



Longmoor Community Primary School

School Curriculum Guide 2019-20



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The Longmoor Curriculum

Purpose of this document

- To give an overview of our curriculum intent and approach;
- To set out our planning principles;
- To provide an overview of our approach for each subject, steps taken to develop the subject in the last academic year and plans for the coming academic year.

Curriculum Intent

At Longmoor, we believe in equality of opportunity. We are building a foundation with our curriculum so that all our children transition to secondary school as well-rounded young people with as good a chance as any child in this country to fulfil their potential. The curriculum is designed to meet national statutory requirements but also be unique to this school and community and flexible enough to meet the needs of any particular cohort of pupils at any given point in time.

Everything we do is directed towards these core aims:

- To deliver all aspects of the statutory national curricula for EYFS and Key Stages 1 and 2;
- To offer equality of opportunity to all pupils;
- To promote the highest academic outcomes;
- To develop pupils as articulate, independent and engaged learners;
- To widen the horizons and raise the aspirations of all pupils;
- To encourage an appreciation of all that our great city & the world beyond has to offer;
- To send our pupils to secondary school as well-prepared as possible for life there and beyond;
- To teach our pupils to appreciate and value diversity and equality;
- To educate our children in how to stay safe, happy and healthy.

Curriculum Implementation

Our Early Years curriculum follows the Statutory Framework for the EYFS and the non-statutory guidance Development Matters.

We follow the statutory National Curriculum 2014 for Key Stages 1 and 2. We teach the statutory National Curriculum subjects: English, Mathematics, Science, Computing, History, Geography, Art, Design Technology, Foreign Languages and Music as well as Religious Education (R.E). We offer a bespoke 'Keeping Safe & Healthy' curriculum incorporating physical, social, health and emotional education (PSHE), sex, health & relationships education (SRE/RE/HE) and aspects of SMSC, British values, eSafety and safeguarding.

The knowledge, skills and understanding pupils must acquire in each subject are set out year-by-year with clear progression and high expectations. Over time, pupils revisit and reinforce learning, with increasing challenge and complexity.

English and Mathematics are at the core of our curriculum to ensure pupils attain as highly as possible and are fully prepared for secondary school and beyond. We believe that these core subjects are best delivered in the context of a full and rich wider curriculum which gives exciting and engaging opportunities for pupils to learn. Subjects are timetabled and taught discretely with cross-curricular links and themes used where they enable us to most effectively meet the specific learning objectives of the subjects concerned or give pupils additional opportunities to embed and extend learning.

We make use of specialist providers where they contribute to our curriculum philosophy or school improvement plan. For example, they may provide expertise which will enhance pupils' learning and/or offer high-quality CPD to our teachers.

We value and prioritise school visits, residential and extra-curricular activities which enhance the taught curriculum, offer experiences of the wider world beyond the pupils' immediate community and give growing confidence and independence.

We are committed to full inclusion for all pupils, including those with special educational needs. Provision is made for all our EYFS pupils within their appropriate age band of Development Matters. For pupils working below the level of the national primary curriculum, the PIVATS assessment tool supports teachers in setting ambitious targets as well as informing planning and tracking progress.

Planning

Planning should not be a bureaucratic exercise but should always support the school and teachers in ensuring that children receive the highest quality teaching and learning.

We are not tied to a particular planning format. What is paramount is that planning meets the needs of the cohort being taught and reflects our high standards.

Long-Term Planning

The subject long-term plan is managed by the subject leader. Its purpose is to outline the units of work and/or curriculum objectives which must be covered by each year-group. It must adhere to the National Curriculum 2014 in terms of coverage, standards and expectations. In this way, we can ensure appropriate progression throughout school.

Year-group teachers should produce a curriculum plan at the start of the school year which outlines for each half-term the intended subjects and studies to be taught, based on the long-term plans.

Medium-Term Planning

Medium-term plans usually cover a unit/sequence of work. Their content must meet the requirements of the National Curriculum 2014 and should give the learning objectives, the intended learning outcomes and an outline of the lessons/activities to be used. As a rule of thumb, they should give enough information to be a reference point for any teacher taking over the teaching of a particular unit.

Medium-term planning is the responsibility of the year-group teachers with support from subject leaders. It should be tailored to meet the needs of the current cohort of pupils (annotation of existing planning is sufficient for this purpose). It is the responsibility of the subject leader to collate all medium-term plans and ensure that the school is meeting the requirements of the long-term plan for the subject.

Specialist teachers may cover aspects of the school curriculum. In such a case, the school and provider should agree who will produce the medium-term planning. It is the responsibility of the subject leader to ensure there is appropriate coverage of the school's long-term plan and that year-group teachers have a copy of externally-produced medium-term planning.

Study Webs

Study webs are produced each half-term by the teachers in each year-group. Their purpose is to give teachers a useful overview of the subjects and studies they plan to cover in the half-term and to provide this information to subject leaders, school leaders, children and parents in an accessible format.

