

LITERACY

How this subject is taught

We aim to develop pupils abilities within an integrated program of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to apply the requirements of English within a broad and balanced curriculum. English skills will be developed through quality first teaching in literacy and the wider curriculum.

English is taught across the school through literacy lessons and cross curricular writing sessions. Children learn about a genre of writing and then produce a final outcome usually linked to their topic that term. Speaking and listening are vital in aiding the children's development of writing and so 'Talk for Writing' is used throughout the school.

Foundation Stage

Foundation stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to:

Extend use of English and enhance speaking and listening skills.

Use language through all curriculum areas.

Become immersed in an environment rich in print.

Develop confidence in early reading and writing skills.

Key Stage One

Children should learn to:

- Speak clearly and confidently to a range of audiences.
- Listen to others, share ideas and contribute to discussions.
- Show interest and enthusiasm towards a range of texts when reading and writing.
- Use language to explore their own and new experiences through all areas of the curriculum.

Key Stage Two

Children should learn to:

- Change the way they speak and write to suit different situations, purposes and audiences;
- Read a range of texts and respond to different layers of meaning within them;
- Explore the use of language in literary and non literary texts and learn how the structure of language works;
- Expand knowledge of language through all curriculum areas.

We believe in developing a reading culture that recognises and celebrates the importance of print in the world around us. Reading is taught through independent reading (at home and in school), guided reading, shared reading and whole class reading.

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

Children are tested formally twice a year. Teachers also use a range of assessment procedures that inform planning and track the progress of pupils. Progress is reported to parents at parents' evenings; through mid-year progress reports; in the end of year report; and also through ongoing dialogue between home and school.

Recent Developments

We are continuously updating the reading scheme that we use in school by purchasing quality books from a range of publishers. This ensures a reading scheme that is progressive and inspiring for the children across the school. Our intention is to provide resources that help the children to foster a life-long love of reading.

Priorities for Future Development

- To further develop discrete teaching of spelling and grammar;
- To develop the use of the outside learning areas to create inspirational writing opportunities;
- To provide opportunities for a wide-range of writing across the curriculum subjects.

MATHS

The national curriculum for mathematics aims to ensure that all pupils:

- **Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.**
- **Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.**
- **Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.**

How this subject is taught:

At Lammack Primary School, the aim is for each child to be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. We provide this within rich and enjoyable maths lessons and through a cross-curricular approach. Daily maths lessons take place from Foundation Stage to Year 6 based on EYFS and the National Curriculum for Mathematics. At Lammack, we aim to ensure that lessons are engaging and challenging, drawing upon a wide range of teaching styles and strategies in order to cater for individual learners.

We aim for each child to:

- **Have a positive attitude towards mathematics and self-confidence in their ability to deal with mathematics;**
- **Be able to work systematically, co-operatively and with perseverance;**
- **Be able to think logically and independently;**
- **Experience a sense of achievement regardless of age or ability;**
- **Understand the appropriate underlying skills, concepts and knowledge of number, measurement, shape, space and handling data;**
- **Be able to apply previously acquired concepts, skills, knowledge and understanding to new situations and problems; both in and out of school;**
- **Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical language;**
- **Be aware of the uses of mathematics beyond the classroom;**
- **Encourage the use of mental calculations and efficient strategies to work out the answers**

Class Organisation:

A typical 45 to 60 minute lesson in Year 1 to 6 will usually include oral work and mental calculation. This will involve whole-class work to rehearse, sharpen and develop mental and oral skills. The main teaching activities will include both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work. Plenaries and 'mini plenaries' will involve work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps. Each class will be taught the objectives set out for their year. Where a mixed class applies, children will work in the group most suited to their needs. In

the upper juniors, classes are set according to ability to allow teachers to focus on specific targets and the needs of the children.

How this subject is assessed:

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

Teachers also use ongoing assessments to assess children each term. The results of both of these assessment procedures are used to inform teachers planning and track the progress of pupils. Progress is reported to parents at parents' evenings, through mid-year progress reports, in the end of year report and also through ongoing dialogue between home and school. In line with the new curriculum, we have moved to a point system to monitor the children's progress and attainment.

Recent Developments:

We have recently updated our calculation policy and delivered staff training on addition. Throughout school, the new curriculum (2014) is currently being implemented.

Priorities for Future Development:

- To develop opportunities for using and applying maths outside the classroom.
- Continue to raise attainment throughout school and accelerate progression.
- To develop effective assessment procedures, in light of the removal of levels.
- To develop problem solving throughout school to support the new curriculum.

SCIENCE

How this subject is taught

Science is approached in a very practical, investigative manner. Children learn the skills of all areas of science before applying their scientific knowledge to a wide variety of practical investigations. Science is approached through a variety of areas set out in the New National Curriculum (2014); biology, chemistry and physics. All of these areas are planned to include working scientifically. At Lammack we aim to provide our pupils with exciting, interactive and inclusive opportunities that encourage all children to become independent and enthusiastic learners.

