to help them make safe, healthy and sensible decisions.

What our children say about PSHE

Year 3: "PSHE helps me to be safe and kind."

Year 4: "I love PSHE, it teaches me how to be a good friend."

Year 5: "We learn about really interesting topics in PSHE like smoking and it helps me to be safe and healthy."

Year 6: "I enjoy the 'Calm Me' time as it gives me a chance to reflect and have some quiet time during the day."