Weekly, Daily and Lesson Planning

Teachers may decide what form their weekly, daily or lesson planning takes, as long as it is adequate to support them in their teaching and classroom learning. NQTs must produce a weekly planner for Maths and English and some form of written plan for foundation subjects (e.g. an annotated copy of the

medium-term planning). In addition, if a teacher is to be formally observed, they may be asked in advance to provide a brief lesson plan.

The EYFS Curriculum

At Longmoor, we provide a secure foundation for every child. We provide every child with a wide variety of rich experiences that are crucial to their learning and development. There are seven areas of learning and development that shape our educational programmes in the Early Years setting. The three Prime Areas include: **Communication and Language**, **Physical Development** and **Personal, Social and Emotional Development**. We also support children in four Specific Areas, through which the three Prime Areas are strengthened and applied. The Specific Areas are: **Literacy**, **Mathematics**, **Understanding the World** and **Expressive Arts and Design**. For every area we plan challenging and enjoyable experiences in an enriched provision in a child centred approach.

The four guiding principles shape our practice in the early years setting. These are:

- **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through the **positive relationships** we provide.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children can develop and learn at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

School Approach

Communication and Language

At Longmoor we recognise the importance of supporting our children in the development of their spoken language and interactions to form the foundations for language and cognitive development. All of our children on entering nursery or reception complete the Stoke's Speak Out Assessment which gives an accurate baseline for children entering school. By completing this assessment, we can introduce new vocabulary and provide children with extensive opportunities to use and embed new sounds and words in a range of contexts.

Children hear and use varied, high-quality language every day as this is crucial in developing their understanding, vocabulary and their ability to communicate effectively with others. By reading daily to children, engaging them actively in stories, non-fiction, rhymes and poems, we are supporting our children in hearing a rich range of vocabulary that they eventually become comfortable using. Through conversations, story-telling and role-play, children become able to share their ideas resulting in more fluent and eloquent speakers.

Physical Development

We believe physical activity is essential in children's all-round development and for enabling them to pursue healthy and active lives. We provide a wide array of opportunities for our children to be active and interact with their environment. We support all children in developing their coordination, control and precision of movement. Children are taught how to effectively develop their fine motor control, using small tools correctly and how to develop their gross motor control and strength through physical exercise and activities.

Personal, Social and Emotional Development

At Longmoor, we believe every child deserves to lead a healthy and happy life and become a well-rounded and fully contributing member of the community. We support our children in developing good opinions of themselves and others and being able to learn effectively in a group. We support them in building

friendships and important positive attachments, providing a secure platform from which they can grow and achieve at school and in later life.

Literacy

We support our children in their early stages of reading and writing by teaching them to speak effectively; we teach them new vocabulary, phonics, letter formation and writing, through daily literacy and phonics lessons. These are planned to develop good language comprehension, necessary for both reading and writing. We promote a life-long love of reading by reading books in class and demonstrating the enjoyment this brings. Through listening and talking about stories, rhymes and poems, and non-fiction books we also support our children to develop knowledge of themselves and the world in which they live.

Mathematics

Our EYFS develops a strong grounding in number that is essential for providing our children with the platform to excel mathematically. We develop children's conceptual understanding of numbers and the relationships between them and the patterns therein.

We provide frequent and varied opportunities during our Big Maths lessons to build and apply their understanding to develop a secure base of knowledge from which mathematical mastery is built.

Understanding the World

We value how important first hand experiences are in supporting children's imaginations and investigative nature and by increasing the frequency of children's personal experiences we develop their knowledge and understanding of the world around them. We offer a wide array of opportunities to bring the curriculum alive e.g. through visits to 'dinosaur parks', visits from dentists, police, nurses to visiting museums and farms. We also have our own garden to grow vegetables to use in our cooking activities and flowerbeds to grow sunflowers; supporting all the learning opportunities that these experiences bring.

We value the importance of parental involvement and offer half termly stay and play sessions to promote our topic. In addition, we listen to a broad selection of stories, non-fiction, rhymes and poems that foster children's understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, we extend their familiarity with words that support understanding across all areas.

Expressive Arts and Design

We support the development of children's artistic and cultural awareness which supports their imagination and creativity. The quality and variety of our offering to children develops their understanding, self-expression, vocabulary and ability to communicate through the arts. We offer engaging and frequent activities that allow children to master their skills and expand their experiences which is fundamental to their progress in interpreting and appreciating what they hear, respond and observe.

Core Curriculum Subjects

English

School approach

To prepare our children for life after Longmoor, we teach them to speak, read and write fluently and confidently. Our intent is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and developing their love of literature through widespread reading for enjoyment. We follow the National Curriculum 2014 and use Liverpool School Improvement medium-term planning to support our teaching. All children are taught English daily.

Reading

Core to being motivated to read and thereby acquiring a wide vocabulary and good understanding is finding enjoyment in reading. Our children are encouraged to read widely across both fiction and non-fiction. All classrooms have a library of high-quality and classic books to read for pleasure in a quiet comfortable space. As well as this, we have our newly renovated & well-stocked School Library, which can accommodate a whole class or individual pupils/small groups. Every teacher reads the class reader (a high-quality narrative text) to children at the end of every day: this is an opportunity for the whole class to share a story, engaging children's interest and imagination and providing pupils with an excellent model for expression and fluency.

