

Old Sarum Primary School

Curriculum



*A Home for the Heart, An Adventure
for the Mind, A Foundation for the
Future*

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Our Curriculum Vision

At Old Sarum Primary School, we believe every child deserves a curriculum that inspires, challenges and nurtures them. Our curriculum is designed to ensure that children leave us with the knowledge, skills, character and aspirations needed to flourish academically, socially and emotionally.

Rooted firmly in our values of **Community, Trust, Inclusion, Resilience and Aspiration**, our curriculum provides rich experiences, meaningful connections and memorable opportunities that enable every child to thrive.

We believe childhood should be filled with wonder, discovery, creativity and challenge. Through carefully planned learning experiences, children develop a sense of belonging, curiosity about the world and confidence in their ability to make a positive contribution to society.



Curriculum Drivers

Our curriculum is driven by five key principles that reflect our vision and values.

Community and Belonging

We want every child to feel that they belong to the Old Sarum family and understand their role within the wider community.

Children learn to:

- Build positive relationships
- Respect diversity
- Understand their responsibilities
- Work collaboratively
- Contribute positively to society

Communication

We believe communication is the key to success.

Through Talk for Writing, structured discussion, presentation opportunities and collaborative learning, children develop the confidence to:

- Express ideas clearly
- Listen actively
- Debate respectfully
- Explain reasoning
- Develop rich vocabulary

Curiosity

We want children to be excited about learning and eager to discover more.

Our curriculum encourages pupils to:

- 
- Ask questions
 - Explore ideas
 - Investigate concepts
 - Seek solutions
 - Develop a lifelong love of learning

Aspiration

We have high expectations for every child.

Children are encouraged to:

- Believe in themselves
- Dream big
- Set goals
- Embrace challenges
- Recognise their potential

Independence

We want children to become confident and resilient learners.

Throughout their time at Old Sarum, pupils learn to:

- Take responsibility
- Persevere when challenged
- Reflect on learning
- Solve problems independently
- Manage themselves effectively

The Old Sarum Learner

Our curriculum develops children who demonstrate:

Communication: expressing ideas clearly and listening respectfully.

Respect: showing kindness, consideration and acceptance of others.

Resilience: persevering through challenge and learning from mistakes.

Independence: taking ownership of learning and behaviour.

Teamwork: working collaboratively towards shared goals.

Problem Solving: thinking critically and applying learning creatively.

These characteristics are explicitly taught, celebrated and embedded throughout school life.

Curriculum Implementation

High-Quality Curriculum Design

Our curriculum is carefully sequenced so that knowledge and skills build progressively from Early Years to Year 6.

We use high-quality curriculum resources including:

- Kapow Primary
- Talk for Writing
- Twinkl Phonics
- NCETM Mathematics

These provide clear progression while allowing teachers to adapt learning to meet the needs of our pupils and local context.



Teaching and Learning

Teachers ensure learning is effective through:

- Clear learning intentions
- Explicit teaching
- Modelling and guided practice
- Retrieval practice
- Effective questioning
- Opportunities for discussion
- Independent application
- Feedback and reflection

Learning is designed to help children know more, remember more and do more over time.

Vocabulary and Oracy

Language underpins every aspect of learning.

Children are explicitly taught:

- Subject-specific vocabulary
- Tier 2 and Tier 3 vocabulary
- Discussion skills
- Active listening
- Presentation skills

Talk is used strategically across the curriculum to deepen thinking and improve learning.



Reading

We aim to inspire pupils to become lifelong readers with a love of reading.

We want to help them develop their own reading preferences and read widely across a variety of genres to include a variety of authors, whilst encouraging them to be fluent and confident readers.

At Old Sarum, we teach all children to read and spell so they can become fluent readers building on their knowledge of phonemes and their corresponding spelling. We want to equip all our pupils with a secure phonic knowledge that enables them to read and write successfully. We support children to develop decoding, fluency and comprehension skills with access to a wide range of authors and genres, these with increasing challenge as they progress through the school. These skills are modelled by a teacher and applied by children through the delivery of daily reading lessons.

The Twinkl Phonics Programme we use intends to, not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Phonics and Early Reading

At Old Sarum Primary we use Twinkl Phonics to deliver high-quality synthetic phonics and throughout KS1 children progress through 6 different levels.

Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. In reception, children work within Levels 2-4. In Levels 2-4, learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

In KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on



phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes.

Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. During Level 6, children explore spelling patterns and grammar while also developing a

breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

In KS1 phonics is taught daily with opportunities throughout the day to recap and revisit new learning. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners.

Through Twinkl Phonics and high-quality reading provision, children develop:

- Fluency
- Accuracy
- Comprehension
- Vocabulary
- Reading stamina
- Love of reading

Reading is used across all curriculum subjects to develop knowledge and understanding.

Guided Reading

Reading is taught daily using a whole class approach, so all children experience a range of texts incorporating fiction, non-fiction and poetry. We use Complete Comprehension and Ninja Comprehension to ensure consistency with suitably high-quality texts. A skills-based approach with explicit vocabulary instruction and stimulating enrichment activities include:

- understanding word meaning
- retrieval of key details

- summarising key points
- inferring meaning
- making plausible predictions
- understanding text structure
- making comparisons between texts.

Teachers model reading aloud to develop understanding and prosody; this is also modelled during the class daily 'Big Read'.

Children have regular weekly opportunities to read aloud to develop fluency and flair and connect with the text.

Writing

Implementation

At Old Sarum Primary School, writing is taught through the **Talk for Writing** approach, which enables children to develop a deep understanding of language, text structures and the writing process.

The Talk for Writing cycle consists of three key stages:

Imitation

Children are immersed in high-quality model texts and learn them through reading, discussion, storytelling and oral rehearsal.