The science curriculum enables a range of learning experiences and a variety of team work situations. Throughout key stage 1 science is taught for a minimum of 1 hour per week and 2 hours per week in key stage 2. At Lammack, science is taught through a range of exciting cross-curricular topics or as discreet lessons. In every year group there is a focus on working scientifically through planning, carrying out and evaluating experiments.

A main focus of science at Lammack school is speaking and listening. Teachers work hard to explicitly teach the vocabulary associated with all areas of the science curriculum. Children are encouraged to ask lots of questions and plan investigations to help them find the answers to these.

Learning outside the classroom

As a whole school focus, we have been developing the use of the outdoor learning environment to enhance the children's experiences. Within science, the teachers plan experiences that allow the children to develop their scientific knowledge in a real-life setting. Throughout the school children are provided with interesting and exciting out of school visits to further enhance their understanding.

Cross-curricular writing

In every year group the children use the skills they have acquired in English to communicate their knowledge within science. Teachers plan opportunities for children to present their ideas through a variety of writing genres.

How this subject is assessed

In science, time is spent assessing the children's existing knowledge before planning and delivering appropriately targeted science lessons. All lessons are differentiated to meet the needs of the particular children within the class. Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. A range of assessment styles are encouraged, such as peer assessment, self-assessment and verbal feedback.

All lessons have clear learning objectives and success criteria to ensure the children understand what they are expected to learn and how they can continue to progress. Progress is reported to parents in the end of year report.

Recent developments

Science and engineering weeks have increased the profile of science throughout the school. Children apply their knowledge of a variety of curriculum areas to investigative tasks over

the course of a week. During the autumn term, the gardening club worked hard to maintain and develop areas of the outdoor learning area. This will enable the children to develop their knowledge of plants and animals in the local environment in line with the new curriculum.

Over the last few years we have been fortunate enough to significantly develop the level of resources within the school to facilitate science learning. We hope to continue to renew and expand our existing resources.

What next?

You may have heard the children talk about Kagan groups and strategies, within science we feel these strategies significantly develop the children's knowledge and understanding of scientific concepts. Throughout the coming year, the staff and children will be working hard to develop their knowledge of Kagan structures to develop active learning.

At Lammack, we believe that all children should be given the opportunity to be the best that they can be!

COMPUTING

Computing at Lammack Primary School

The new Computing Curriculum 2014 has a greater focus on coding and esafety. It ensures the children know about the workings of the internet and computer systems. Esafety is now embedded within the subject and taught in all year groups.

How the subject is taught.

Computing has an increasingly significant impact on all aspects of modern living. We want our children to become aware of this both in and out of school. We aim to ensure that the children at Lammack receive a fully rounded education which takes into account of the importance of Computing in the wider world.

Computing at Lammack is taught in a cross curricular approach. This means the subject does not stand alone but is taught though other curriculum areas such as history, literacy, geography etc. There are different strands in Computing such as computer science, Presenting information, finding information and communication, these all link perfectly to all the other curriculum subjects.

All children have access to computers, laptops, ipads and a range equipment and software that develops their skills at their own level and ability.

Foundation Stage

In the foundation stage Computing curriculum is taught through the specific area of Understanding the World (Technology). The children are taught in small groups and use their experience during role play situations. The foundation stage encourages the children to experience Computing through real life situations such as using household equipment (toy irons, microwaves, vacuum cleaners etc) as well as toys to explore the wider world (metal detectors). The children are encouraged to use cameras to record their activities.

Key Stage 1

In KS1 the children learn each area of Computing through a skills based teaching session which they then put into practise at a later date. The children are taught age and ability appropriate skills which are differentiated according to their needs. When the children have learnt these skills they are then able to use them effectively to demonstrate their skills and produce a piece of work independently across any of the curriculum areas. Each half term the children learn and revise aspects of safety to make sure they are aware of their importance of keeping safe when online.

Key Stage 2

In KS2 the children develop their skills further to make them more capable in using Computing and being able to transfer skills across other pieces of software and hard ware. To extend their knowledge of other softwares, they will visit the clc at Witton Park. Coding is a very important aspect of the new national curriculum and the children are able to use a wide variety of resources to develop their knowledge and understanding. Ranging from probots, to lego, to creating their own models to be run through the flowel software. Children use a wide variety of resources to make sure they are prepared for life in the wider world and moving onto secondary schools.

How is this subject accessed?

Ongoing assessments are used by teachers to identify each child's progress. The children assess themselves according to their capability. Skills are reviewed throughout the year ensuring the children are successful and have the required skills to move on in their work in the following year group. Children who are more confident have the opportunity to work on developing the skills for the next year group.

Computing capability will be assessed using these methods and will take place at the end of each focus. Pupils keep a portfolio of their work on the school network and can see the development of skills as they look through work from previous years.

Recent developments.