Our teaching of reading has two dimensions: word reading and comprehension. Teaching focuses on developing pupils' competence in both dimensions. In the early years of school life, we place emphasis upon the teaching of phonics so that pupils begin reading quickly and with confidence. We use the 'Letters and Sounds' scheme and have a daily routine of phonics lessons from Reception through to Year 2 with children taught in groups based on their need and ability. This complements the teaching of English in their classes, including comprehension and the application of their phonics knowledge.

Throughout the school, comprehension skills are taught and developed in English lessons but also through reading opportunities offered in all other subjects across the curriculum. A range of approaches including whole-class teaching, guided reading, independent reading and reading aloud or listening to reading are used. Core to all of these is high-quality discussion with the teacher and reading/discussion of a wide variety of stories, poems and non-fiction texts.

Writing

Our writing programme has two components: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, Longmoor puts an emphasis on the writing process: planning, writing, editing and publishing. Much of this work is displayed around school. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader – the implementation and impact of oracy is therefore core to this process. Sensitivity to audience and purpose is also essential, along with an excellent knowledge of vocabulary and grammar.

All children have a daily English lesson incorporating reading, writing, grammar, spelling, punctuation and oracy. In Early Years, our children begin using their phonic knowledge to write words in ways which match their spoken sounds - composing sentences which can be read by themselves or others. Across school, our cross curricular approach ensures that children are given regular opportunities to practise and embed this learning through their writing in other subjects and in real-life contexts.

We have high expectations of children's handwriting and our displays around school reflect this. To encourage children to adopt a consistently high standard, we have introduced "Pen Licences" – this has had a very positive impact and gives children an even greater sense of pride in their work.

Spelling, punctuation and grammar

Longmoor places a strong emphasis on the use of Standard English by children and staff alike. Spelling, punctuation and grammar are taught directly and pupils are expected to apply their learning in all subjects. Pupils are taught to understand grammatical terminology in English, using it accurately and appropriately when discussing their writing and reading.

Oracy

We recognise the central importance of oracy in a high-quality English curriculum so our children are taught to discuss, debate and perform with confidence. Children learn to justify their ideas with reasons,

ask questions to check understanding, negotiate and evaluate and build on the ideas of others. They are taught to give well-structured explanations and develop their understanding through speculating, hypothesising and exploring ideas.

We are proud to be a hub school for the Shine Trust's VoiceLiverpool project, a city-wide education programme to boost the spoken language skills and literacy of students by upskilling teachers and schools in oracy education.

Maths

School Approach

At Longmoor, our intent is to ensure that all staff and students recognise the importance of mathematics as a discipline essential for everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. More than that, maths has a power and beauty which we want our children to learn to appreciate. By encouraging a love of mathematics at an early age, children quickly develop those solid foundations in key mathematical skills and knowledge which they need to build on throughout their school career. If they develop and apply this learning through real-life and contextual problems they will become effective critical thinkers and problem solvers, making them confident mathematicians for life.

Our ultimate intent is to deliver and implement a high-quality education in mathematics, promoting high standards of mathematical knowledge and understanding.

Key features of our mathematics teaching:

- Planning which follows the National Curriculum 2014 and is based upon Lancashire Education Authority mathematics scheme of work;
- A daily mathematics lesson which includes the learning and development of maths skills as well as practical activities in which pupils have the opportunity to apply these skills;
- A focus in lessons upon fluency, reasoning about number, problem-solving in real-life contexts, arithmetic and the four rules of computation;
- Implementation of rich and varied classroom activities and experiences including investigative challenges which require the children to work individually, in pairs or in a small group in order to solve a particular problem;
- An expectation that the majority of pupils will work through the age-related programme of study at broadly the same pace, ensuring full understanding before moving on;
- A strong, practical provision in EYFS, including practical teaching of number, shape and space and measure. Many mathematical concepts are covered through outdoors provision, using a variety of equipment;
- Where pupils do grasp concepts very rapidly, we intend to deepen their knowledge through more challenging and sophisticated problem-solving before any acceleration through new content. For those not sufficiently fluent with earlier material, consolidation of their understanding, including additional practice;
- Where gaps are identified in children's learning or learning is insufficiently secure, implementation of rapid intervention by the class teacher or teaching assistant under the direction of the class teacher to close the gap as soon as possible, while it remains small;
- Implementing flexible grouping of pupils, depending on the needs of the cohort. Where children are taught in ability groups, we adjust throughout the year based on pupil attainment and progress;
- Opportunities taken for daily counting activities at other points besides the maths lesson, to consolidate the key skill of quick and easy recall of number facts.