During this stage, pupils:

- Explore ambitious vocabulary.
- Investigate language features.
- Learn key sentence structures.
- Develop understanding of purpose and audience.
- Build confidence through speaking and listening activities.

Innovation

Children adapt and manipulate model texts by changing characters, settings, viewpoints or events.



This stage allows pupils to:

- Experiment with language.
- Apply newly learned structures.
- Develop creativity.
- Build independence whilst still receiving support.

Independent Application

Children use everything they have learned to create their own pieces of writing.

They are encouraged to:

- Plan effectively.
- Write with increasing stamina.
- Apply grammatical knowledge accurately.
- Edit and improve their work.
- Reflect on strengths and next steps.

Grammar and Sentence Development

A strong understanding of grammar is essential for effective communication.

Children participate in daily SPaG (Spelling, Punctuation and Grammar) sessions that focus on developing sentence-level accuracy and control. Through carefully sequenced teaching, pupils learn how grammar and punctuation choices affect meaning and impact.

These sessions provide opportunities to:

- Explore and apply grammatical concepts.
- Develop sentence structure and composition.
- Use punctuation accurately and effectively.
- Improve sentence fluency and cohesion.

- Revisit and embed prior learning.

Grammar teaching is closely linked to writing so that children can apply their learning in meaningful contexts.

Spelling

Following the completion of the Twinkl Phonics programme in Key Stage One, pupils move seamlessly onto the **Twinkl Spelling** programme.

This progressive approach ensures continuity in learning whilst enabling children to build on their existing phonics knowledge.

Children are taught to:

- Understand spelling patterns and rules.
- Apply phonics knowledge to spelling.
- Investigate word structure and morphology.
- Learn common exception words.
- Develop strategies for spelling unfamiliar vocabulary.

Regular practice, investigation and application support pupils in becoming accurate and confident spellers.

Handwriting

We believe handwriting is an important life skill that supports confidence, presentation and written communication.

Children practise handwriting daily, developing:

- Correct letter formation.
- Consistent sizing and orientation.
- Effective joins.
- Fluency and speed.

- 
- Pride in presentation.

As children progress through the school, they develop a neat, legible and increasingly automatic handwriting style, allowing them to focus more fully on composition and the communication of ideas.

Talk for writing long term plan

T4W	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Text: The 3 Little Pigs Type: Defeating a monster Type: Information text	Text: Owl Babies Type: Cumulative Tale Type: How to build a nest	Text: Whatever Next! Type: Journey Tale Type: Instruction Packing my moon suitcase Type: Information Describing the planets	Text: The Little Red Hen Type: Journey Tale Type: Instruction text – How to make bread Type: Information text – What to do in an emergency	Text: The Hungry Caterpillar Type: Journey Tale Type: Instruction text – How to wash our hands after holding an animal Type: Information text	Text: Sharing a shell Type: Meeting tale Type: Information text – sun safety poster. Type: Instruction text-How to build a sandcastle

					life cycle of a butterfly poster	
Year 1 & 2 A	Text: Three Little Pigs Type: Defeat the monster Focus: Character and Dialogue	Text: Naughty Wolves R Us Purpose: Persuasion Text: Our local walk/experience/visit Purpose: Recount Poetry unit	Text: The Magic Porridge Pot Type: Finding Story Focus: Description and Settings	Text: How to make magic porridge Purpose: Instructions (recipe) Poetry unit Invention unit	Text: Kassim and the Greedy Dragon Type: Warning Story Focus: Suspense and Action	Text: Dragons Purpose: Information Invention project around key stimulus
Year 1 & 2 B	Text: Jack and the Beanstalk Type: Portal Focus: Setting and Description	Text: How to catch a giant Purpose: Instructions	Text: The Midnight Playground Type: Warning Focus: Suspense and Action	Text: The Yuzzy Monster Purpose: Information	Text: The Papaya that Spoke Type: Journey Focus: Character and Dialogue	Text: Visit Magical Papaya-land Genre: Persuasive leaflet

		Text: Our local walk/experience Purpose: Recount Form: Personal recount Poetry unit		Poetry unit Invention unit		Invention project around key stimulus
Year 3 &4 A	Text: Little Red Riding Hood Type: Warning Focus: Description and Settings	Text: Woodcutter saves the day Purpose: Recount Form: Newspaper Text: How to wash a Woolly Wolf Purpose: Instruction	Text: The Cobbler and the Dragon Type: Defeat the monster Focus: Character and Dialogue	Text: Dragons Purpose: Information Poetry unit Invention unit (if time)	Text: Adventure at Sandy Cove Type: Finding Focus: Suspense and Action	Text: Come to Sandy Cove! Purpose: Persuasion Invention project around key stimulus

		Poetry unit				
Year 3 & 4 B	Text: Cinderella Type: Rags to Riches Focus: Character and Dialogue	Text: The Royal Wedding Purpose: Newspaper Text: Wallace and Gromit How does 'The Wake up Machine' work? Purpose: Explanation Poetry unit	Text: Elf Road Type: Portal Focus: Description and Settings	Text: Should children be allowed to play where they like? Purpose: Discussion Poetry unit Invention unit (if time)	Text: The Manor House Type: Tale of Fear Focus: Suspense and Action	Text: The Truth about Trolls Purpose: Information Invention project around key stimulus
Year 5 & 6 A	Text: Hansel & Gretel	Text: The Wicked Witch's Life	Text: The Canal Type: Warning	Text: Should Tom & Tiree be punished?	Text: Beowulf	Text: Grendel-Land

	Type: Journey Focus: Suspense and Action	Purpose: Recount Form: Biography Text: Teacher Pleaser machine Purpose: Explanation Poetry unit	Focus: Setting and description	Purpose: Discussion Poetry unit Invention unit	Type: Defeat the monster Focus: Character and Dialogue	Purpose: Information Invention project around key stimulus
Year 5 & 6 B	Text: Zelda Claw Type: Tale of Fear Focus: Suspense and Action	Text: Why Rain Cats are extinct Purpose: Explanation Text: Rain Cat Defeated Purpose: Recount	Text: Perseus and Medusa Type: Journey/Quest Focus: Character and Dialogue	Text: Don't be mean Medusa! Purpose: Persuasive letter Poetry unit	Text: The Ice Forest Type: Defeat the Monster Focus: Setting & Description	Text: Ice Forest Purpose: Hybrid text Invention project around key stimulus



		Form: Newspaper				
		Poetry unit		Invention unit		



Mathematics

Intent

At Old Sarum Primary School, we believe that mathematics is an essential life skill that enables children to make sense of the world around them. Mathematics helps children to think logically, solve problems, identify patterns and make informed decisions. We are committed to ensuring that every child develops a positive attitude towards mathematics and believes in their ability to succeed.

Our mathematics curriculum is designed to provide children with a deep and secure understanding of mathematical concepts, rather than simply learning procedures. We aim to develop confident mathematicians who can reason, explain their thinking and apply their knowledge in a range of contexts. Through an ambitious and carefully sequenced curriculum, pupils build fluency alongside problem-solving and reasoning skills, enabling them to become resilient learners who embrace challenge and persevere when faced with difficulty.

Aligned with our school values of Community, Trust, Inclusion, Resilience and Aspiration, we want all pupils to develop confidence in mathematics and recognise its importance in everyday life, future learning and future careers.

Implementation

At Old Sarum Primary School, mathematics is taught through the NCETM Teaching for Mastery approach. This approach is based on the belief that all children can achieve in mathematics through high-quality teaching, appropriate support and carefully structured learning experiences.

Learning is sequenced to allow children to build on prior knowledge and develop a secure understanding of key concepts before moving on to more complex ideas. Teachers use a combination of concrete resources, pictorial representations and abstract methods to help children develop a deep understanding of mathematics and make meaningful connections between concepts.

Mathematical language is explicitly taught and modelled throughout lessons, enabling pupils to articulate their reasoning and explain their thinking with



confidence. Discussion and collaboration are integral parts of mathematics lessons, encouraging children to share strategies, justify their answers and learn from one another.

Problem-solving and reasoning opportunities are embedded throughout the curriculum, allowing children to apply their understanding in a variety of contexts. Regular retrieval practice supports long-term memory and helps pupils make connections between different areas of mathematics.

Teachers use ongoing assessment to identify misconceptions and adapt teaching accordingly, ensuring that all pupils are supported and challenged appropriately. Through adaptive teaching, every child is able to access an ambitious mathematics curriculum whilst making excellent progress from their individual starting points.

Impact

By the time children leave Old Sarum Primary School, they have developed a secure understanding of mathematical concepts and the confidence to apply their learning in a range of situations. They can calculate fluently, reason mathematically and solve increasingly complex problems with independence and resilience.

Our pupils understand that mistakes are an important part of learning and approach challenges with confidence and determination. They are able to explain their thinking using appropriate mathematical vocabulary and can make connections between different areas of mathematics.

Children leave us with the knowledge, skills and positive attitudes needed to succeed in mathematics at secondary school and beyond. Most importantly, they see themselves as capable mathematicians who are willing to think deeply, take risks and persevere when faced with challenge. Mathematics becomes not simply a subject they learn, but a tool they can use to understand and navigate the world around them.

Maths Long Term Plan

	Autumn	Spring	Summer
EYFS	Children will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.	Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.
Year 1	Counting within 100 Comparison of quantities and the part/whole model Numbers between 0 and 5	Recognise, compose and decompose 2d and 3d shapes Numbers up to 10 Additive structures Addition and subtraction facts to 10	Numbers 0 to 10 Unitising and coin recognition Position and direction Time

Year 2	Numbers 10 to 100 1 Calculations within 20 Fluently add and subtract within 10 Addition and subtraction of two-digit numbers	Introduction to multiplication Introduction to division structures Shape Addition and subtraction of two-digit numbers	Money Fraction Time Position and direction Multiplication and division – doubling, halving, quotitive and partitive division Sense of measure – capacity, volume, mass
Year 3	Adding and subtracting across 1 Numbers to 1,000	Right angle Manipulating the additive relationship and securing mental calculation Column addition 5 2, 4, 8 times tables Column subtraction	Unit fractions Non-unit fractions Parallel and perpendicular sides in polygons Time

Year 4	Review of column addition and subtraction Numbers to 10,000 Perimeter 3, 6, 9 times tables 7 times table and patterns	7 times table and patterns contd Understanding and manipulating multiplicative relationships Coordinates	Review of fractions Fractions greater than 1 Symmetry in 2D shapes Time Division with remainders
Year 5	Decimal fractions Money Negative numbers Short multiplication and short division	Area and scaling Calculating with decimal fractions Factors, multiples and primes	Fractions Converting units Angles



Year 6	Calculating using knowledge of structures (1)	Multiplication and division	Ratio and proportion
	Multiples of 1,000	Area, perimeter, position and direction	Calculating using knowledge of structures (2)
	Numbers up to 10,000,000	Fractions and percentages	Solving problems with two unknowns
	Draw, compose and decompose shapes	Statistics	Order of operations
			Mean average



Science

Intent

At Old Sarum Primary School, we believe science is essential in helping children understand the world around them and develop a sense of curiosity about how things work.

Our science curriculum aims to develop inquisitive, knowledgeable and reflective learners who are equipped with the scientific knowledge and enquiry skills needed to explore, question and investigate.