Science

School Approach

At Longmoor, scientific enquiry is at the core of our science lessons from EYFS to Year 6. We provide high-quality science lessons which allow children to understand the world through the specific disciplines of biology, chemistry and physics. Children are encouraged to be articulate, independent and engaged learners by exploring and answering questions through gathering and evaluating evidence from practical work. This hands-on approach inspires children as they are encouraged to be inquisitive about the world which nurtures their innate curiosity and enables them to develop a range of skills that are useful across their learning. They also develop an understanding of how to stay safe and healthy. In EYFS pupils are given many opportunities to experience, explore and investigate within the context of Understanding the World. From a young age, children are encouraged to widen their horizons and raise aspirations by understanding how they can make an impact on their community, both socially and economically. They are inspired to consider careers linked to STEM (science, technology, engineering & mathematics) so that they can be involved in the world's future scientific and technological developments.

At Longmoor, our science curriculum follows closely the National Curriculum 2014 and makes links to the EYFS framework. Features of our teaching are:

- Science is practical. Pupils have numerous opportunities to learn about the world and to appreciate what it has to offer through hands-on activities, observations, explorations, experiments, visitors to school and visits out of school. For example, when learning about forces, children physically make compasses rather than learning through diagrams. This enquiry-based learning stimulates pupils' engagement, independence and enjoyment for science as it encourages their natural curiosity and questioning skills, helping them begin to take a scientific view of the world.
- Pupils have the opportunity to carry out a wide range of investigations to develop their scientific enquiry skills: observing, predicting, measuring, describing, comparing, concluding, testing, recording and explaining using scientific vocabulary.
- Pupils deepen their understanding of science by having meaningful, relevant and exciting opportunities to learn through. When children see a relevance for their learning, they are more engaged and thus their learning can develop further.
- Pupils have the opportunity to develop their Oracy skills through a wide range of collaborative activities. Predominantly in KS1, children work scientifically in groups to discuss key learning which is evidenced through the use of floor books.
- Science should not be confined to the classroom. At Longmoor, pupils are encouraged to explore different environments, particularly through trips outside of school. These opportunities include a significant component of scientific enquiry and investigation which allows children to broaden their scientific view of the world around them.
- Children learn to see the relevance and importance of science beyond the primary school. We have links with the science departments of local secondary schools and the University of Liverpool so that our pupils are as well-prepared as possible for life there and beyond.
- Children become more independent as they are given increasing responsibility for planning and designing their own investigations.
- We believe that it is important that our children learn to use technology to support and enhance their learning e.g. data loggers to record temperature changes, video cameras to capture time-lapse events such as plant growth, iPads to plan and record investigations and software to create keys.
- Pupils are challenged in their learning. Science involves effective questioning from teachers to elicit ideas, to engage pupils and to check understanding. Pupils are challenged in their scientific enquiry skills e.g. becoming independent in designing their own investigations and taking their own measurements with increasing accuracy.
- Rigorous assessment through formative comments and summative assessments ensures teachers can aid children's progress through year groups. Regular feedback to children in their

science books (including verbal feedback) helps pupils understand how they can improve their work and consequently this allows them to progress.

- Throughout the science curriculum, children are taught how to stay safe, happy and healthy.
- Science is generally taught at least weekly, although timetabling is flexible so that year groups may plan science days or weeks to give a particular focus to the subject.

Computing

School Approach

Our aim for our Computing curriculum at Longmoor is to offer each child the chance to develop their Computer Science, Digital Literacy, Information Skills and understanding of E-Safety so that they are as well-prepared as possible for secondary school and life beyond, including being able to take advantage of the many careers available in these fields of study later in life. While some skills are best taught explicitly, some can be delivered in a cross-curricular fashion through other curriculum subjects.

The school follows the National Curriculum for Computing for both Key Stage One and Two, exploiting any links that can be made to other subjects, especially mathematics, science and design technology. A bespoke scheme of work for Computing has been in place now for a number of years offering equality of opportunity to all pupils; this will be enhanced during the next academic year. The enhancements will include the class teachers working with the children to look at their cohort and adapt the curriculum to match their strengths and development needs.

Within the Early Years Foundation Curriculum (EYFS), children are introduced to technology within the classroom. This begins with the use of electronic toys such as buttons or switches. The pupils advance to using the Interactive Whiteboards, iPads, Beebots and are shown early mouse skills to aid them when they access computers in Key Stage One. Technology usage supports many areas of the Early Years curriculum such as precision and multi-step instructions. This year Early Years will also have computing lessons in the computer suite, focusing on keyboard keys and mouse control.

As a school, we have made extensive investment in IT in recent years. We now have a well-equipped computer suite, with 14 dedicated computers, iPad stations and an interactive whiteboard. These computers contain the latest Windows software, the latest Microsoft Office software, as well as specialist IT software such as Scratch, BBC Microbit, Minecraft, Dazzle, Sphero and more. Across school, we have a wealth of mobile technology; two laptop trolleys allow for in-class access to the full suite of software that Longmoor has, while sets of iPads in all phases complement this offering. This technology can be used to teach children coding skills, but is most commonly used through other subjects to encourage cross-curricular learning. For instance, children may use apps such as 'Book Maker' to aid writing, and 'iMovie' to create films linked to their learning. Each classroom has an interactive whiteboard (SMARTBoard), with a rolling programme underway to replace boards with the latest available technology – this allows teachers to fully integrate IT into their teaching so that learning is truly reflective of the 21st century environment that our children live in.