We want children to:

- Develop a secure understanding of scientific concepts.
- Ask questions and seek answers through investigation.
- Think critically and evaluate evidence.
- Understand how science impacts everyday life.
- Develop a sense of awe and wonder about the world.
- Recognise the role science plays in shaping the future.

Through practical experiences and enquiry-based learning, children develop the confidence to think and work like scientists.

Implementation

Science is taught through carefully sequenced units that build knowledge and skills progressively across the school.

Children engage in a range of scientific enquiries, including:

- Observing over time
- Pattern seeking
- Identifying, classifying and grouping

- 
- Comparative and fair testing
 - Research using secondary sources

Teachers ensure that children are given opportunities to:

- Use scientific vocabulary accurately.
- Make predictions.
- Collect and analyse evidence.
- Draw conclusions.
- Evaluate findings.
- Apply prior knowledge to new learning.

Practical investigation forms a central part of science learning, enabling children to develop confidence, curiosity and independence.

Where possible, learning is enriched through outdoor learning opportunities and making use of our natural environment.

Impact

Children leave Old Sarum with:

- Secure scientific knowledge.
- Strong enquiry skills.
- Curiosity about the world around them.
- Confidence in asking and investigating questions.
- An appreciation of science in everyday life.
- A strong foundation for future scientific learning.

Science Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (A): Plants: Introduction to plants	Y1/2 (A): Forces and space: Seasonal changes	Y1/2 (A): Living things: Habitats	Y1/2 (A): Animals, including humans: Life cycles and health	Y1/2 (A): Plants: Plant growth	Y1/2 (A): Making connections: Ocean protectors
Year 3/4	Y3/4 (A): Energy: Light and shadows	Y3/4 (A): Animals, including humans: Movement and nutrition	Y3/4 (A): Materials: Rocks and soil	Y3/4 (A): Animals, including humans: Digestion and food	Y3/4 (A): Energy: Electricity and circuits	Y3/4 (A): Making connections: How does food affect muscle fatigue?
Year 5/6	Y5/6 (A): Materials: Mixtures and separation	Y5/6 (A): Materials: Properties and changes	Y5/6 (A): Forces and space: Earth and space	Y5/6 (A): Animals, including humans: Circulation and health	Y5/6 (A): Energy: Light and reflection	Y5/6 (A): Making connections: How reflective are space blankets?
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (B): Animals, including humans: Sensitive bodies	Y1/2 (B): Materials: Everyday materials	Y1/2 (B): Animals, including humans: Comparing animals	Y1/2 (B): Materials: Uses of everyday materials	Y1/2 (B): Living things: Microhabitats	Y1/2 (B): Making connections: Fairytale science
Year 3/4	Y3/4 (B): Forces and space: Forces and magnets	Y3/4 (B): Materials: States of matter	Y3/4 (B): Energy: Sound and vibrations	Y3/4 (B): Living things: Classification and changing habitats	Y3/4 (B): Plants: Plant reproduction	Y3/4 (B): Making connections: How does wind force affect seed dispersal?
Year 5/6	Y5/6 (B): Living things: Life cycles and reproduction	Y5/6 (B): Forces and space: Unbalanced forces	Y5/6 (B): Living things: Classifying big and small	Y5/6 (B): Energy: Circuits, batteries and switches	Y5/6 (B): Living things: Evolution and inheritance	Animals: Human timeline (3 lessons)/ How does light affect the direction of plant growth? (3 lessons)



Physical Education

Intent

At Old Sarum Primary School, we believe physical education plays a vital role in promoting physical health, mental wellbeing and personal development.

Our PE curriculum aims to develop physically literate children who have the knowledge, skills and motivation to lead healthy, active lifestyles.

Through our PE curriculum, children will:

- Develop competence across a wide range of physical activities.
- Improve strength, balance, agility and coordination.
- Understand the importance of health and wellbeing.
- Build resilience and determination.
- Learn the importance of teamwork and fair play.
- Develop confidence in competitive and non-competitive environments.
- Foster a lifelong enjoyment of physical activity.

Implementation

We use the **PE Hub** scheme to provide a broad, balanced and progressive physical education curriculum.

Learning is carefully sequenced to ensure children develop increasing levels of skill, knowledge and understanding as they move through school.

Pupils participate in a wide range of activities including:

- Fundamental movement skills
- Gymnastics
- Dance
- Athletics

- 
- Games
 - Invasion sports
 - Net and wall games
 - Striking and fielding games
 - Outdoor and adventurous activities

Teachers use PE Hub to ensure progression whilst adapting lessons to meet the needs of individual children.

Physical activity extends beyond PE lessons through:

- OPAL play opportunities
- Sporting clubs
- Competitions and festivals
- Active learning opportunities
- Outdoor learning experiences
- Daily movement and wellbeing initiatives

PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Body management	Body Management	Dance	Dance	Gymnastics	Gymnastics
Year 1&2	Fitness foundations	Run, Jump, Throw	Manipulation and control	Dance	Cooperate and Solve problems	Hit and catch
	Send and Return skills	Gymnastics	Wellbeing			
Year 3&4	Football	Netball	Tag Rugby	Outdoor Adventurous Activity	Cricket	Athletics
	Fitness foundations	Dance	Gymnastics	Dodgeball	Badminton	Rounders
Year 5& 6	Football	Tag Rugby	Netball	Cricket	Athletics	Rounders
	Fitness	Gymnastics	Dance	Wellbeing	Badminton	Basketball



Art and Design

Intent

Art and Design provides children with opportunities to explore, create and express themselves. At Old Sarum Primary School, we believe every child is an artist and deserves opportunities to develop their creativity, imagination and personal style.

Our curriculum encourages children to experiment with a wide range of artistic techniques whilst learning about significant artists, cultures and artistic movements. Through art, pupils develop confidence, resilience and an appreciation of the creative world around them.

Implementation

Using the Kapow curriculum, children build knowledge and skills progressively throughout their time at school. They explore drawing, painting, sculpture, textiles and digital media while developing their understanding of artistic processes.

Lessons provide opportunities to investigate the work of artists from different cultures and historical periods. Children are encouraged to reflect on their own work, evaluate artistic choices and develop increasingly sophisticated techniques as they progress through the school.

Impact

Pupils leave Old Sarum with a strong appreciation for the arts and confidence in their creative abilities. They can discuss artistic techniques, evaluate artwork thoughtfully and use a range of media to communicate their own ideas and experiences.

Art Long Term Planning

Cycle A	Unit 1	Unit 2	Unit 3	Unit 4
Year 1/2	Drawing: Exploring line and shape	Craft and design: Woven wonders	Drawing: Understanding tone and texture	Craft and design: Map it out
Year 3/4	Drawing: Developing drawing skills	Craft and design: Ancient Egyptian scrolls	Drawing: Exploring tone, texture and proportion	Craft and design: Fabric of nature
Year 5/6	Drawing: Depth, emotion and movement	Craft and design: Architecture	Drawing: Expressing ideas	Craft and design: Photo opportunity
Cycle B	Unit 1	Unit 2	Unit 3	Unit 4
Year 1/2	Sculpture and 3D: Paper play	Painting and mixed media: Learning about paint and brush control	Sculpture and 3D: Clay houses	Painting and mixed media: Colour mixing



Year 3/4	Sculpture and 3D: Abstract shape and space	Painting and mixed media: Exploring texture with paint and collage	Sculpture and 3D: Mega materials	Painting and mixed media: Light and dark
Year 5/6	Sculpture and 3D: Interactive installation	Painting and mixed-media: Expressive portraits	Sculpture and 3D: Making memories	Painting and mixed media: World in watercolour



Computing

Intent

Technology plays a significant role in modern life, and our computing curriculum prepares children to participate safely, responsibly and confidently in an increasingly digital world.

We aim to develop children's understanding of computer science, digital literacy and information technology whilst encouraging creative and innovative uses of technology.

Implementation

Through Kapow Computing, pupils progressively develop knowledge and skills in coding, digital creation, data handling and online safety. Learning is practical, engaging and designed to build confidence and competence over time.

Online safety is embedded throughout the curriculum to ensure children understand how to use technology responsibly and remain safe when accessing digital content.

Impact

Children leave Old Sarum as confident users of technology who understand both its opportunities and responsibilities. They can apply computational thinking, use technology creatively and make informed decisions when working online.

Computing Long-Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Computing	Computing systems and networks	Programming 1	Computing systems and networks 2	Programming 2	Creating Media	Data Handling	Online Safety
EYFS	Using a computer What is a computer? Online Safety	Programming – all about instructions Online Safety	Computing systems and networks: Exploring hardware Online Safety	Programming Beebots Online Safety	Introduction to Data Online Safety	Computer Science Programming B Learning about simple algorithms Online Safety	Throughout
Y1 & 2 A	Improving mouse skills	Algorithms unplugged	Skills showcase: Rocket to the moon	What is a computer?	Algorithms and debugging	Word processing	Online safety Year 1
Y1 & 2 B	Programing: Bee bot	Creating Media: Digital Imagery	Data Handling: Introduction to data	Programming 2: Using Makecode	Stop motion Option 1: Using tablets Option 2: Using	International Space Station	Online safety Year 2

					desktops/laptops		
Y3 & 4 A	Emailing Option 1: Google Option 2: Microsoft Office 365	Scratch	Video trailers Option 1: Using devices other than iPads , Option 2: Using iPads	Creating media: website design	Programming: further programming with Scratch	Computational thinking	Online safety Year 3
Y3 & 4 B	Networks	Comparison cards	Journey inside a computer	Google: Computing systems and networks: Collaborative learning Microsoft Office 365	Investigating weather	Skills Showcase HTML	Online safety Year 4
Y5 & 6 A	Micro:bit	Programming music Option 1: Sonic Pi ,	Mars Rover 2	Micro:bit	Exploring AI	Inventing a product	Online safety Year 5



		Option 2: Scratch Mars Rover		Bletchley Park and history of computers			
Y 5 & 6 B	Progammimg music	Stop motion animation Option 1: Stop motion studio Option 2: Using Cameras	Search Engines	Big data 1	Big Data 2	Intro to Python	Online safety Year 6



Design and Technology

Intent

At Old Sarum Primary School, we believe Design and Technology provides children with opportunities to become creative, innovative and resourceful problem-solvers.

Through our Design and Technology curriculum, children learn how to take risks, develop ideas, solve real-life problems and evaluate the effectiveness of their work. We encourage pupils to think critically about the designed world around them and understand how design influences everyday life.

Our Design and Technology curriculum aims to develop children who:

- Use creativity and imagination to design purposeful products.
- Develop practical skills and technical knowledge.
- Understand the design process of designing, making and evaluating.
- Learn how products are created to meet specific needs.
- Develop resilience through refining and improving their work.
- Apply knowledge from other curriculum areas, including mathematics, science, computing and art.
- Understand the importance of healthy eating and nutrition.
- Become confident innovators and problem-solvers.

Through engaging, practical experiences, we aim to inspire children to become the designers, engineers, inventors and creators of the future.

Implementation

At Old Sarum Primary School, Design and Technology is taught using the Kapow Primary Design and Technology Scheme, which provides a carefully sequenced curriculum that develops knowledge and skills progressively from EYFS to Year 6.