Our most recent exciting initiative has been to convert Year 6 into an Apple Classroom, with an iPad for every child. The pupils have instant access to up-to-date information and current events as well as digital books and multimedia resources. Continued use of the technology will foster critical thinking skills, strengthen communication skills and literacy, allow for collaboration with peers and teaching staff and expand our learners' working knowledge of effective methods to problem solve and complete tasks.

Online Safety and Digital Citizenship

Longmoor recognises the responsibility of all practitioners to keep our pupils safe by educating them in how to stay safe, happy and healthy online safety. Throughout all aspects of school life, including the

computing curriculum, children are taught how to keep themselves safe online, and are signposted towards support that they can receive should they need it.

Before each Computing unit of work, children undertake ‘Digital Citizenship’ activities, usually with a strong focus on ‘eSafety’. Through their school life, they are taught the digital literacy objectives of the 2014 National Curriculum. This is complemented by the discrete messages given in each unit, that apply specifically to the technology that they are using.

In addition, children are reminded of the ‘SMART’ rules for online safety through displays around school, by messages posted on the Longmoor Windows desktop, and posters that advise children of who can help them. We also take a whole-school approach for our annual Internet Safety week; all year groups take part in planned activities which highlight the importance of why it is important to stay safe, and how children can do this.

Staff at Longmoor understand that parents must play an active role in keeping children safe online. For this reason, we regularly keep parents updated with key messages that we feel pertinent to their child’s safety – this is done in a range of ways including our Newsletters, bespoke letters home and through our comprehensive ‘Keeping Children Safe’ section of the school website.

Humanities

History & Geography

School Approach

At Longmoor, we recognise the strong links and parallels in the teaching of History and Geography – particularly in how they develop pupils’ knowledge of our world and the people in it, both now and over time. We therefore co-ordinate the two subjects, under the umbrella term of ‘The Humanities’.

A key intent of our Humanities curriculum is to teach children about Liverpool, Merseyside & Great Britain, studying our location and context both within Europe and the wider world. This allows children to then critically analyse the history of these locations, drawing an understanding of how Liverpool and Britain have helped to create the world that our children live in today (trade, transport etc). When studying geographically diverse locations such as Brazil and Mexico, our children can then draw parallels and consider differences and similarities to the location(s) they know best.

As with most major cities of the world, we have found that Liverpool’s history and development are owed, in some part, to its geographical location. Through the River Mersey, trade and transport links across Europe and the rest of the world were formed and subsequently cemented Liverpool’s position in the early British Empire through to the Second World War. Each year group is given the opportunity to explore these themes in detail, either focusing on the history of Liverpool or Merseyside explicitly, or exploring them through studies of other historical periods, sites or people across the world. It is through these studies that we hope children will gain a rounded understanding of what it means to be British today, to celebrate their local heritage, to recognise our place in the world and to appreciate the diversity of other countries and cultures around the world.

We aim to inspire children from an early age to think about their own place in the world, their own values and their rights and responsibilities to other people and the environment, particularly as they encounter different societies and cultures throughout their studies. Within Early Years, the Humanities subjects are often interwoven into cross-curricular studies or themes taught through Understanding of the World. Children have access to a wide variety of resources such as props, maps and photographs, all of which enhance their geographical development. From the earliest stages of their studies, pupils are immersed into the local environment and surrounding areas through carefully planned geographical fieldwork opportunities. Likewise, in History, EYFS pupils are introduced to their immediate history: that of themselves and their families as well as the wider world. Crucial historical resources such as artefacts, photographs and videos are introduced to pupils to develop their knowledge of their own past, British Values and recent history.

The teaching and learning of Geography and History at Longmoor is through planned key question studies, which are incorporated into an overall curriculum framework. This investigative focus empowers the children to develop key skills like reasoning, analysing, problem solving and evaluating.

Through the study of Geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. We have uniquely tailored our curriculum to embed strong, progressive links to transport and trade that are powerfully rooted in our home city and surrounding location. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps and atlases, and a range of investigative and problem-solving skills both inside and outside the classroom. We have developed a range of studies that allow children to take their learning outside of the classroom and into a practical environment. Our pupils are introduced to the techniques necessary to undertake fieldwork and geographical enquiries. As pupils enter Upper Key Stage 2 they are also introduced to geography residential visits focusing on further embedding and developing their fieldwork and analysis skills.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged at Longmoor to research, sift through and question evidence, as well as engage in active discussion - skills that will prepare them well for adult life.

R.E.

School approach

At Longmoor, our intent, through the teaching of R.E. is to prepare our children to appreciate and value diversity and equality: attributes that are essential for adult life. As a largely White British community, we aim to encourage our children to develop a sense of mutual respect and tolerance in a more diverse society.