Children learn through a range of engaging projects which allow them to undertake the full design process:

Design	Make	Evaluate	Technical Knowledge
Identify needs and opportunities. Research existing products. Generate and communicate ideas. Consider the needs of users. Design with purpose and functionality.	Children develop practical skills through: Construction techniques Mechanisms Textiles Electrical systems Structures Food technology They learn to select and use appropriate tools, equipment and materials safely and effectively.	Children are encouraged to: Reflect on their work. Test and refine products. Evaluate effectiveness against design criteria. Consider how designs could be improved.	Pupils progressively develop understanding of: Materials and their properties. Mechanical systems. Structures and stability. Electrical systems. Nutrition and healthy eating. Cooking and food preparation.

Impact

By the time children leave Old Sarum Primary School, they will:

- Demonstrate creativity and innovation.
- Apply the design process with confidence.
- Use tools, materials and equipment safely and effectively.

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- Understand how design impacts everyday life.
 - Show resilience when refining and improving their work.
 - Evaluate products thoughtfully and critically.
 - Possess practical skills that prepare them for future learning.

Most importantly, children will see themselves as capable creators, designers and problem-solvers who can transform ideas into reality.

Design and Technology Long Term Plan

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Mechanisms: Matching slider game	Structures: Stable structures	Textiles: Simple stitches	Cooking and nutrition: Smoothies	Mechanisms: Wheels and axles	
Year 3/4	Structures: Product packaging	Coming soon! Mechanical systems: Making a moving monster	Digital world: Wearable technology	Textiles: Egyptian collars	Cooking and nutrition: Eating seasonally	Mechanical systems: Pneumatic toys
Year 5/6	Electrical systems: Wobble bots	Digital world: Monitoring devices	Mechanical systems: Gears and pulleys	Textiles: Stuffed toys	Coming soon! Structures: Bridges	Cooking and nutrition: Developing a recipe
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1



Year 1/2	Cooking and nutrition: Balanced diet	Mechanisms: Levers	Textiles: Pouches	Mechanisms: Fairground wheel	Structures: A chair for a bear	
Year 3/4	Cooking and nutrition: Adapting a recipe	Structures: Helmets	Textiles: Fastenings	Mechanical systems: Mechanical cars	Digital world: Mindful moments timer	Electrical systems: Exploring electrical products
Year 5/6	Mechanical systems: Automata toys	Textiles: Bags	Cooking and nutrition: Come dine with me	Structures: Playground pioneers	Electrical systems: Steady hand game	Digital world: Navigating the world



Geography

Intent

At Old Sarum Primary School, we believe geography helps children make sense of the world around them and understand their place within it.

Our geography curriculum aims to inspire curiosity about people, places and environments whilst developing children's understanding of both the physical and human world. Through their learning, children explore local, national and global communities, developing a sense of responsibility as future citizens of the world.

We want children to:

- Develop a curiosity and fascination about the world.
- Understand the relationship between people and places.
- Appreciate diversity and different cultures.
- Understand environmental issues and sustainability.
- Develop geographical knowledge, skills and vocabulary.
- Become informed and responsible global citizens.
- Make connections between their local area and the wider world.

Geography supports our curriculum drivers of Community and Belonging, Communication, Curiosity, Aspiration and Independence.

Implementation

Geography is taught through the Kapow Primary Geography Curriculum, which provides a carefully sequenced programme of learning from EYFS to Year 6.

Children build knowledge and skills progressively through the study of:

- Locational knowledge
- Place knowledge

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- Human geography
 - Physical geography
 - Fieldwork
 - Map skills
 - Geographical enquiry

Lessons encourage pupils to ask questions, investigate places and use evidence to draw conclusions about geographical issues.

Where possible, learning is enriched through:

- Local area studies
- Outdoor learning opportunities
- Fieldwork activities
- Use of maps, atlases and digital mapping technologies
- Cross-curricular links

Children develop increasingly sophisticated geographical vocabulary and are encouraged to make links between geographical concepts and current world issues.

Impact

By the time children leave Old Sarum Primary School, they will:

- Have a secure understanding of geographical concepts.
- Use maps and fieldwork skills confidently.
- Understand similarities and differences between places.
- Demonstrate awareness of environmental responsibility.
- Be curious about the wider world.
- Recognise their role within local and global communities.

Geography Long Term Plan

	Autumn	Spring	Summer
Year 1/2	Y1/2 (A): What is it like here?	Y1/2 (A): What is the weather like in the UK?	Y1/2 (A): What can you see at the coast?
Year 3/4	Y3/4 (A): Why do people live near volcanoes?	Y3/4 (A): Why are rainforests important to us?	Y3/4 (A): Where does our food come from?
Year 5/6	Y5/6 (A): What is life like in the Alps?	Y5/6 (A): Would you like to live in the desert?	Y5/6 (A): Where does our energy come from?
	Autumn	Spring	Summer



Year 1/2	Y1/2 (B): Where am I?	Y1/2 (B): Would you prefer to live in a hot or cold place?	Y1/2 (B): What is it like to live in Shanghai?
Year 3/4	Y3/4 (B): Who lives in Antarctica?	Y3/4 (B): Are all settlements the same?	Y3/4 (B): What are rivers and how are they used?
Year 5/6	Y5/6 (B): Why does population change?	Y5/6 (B): Why do oceans matter?	Y5/6 (B): Can I carry out an independent fieldwork enquiry?



History

Intent

At Old Sarum Primary School, we believe history helps children understand how the past has shaped the world in which we live today.

Our history curriculum aims to develop curious learners who can think critically about historical events, societies and individuals. Children gain a coherent understanding of Britain's past and that of the wider world whilst developing skills of enquiry, interpretation and analysis.

We want children to:

- Develop curiosity about the past.
- Understand chronology and historical change.
- Learn about significant people, events and civilisations.
- Analyse evidence and form conclusions.
- Understand how historians investigate the past.
- Appreciate the diversity of human experience.
- Develop an understanding of how the past influences the present.

History helps develop curiosity, communication, aspiration and critical thinking.

Implementation

History is taught through the Kapow Primary History Curriculum, which enables knowledge and skills to build progressively throughout the school.

Children learn through:

- Historical enquiry
- Investigation of sources and evidence
- Discussion and debate

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- Chronological understanding
 - Comparison of different historical periods
 - Exploration of local, national and world history

Key concepts are revisited over time, allowing children to deepen their understanding and make connections between historical periods.

Where appropriate, learning is enriched through:

- Educational visits
- Visitors
- Historical artefacts
- Local history studies
- Cross-curricular learning opportunities

Children develop increasingly sophisticated historical vocabulary and are taught how historians use evidence to understand the past.

Impact

Children leave Old Sarum Primary School with:

- Secure knowledge of key historical periods and events.
- Strong chronological understanding.
- The ability to analyse and interpret historical evidence.
- An appreciation of Britain's diverse history.
- Curiosity about the wider world and its development over time.
- The ability to think critically about historical interpretations.

History Long Term Plan

Cycle A	Autumn	Spring	Summer
Year 1/2	Y1/2 (A): How am I making history?	Y1/2 (A): How have toys changed?	Y1/2 (A): How did we learn to fly?
Year 3/4	Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?	Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?	Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?
Year 5/6	Y5/6 (A): British history 4: Were the Vikings raiders, traders or something else?	Y5/6 (A): British history 5: What was life like in Tudor England?	Y5/6 (A): *Updated* British History 6: What was the impact of World War 2 on the people of Britain?
Cycle B	Autumn	Spring	Summer
Year 1/2	Y1/2 (B): What is history?	Y1/2 (B): How was school different in the past?	Y1/2 (B): What is a monarch?



Year 3/4	Y3/4 (B): How have children's lives changed?	Y3/4 (B): What was important to ancient Egyptians?	Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?
Year 5/6	Y5/6 (B): What can the census tell us about local areas?	Y5/6 (B): What is the legacy of the ancient Greek civilisation?	Y5/6 (B): Unheard histories: Who should go on the £10 banknote?

Music

Intent

At Old Sarum Primary School, we believe every child should have the opportunity to experience, enjoy and participate in music.

Our music curriculum aims to inspire creativity, confidence and self-expression whilst fostering an appreciation of a wide range of musical styles, cultures and traditions.

We want children to:

- Develop a love of music.
- Build confidence through performance.
- Explore creativity through composition.
- Understand musical concepts and terminology.
- Develop listening and appraisal skills.
- Experience a diverse range of musical traditions.
- Work collaboratively and perform with others.

Music contributes significantly to children's personal development, communication skills, confidence and wellbeing.

Implementation

Music is taught through the Kapow Primary Music Curriculum, which provides a progressive sequence of learning across four key areas:

Listening and Appraising

Children learn to identify musical features and discuss music using appropriate vocabulary.

Singing



Pupils develop vocal skills through regular singing opportunities and performances.

Composing

Children create and develop their own musical ideas using instruments, voices and technology.

Performing

Children perform individually and collaboratively, developing confidence and musicality.

Music is further enhanced through:

- Whole-school singing
- Performances and productions
- Celebration events
- Cross-curricular opportunities
- Exposure to a wide range of genres and cultures

Impact

By the time they leave Old Sarum, children will:

- Have developed confidence as performers.
- Understand key musical concepts and vocabulary.
- Demonstrate creativity through composition.
- Appreciate a wide range of musical styles.
- Listen critically and thoughtfully to music.
- Enjoy participating in musical experiences.

Music Long Term Plan

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	My favourite things: Keeping the pulse	Snail and mouse: Tempo	Superheroes: Pitch	Musical storytelling: Instruments	On this island: Singing	Musical me: Pitch
Year 3/4	Mountain melodies: Steps and leaps	Inspired by India: Musical improvisations	Reading rhythms: Patterns and layers	Music technology: Introduction to music technology	Sounds of China: Scales and structure	Baroque meets pop: Building harmony
Year 5/6	Three-chord pop: Playing in a band	Four-chord pop: Playing in a band	Bhangra beats: Global grooves	Music technology: Film soundtracks	Theme and variations: Developing melodies	Songs that speak: Lyrics and messages
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Seaside: Dynamics	Fairytales: Sound patterns	Animals: Call and response	Under the sea: Musical symbols	Space: Contrasting dynamics	Myths and legends: Structure



Year 3/4	Singing in parts: Loops and layers	Musical motifs: Reading the stave	Reggae rhythms: Playing in a band	Music technology: Loop-based composition	12-bar blues: Playing in a band	Minimalist melodies: Developing patterns
Year 5/6	Music in nature: Chords and melodies	West African rhythms: Create, play and perform	Music technology: Podcasts and jingles	Stage and song: Storytelling through music	Samba sounds: Rhythm and groove	Leavers: Our story in song



RSE and PSHE

Intent

At Old Sarum Primary School, we believe Personal, Social, Health and Economic Education is fundamental in preparing children for life both now and in the future.

Our PSHE curriculum supports children in developing the knowledge, skills and attributes needed to become healthy, safe, respectful and responsible members of society.

We aim to help children:

- Understand themselves and their emotions.
- Build positive relationships.
- Make informed choices.
- Develop resilience and self-confidence.
- Recognise and manage risk.
- Understand diversity and inclusion.
- Prepare for life in modern Britain.

PSHE plays a crucial role in developing our values of Community, Trust, Inclusion, Resilience and Aspiration.

Implementation

Using Kapow's PSHE curriculum, children explore progressive learning across key areas including:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship

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- Economic wellbeing

Lessons provide opportunities for:

- Discussion
- Reflection
- Role play
- Problem solving
- Collaborative learning
- Real-life application

PSHE is further strengthened through:

- Assemblies
- The Old Sarum Learner characteristics
- British Values
- Pupil leadership opportunities
- Positive behaviour approaches
- OPAL and outdoor play experiences

Children are encouraged to apply their learning in everyday situations and reflect on their personal development.