R.E. is taught as a discrete subject in Key Stages 1 and 2 but is classed alongside History and Geography as one of our Humanities subjects. Within Early Years, Religious Education is often interwoven into cross-

curricular studies or themes taught through Understanding of the World especially through their study of People and Communities. The Liverpool agreed syllabus for R.E. forms the basis of our planning and is taught across the whole school but we also value and incorporate RE links across the curriculum areas including British Values, SMSC, PSHE and the Keeping Safe and Healthy curriculum. Studies encompass all of the major world religions; however, we also tailor our planning to carefully meet the needs of our classroom and community. Planning and teaching is relevant and topical, ensuring that children are given the highest quality education. From the earliest stages of their studies, the school is committed to providing a rich variety of religious experiences that aim to widen the horizons and engage our pupils in RE. We provide children with opportunities to develop their skills and knowledge through whole school curriculum days, focussed in-school events, educational trips and visitors to the school. We believe this rigorous curriculum provides opportunities for children to develop their own personal meaning and understanding of religion, faith and belief: an area which is at the core of our RE teaching and learning.

As a school, we feel it is important to provide opportunities for children to reflect and consider spiritual and moral values and believe that Collective Worship plays a significant role in this. Children actively participate in daily acts of collective worship within their classes and during phase or whole-school assemblies.

Creative Arts

School Approach

At Longmoor Community Primary School our intent is to offer our pupils a high-quality art and cultural education which engages, inspires, and challenges. It equips them with the knowledge to experiment, invent and create their own works of art. We believe in unlocking and celebrating creativity in our children, helping them to develop character and talent, and increase their knowledge and understanding of the arts. This learning provides valuable educational, social and cultural experience for our pupils, helping them to see themselves as cultured citizens. Whilst the creative arts are valued as discrete subjects in their own right (e.g. Art & Music), they play a significant role in our overall curriculum approach, also incorporating elements of English (oracy & drama), P.E. (dance) & design aspects of D.T. to allow artistic expression in any subject. We believe that performance plays an important part in the school's creative arts offering – giving children confidence, poise, articulacy and an avenue for expressing their ideas and opinions. Performance also give opportunities for pupils to learn responsibility and teamwork. Arts practitioners, musicians, dancers, theatre groups, role-play and drama specialists regularly visit the school to work with pupils. In addition, we offer a range of exciting out of hours clubs for children, which are run on site. We also believe it is important to enhance the children's learning by using experiences and links in the wider community e.g. working with local secondary schools, local artists, visiting local art galleries, museums and organisations.

Art & Design

School Approach

All children receive high quality weekly art lessons taught by our own staff. Specific skills are taught which include teaching of specific techniques – drawing, painting, 3D, collage, textiles, printing and photography. Each Year group study two art movements, developing their knowledge of a range of work from great artists from this period. Additionally, children study the works of craft makers and designers from the past and today. Opportunities are given to children which enable knowledge and understanding of the work of artists from a variety of cultures by visiting galleries, museums and exhibitions in the local environment, as well as meeting artists. Our children are encouraged to evaluate and analyse creative works, describing the similarities and differences between different practices and make links to their own work. Differentiation within Art and Design is implemented in many ways such as offering children the

choice of media they intend to work with and children self-assessing and selecting an activity/media that they believe is a suitable challenge for themselves as artists. The children record their work in sketchbooks. 'I can' statements are used along with a progression skills document to outline skills which are expected to be taught for each age range.

In EYFS, Art and Design plays a significant role in pupil development. Children are taught to represent their own thoughts, ideas and feeling through Design and Technology, Art, Music and Dance. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

We offer a range of extra-curricular activities for Art and Design from EYFS through KS2. We work in collaboration with 6 other local schools; subject leaders meet termly and discuss aspects of the Art and Design curriculum, sharing good practice along with providing a supportive role to one another. To further enhance our offering, we utilise the services of Artists-in-Residence. Our commitment to giving our pupils a high-quality arts and cultural education is recognized in the achievement of Artmark Gold Award.

Music

School Approach

Music is central to our creative arts offering, contributing greatly to our rich, inspiring and exciting curriculum. Our intention is that every child learns to love music, can sing confidently and play with control: a powerful vehicle for expression. During their time at Longmoor, children will also develop an understanding of the history of music and engage with high-quality music (live and recorded) from a range of traditions and cultures.

The core of our music curriculum is an expertly-assembled programme of weekly music lessons, designed to progressively introduce children to new musical skills. Starting in Early Years, children are given many opportunities to sing songs, make music and experiment with new sounds. In Key Stage 1, we have an extremely talented external provider, who explores all elements of music with the children through playing musical instruments and singing. When children enter Key Stage 2, they have two years of whole-class instrument tuition: the clarinet in Year 3 and the clarinet in Year 4, where they are introduced to musical notation and begin to develop their music reading skills. In addition, starting in Year 3, children who wish to play an instrument receive small-group tuition from specialist peripatetic teachers (funded by school), alongside attending a weekly orchestra rehearsal. As children progress into Upper Key Stage 2, the music schemes 'Charanga' and 'Bamboo Bamboo' contribute towards an engaging and broad curriculum. Throughout all of the above, there are regular opportunities for children to compose and improvise. Furthermore, our highly-qualified and experienced choir director provides a term of singing lessons from Year 1 to Year 6 and leads our versatile and dedicated school choir. Our solo vocalists and instrumentalists are also entered for external music examinations, where appropriate. Many opportunities arise for children to perform throughout their school life, both in school and publicly.

We recognise the long-term benefits of music for our children; from the pride of performing and participating in community events, to exploring music as a career choice, to the simple pleasure of enjoying and appreciating music. Music continues to grow from strength to strength at Longmoor; our pupils set their expectations high and acquire life skills such as resilience, confidence, discipline and teamwork, which has the potential to positively impact on their secondary education and beyond.

Design Technology

School Approach

At Longmoor we know that Design Technology plays a key role in developing pupils' creativity and their ability to immerse themselves in a project where they must both practically and critically solve problems in a variety of contexts. Creating a useful product which has an impact in real life helps our pupils to focus on the impact they could have in the wider world, which in turn raises aspirations.

Design Technology skills are fostered at an early age in Longmoor, with fine motor skills and 'making' being extremely important in our EYFS curriculum. Pupils are encouraged to plan, design, evaluate and alter their designs. To develop these skills, activities such as cutting (with scissors, knives or tools), rolling or manipulating malleable materials or gluing and sticking are an integral part of our curriculum.

We have a policy of integrating DT into the teaching of other curriculum subjects where possible. There are elements of design and technology in Art as well as in Science, Geography and History. Our creative DT lessons engage our pupils and enable them to work independently.

As a school we believe that children should be educated about healthy eating and how to live a healthy lifestyle. The inclusion of cookery in the DT curriculum gives us a platform to do this. This also enables us to prepare our pupils as much as possible for life at secondary school and beyond. At Longmoor, pupils are taught about where their food comes from and how to maintain a healthy, balanced diet. Pupils use this understanding to prepare healthy dishes using a variety of cooking techniques. This promotes their learning both around school and in the wider community.

Longmoor's Design and Technology aims, as stated in the National Curriculum, are for pupils:

- To develop the creative, technical and practical skills needed to participate in everyday tasks confidently and to participate successfully in an increasingly technological world;
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- To critique, evaluate and test their ideas and products and the work of others;
- To understand and apply the principles of nutrition and learn how to cook.

Languages

School Approach

Intent

At Longmoor Community Primary School we believe that children who learn an additional language at an early age develop a positive attitude to language learning throughout life. This learning also provides valuable educational, social and cultural experience for our pupils, helping them to see themselves as global citizens. High-quality foreign language learning also assists them in developing their general literacy, particularly the crucial skills of listening and responding and their understanding of how language works. Longmoor prides itself in ensuring that pupils are given every opportunity to achieve these goals.

Implementation

At Longmoor, we aim to deliver a curriculum which widens the horizons of our pupils, promotes high academic outcomes and gives them an appreciation of diversity and equality. Pupils regularly complete studies on other cultures across the curriculum, allowing them to develop an appreciation for the world that they live in. To further extend the international dimension of our curriculum and offer our pupils a more global perspective, our whole school language offering is Mandarin Chinese. Our EYFS pupils are introduced

to Mandarin through fun and engaging games and lessons in Qigong. KS1 children are introduced to the basic vocabulary through engaging lessons that promote confidence and interest in learning a new language. KS2 are offered a more formal approach to learning through vocabulary and grammar lessons that are planned to prepare them for the 'Youth China Test in year 6. All pupils from Nursery through to year 6 are taught by Chinese tutors from Liverpool University's Confucius Institute. We are continuing to strengthen our links with schools in China, supported by Hanban, the Confucius Institute and the British Council. We have recently widened our scope of international activities by forming a partnership with Koch Goma, in Uganda, further deepening the wealth of international dimension opportunities available to our pupils.

This commitment to giving our pupils an appreciation of diversity, other countries and cultures is recognized in our attainment of the British Council's International School Award. Holding this award means that we:

- develop relationships between our children and those in other schools around the world;
- teach children about other countries and cultures;
- prepare pupils for living and working in the global economy;
- enhance teaching standards through sharing best practice;
- develop an outwardly-facing perspective and ethos for the school.

P.E.

School Approach

Physical Education is about developing children's enjoyment, confidence and skill in the subject and introducing them to the pleasures and benefits of physical activity. It is a practical subject which gives all children, irrespective of age, race, gender background or ability, opportunities for participation, enjoyment and success.

Physical Education promotes personal, social, intellectual, creative and physical skills. Through Physical Education we aim to improve interpersonal and problem-solving skills whilst developing personal qualities such as self-esteem, independence, resilience, tolerance and empathy. Our school aims to promote the highest academic outcomes as well as enjoyment in health through competition and exercise that will, hopefully, be continued into adulthood as part of a healthy lifestyle.

Through our Early Years curriculum our youngest children are able to develop physically and to gain an understanding of the importance of good health, physical exercise and a healthy diet. Children are able to discuss the ways in which they keep themselves safe and how they are able to manage their own personal hygiene and personal needs on a daily basis. Children are also given the opportunity to develop their movement, control and coordination in a safe and stimulating environment.