Impact

Children leave Old Sarum as:

- Confident and respectful individuals.
- Responsible members of their community.
- Emotionally aware and resilient learners.
- Effective communicators.
- Positive relationship builders.

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- Individuals who understand how to stay healthy and safe.

RSE and PSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Self-regulation: My feelings	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?

Year 3/4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Year 5/6	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing

Year 1/2	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3/4	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
Year 5/6	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?



Religious Education

Intent

At Old Sarum Primary School, Religious Education enables children to explore questions about belief, meaning, values and identity.

Our curriculum encourages pupils to develop understanding, respect and appreciation for different religions, beliefs and worldviews whilst reflecting on their own experiences and values.

We aim to help children:

- Develop knowledge and understanding of a range of religions and worldviews.
- Explore important questions about life and belief.
- Recognise and value diversity.
- Show respect towards the beliefs of others.
- Reflect on their own values and experiences.
- Understand how faith influences people's lives and communities.

Religious Education supports our values of Community, Trust and Inclusion whilst promoting mutual respect and understanding.

Implementation

Using the Kapow Religious Education curriculum, pupils investigate a range of religions, beliefs and worldviews through structured enquiry and discussion.

Children learn to:

- Ask meaningful questions.
- Explore religious beliefs and practices.
- Compare similarities and differences.

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- Reflect on personal viewpoints.
 - Develop respectful discussion skills.

Lessons include opportunities for:

- Storytelling
- Discussion and debate
- Reflection
- Enquiry-based learning
- Exploration of artefacts, symbols and traditions

Children are encouraged to explore diversity and understand the importance of respect within a multicultural society.

Impact

By the end of Year 6, children will:

- Demonstrate knowledge of a range of religions and worldviews.
- Show respect for different beliefs and traditions.
- Discuss questions of belief and value thoughtfully.
- Appreciate diversity within modern Britain.
- Reflect on their own experiences and values.
- Be well prepared to engage positively with people from all backgrounds and beliefs.

RE Long Term Plan

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (A): What do some people believe God looks like?	Y1/2 (A): How did the world begin?	Y1/2 (A): Why should we care for the world?	Y1/2 (A): Why do we need to give thanks?	Y1/2 (A): How do we know some people feel a special connection to a god?	Y1/2 (A): What is a prophet?
Year 3/4	Y3/4 (A): What makes us human?	Y3/4 (A): Why is water symbolic?	Y3/4 (A): What makes some texts sacred?	Y3/4 (A): Who was Jesus really?	Y3/4 (A): Why is fire used ceremonially?	Y3/4 (A): Why is the Bible the best-selling book of all time?
Year 5/6	Y5/6 (A): Why do people have to stand up for what they believe in?	Y5/6 (A): Why do Dharmic religions look different around the world?	Y5/6 (A): What happens when we die? (Part 1)	Y5/6 (A): What place does religion have in our world today?	Y5/6 (A): What happens when we die? (Part 2)	Y5/6 (A): Who should get to be in charge?
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Year 1/2	Y1/2 (B): What is God's job?	Y1/2 (B): Why should we care for others?	Y1/2 (B): How do we know that new babies are special?	Y1/2 (B): Why is light important to people?	Y1/2 (B): How do some people talk to God?	Y1/2 (B): Where do some people talk to God?
Year 3/4	Y3/4 (B): Is scripture central to religion?	Year 3/4 (B): Where do our morals come from?	Y3/4 (B): Are all religions equal?	Y3/4 (B): What happens if we do wrong?	Y3/4 (B): Just how important are our beliefs?	Y3/4 (B): Does the language of scripture matter?
Year 5/6	Y5/6 (B) Why doesn't Christianity always look the same?	Y5/6 (B): Why are some places in the world significant to believers?	Y5/6 (B): Why do Abrahamic religions look different around the world?	Y5/6 (B): Why is there suffering? (Part 1)	Y5/6 (B): Why is it better to be there in person?	Y5/6 (B): Why is there suffering (Part 2)



OPAL and Outdoor Learning

Learning Beyond the Classroom

At Old Sarum Primary School, we recognise that some of the most powerful learning takes place outdoors.

Our OPAL (Outdoor Play and Learning) approach is a fundamental part of our curriculum and reflects our commitment to developing the whole child.

Through OPAL children learn:

- Creativity
- Communication
- Problem solving
- Risk management
- Teamwork
- Independence
- Negotiation
- Resilience

These experiences complement classroom learning and help children develop essential life skills.

Outdoor Learning

We are fortunate to have access to outdoor learning environments, including our Forest School area.

Outdoor learning opportunities enable children to:

- Connect with nature
- Investigate real-world concepts
- Build practical skills

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- Improve wellbeing
 - Develop environmental awareness
 - Strengthen resilience

The outdoors becomes an extension of the classroom and supports all areas of the curriculum.

Inclusion

We believe every child can succeed.

Our curriculum is designed to be ambitious for all learners, including:

- SEND pupils
- Disadvantaged pupils
- EAL learners
- More able learners

Personal Development

Developing the whole child is a key priority at Old Sarum.

We provide a wide range of opportunities that enrich children's experiences and prepare them for life beyond primary school.

These include:

- Leadership opportunities
- Educational visits
- Sporting competitions
- Musical performances
- Clubs and enrichment activities
- Community projects

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- Charity events
 - Pupil voice initiatives

We want our children to leave us as confident, respectful and responsible young people.

British Values

British Values are woven throughout our curriculum and wider school life.

Children learn about:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Through these experiences, pupils gain the knowledge and understanding needed to become active and responsible citizens.