We aim to deliver a high-quality curriculum with rich and engaging learning experiences. Our core sports are football, athletics, gymnastics and swimming and we use a number of specialist providers to support us in these offerings including Everton in the Community and Beth Tweddle's Gymnastics Academy. We also give pupils opportunities to widen their horizons by trying a variety of other sports, taking part in competitive sports on a regular basis and developing their understanding of how to live a healthy, active life.

We have an apprentice sports/PE coach who assists in PE lessons, runs lunchtime activities and supports after-school clubs. Pupils take on responsibilities including house captains and play leaders. Our play leaders lead games and activities every lunchtime on our playground using a range of play equipment. They help run our annual KS2 Sports Day, which takes place at Litherland Sports Centre's track & field facility. We also have a KS1 Sports Day which uses our new athletics markings on the school playground.

Residential visits are established for all year-groups from Year 2 to Year 6 and many of these offer pupils the chance to enjoy a range of activities they might not otherwise participate in e.g. archery, rock climbing, orienteering. We are also always looking for ways to extend the types of activity we offer within the PE curriculum e.g. our Year 5 pupils took a Paddlepower course in 2019 to learn how to canoe & kayak.

Personal Development

S.M.S.C.

School Approach

Central to our educational offering at Longmoor is every child's personal growth. We have a duty to enable each pupil to become a fully-contributing member of their community – strong in body, mind and spirit. One way in which we meet this duty is through our commitment to their spiritual, moral, social and cultural development (SMSC), including the requirement for us to actively promote fundamental British values such as democracy, rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.

This commitment to SMSC and to British values is woven through the fabric of the school – starting in the nursery with our youngest children. In EYFS, aspects relating to SMSC are mainly taught through communication and language, PSED and Understanding of the World.

Moving into the primary curriculum, this is built upon directly in curriculum subjects e.g. lessons in Philosophy4Children, PSHE, R.E. etc. They also have very strong links to our 'Keeping Safe & Healthy' curriculum. They can be taught through additional activities, workshops, visits or visitors. At its core though, SMSC and British values are part of the ethos of the school, expressed through our relationships, expectations, behaviour policy, pastoral care and daily collective worship. If we live by these values, then our children will learn to do the same.

Keeping Safe & Healthy

School Approach

Our bespoke 'Keeping Safe & Healthy' curriculum, incorporates personal, social, health & economic education (PSHE) along with relationships education, elements of safeguarding and eSafety. It also has strong links to SMSC and the promotion of British values. Through this curriculum, pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, have positive relationships and prepare for life and work in modern Britain.

Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. At Longmoor, we follow the requirements of the national curriculum in providing PSHE education based upon good practice. Our Programme of Study aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

PSHE is timetabled as a discrete subject and also covered in many other areas of the curriculum. Children learn about aspects of society and the world around us which we feel will assist them in their future life. Such content includes:

- Healthy eating and exercise
- Self-awareness, right and responsibilities
- Goals and aspirations
- How to combat bullying
- Good behaviour and manners

- Positive and healthy relationships
- ESafety
- Financial understanding and awareness of the world of work

The national curriculum also requires that pupils receive a programme of age-appropriate Sex and Relationships Education throughout their school life. Staff deliver this using 'The Christopher Winter Project' resources, which prepares children for the opportunities, responsibilities and experiences of life in a safe and age-appropriate manner.

The school embraces the teaching of healthy living and holds the Liverpool Healthy Schools Award, with implementation of objectives from the award embedded in the curriculum.

Aim High

School Approach

At Longmoor, we strive to widen the horizons, raise the aspirations and promote the highest academic outcomes for all our children. We believe that by offering them high-quality learning experiences, challenging them to attain highly and opening their eyes to a vast range of opportunities, we can encourage all of our children to 'aim high' in everything they do, including their future careers. 'Aim High' is part of the school's ethos and a thread which runs through all curriculum subjects and extra-curricular activities.

In-school

We believe this whole-school approach offers equality of opportunity to all our pupils; children are motivated to appreciate and value education and to achieve their full potential. This starts in the classroom, where we are passionate about providing a rigorous curriculum which incorporates stimulating and challenging learning experiences.

Close liaison with The Tutor Trust enables us to offer support to parents to prepare children in Year 5 for the demands of the up-coming Year 6 curriculum. Also, as some secondary schools require children to sit a range of entrance examinations to support their application, optional Booster Clubs take place at lunchtime and after school to provide pupils with the maximum opportunities to familiarise themselves with the style of a range of school entrance examinations. Designated staff are available to personalise extra activities to extend and advance progress and in turn, develop children's confidence. With this approach we hope to support children and parents' ambitions to enable their child to achieve the highest academic outcomes.

Wider links

With a key focus in UKS2, we strive to make sustainable links with local secondary schools, colleges, universities and businesses to ensure that children have a knowledge and understanding of opportunities that are on offer after primary school. By providing children with a breadth of experience, it allows children to start to think about the future; planning out their route to success in further education, industry and beyond. It is not only children who are involved in this process, we aim to involve our parents and wider community to inform them the breadth of career opportunities available in the UK today for themselves and their children - with an overarching focus to increase social mobility.