We have recently purchased new laptops and a class set of ipads. The children can access homework and specific links via the Learning Platform/website. This site will be developed through the year as topics change.

Priorities for future development.

- To develop the use of the new ipads with the intentions of making the computing curriculum more adventurous and exciting.
- To develop the use of the Lego WeDo in KS2

HISTORY

At Lammack Primary School, the aim of History teaching is to stimulate the children's interest and develop their understanding about the past, both in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, and how beliefs and cultures influenced people's actions. Such studies should help the children to understand more about themselves as individuals and members of society. As a school, we plan a variety of creative and whole school activities.

We feel that it is important to plan Educational Visits for the children that are linked with our topics. Examples of our school trips linked with History include the Foundation children going on a journey on a steam train and visiting a transport museum, Year 2 children visiting Blackburn Cathedral, Year 5 going to the Science and Industry museum to learn out the Industrial Revolution. We have also visited Clitheroe castle and plan to do so in the future.

In the Foundation Stage we learn about History through 'Understanding the World.' A popular focus is to get children to bring in photographs of themselves as babies and to discuss how they have changed over time. The children draw pictures of themselves and their family to make a family tree.

We also teach the children History by asking questions when reading a story and discussing the sequence of events, for example 'What happened next?' Each week, the Foundation Stage children take home a 'WOW' certificate and complete it at home with their family by writing a sentence explaining what they achieve over the weekend, for example helping mummy to bake, reading a new story.

In Year 1 the children have been learning about space! They even had a space rocket as their role play!

In Year 2, the children have been focusing on famous people and the differences between different times of life. They have learnt a variety of Historical language that describes the passing of time and ordered events and objects chronologically. They have learnt about the life and work of Capability Brown, who designed informal gardens in the 18th Century.

GEOGRAPHY

How this subject is taught

Geography is a valued part of the curriculum at Lammack Primary School, as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

Foundation Stage

Foundation stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to:

- Listen, comment and show sensitivity towards other children's experiences, communities and traditions which may be the same or different to their own. This may be demonstrated through their behaviour, actions or communications;
- Develop their curiosity and interest about the immediate environment around them and recognise when places have similar or different features;
- Investigate, notice changes and interact with elements of their natural and manufactured environment and communicate about what is happening and why.

Key Stage One

During key stage 1 pupils:

- Add to their locational knowledge by naming and locating the world's seven continents and five oceans; naming, locating and identifying the characteristics of the four countries of the United Kingdom and surrounding seas.
- Children look at the similarities and differences in geographical features of a small area of the United Kingdom and a contrasting non - European country.
- Identify weather patterns in the United Kingdom and locate hot and cold regions of the world.
- Children will also be introduced to geographical vocabulary to refer to physical and human features of the environment.
- Become more familiar with map skills and directional language.
- Recognise landmarks from aerial photographs.
- Use fieldwork and observational skills to study the geography of the school and local environment.

Key Stage Two

During key stage 2 pupils

- Add to their locational knowledge by locating European countries and countries in North and South America.
- Name and locate counties and cities of the United Kingdom and identify their geographical features.
- Identify and understand the significances of longitude, latitude and time zones
- Describe and understand key aspects of physical and human geography.

- They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

Children are assessed formally at the end of each year. An end of year judgement using the best-fit level descriptor is made on pupils' attainment. The results of both of these assessment procedures are used to inform teachers planning and track the progress of pupils. Progress is reported to parents at parents' evenings, in the end of year report and also through ongoing dialogue between home and school.

Priorities for Future Development

- To further develop teaching and learning in map work.
- To further develop field work through orienteering and LOTC.

PSHE

How this subject is taught

At Lammack Primary School, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE is taught across the school through subjects using a cross curricular approach. We use a range of teaching and learning styles, including the children in activities such as discussions, circle time, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote an active part in a the school community e.g. fundraising, sponsored activities, the planning of school special events such as assemblies or involvement in an activity to help other individuals or groups less fortunate than themselves.

Foundation Stage

Foundation stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to develop socially, emotionally, spiritually and morally.

Key Stage One

Children should learn to:

- Demonstrate that they can manage some feelings in a positive and effective way.
- Share their views and opinions and they set themselves simple goals
- Make simple choices about some aspects of their health and well-
- talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations
- Recognise that bullying is wrong and can list some ways to get help in dealing with it.
- Recognise the effect of their behaviour on other people
- Identify and respect differences and similarities between people

Key Stage Two

Children should learn to:

- Demonstrate that they recognise their own worth and that of others
- Identify positive ways to face new challenges
- Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- Talk about a range of jobs, and explain how they will develop skills to work in the future.
- Make choices about how to develop healthy lifestyles
- Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- Can describe the nature and consequences of bullying, and can express ways of responding to it.
- Identify different types of relationship
- Respond to, or challenge, negative behaviours such as stereotyping and aggression.

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

Teachers use the National Curriculum end of key stage statements to help teachers assess progression. The statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

Recent Developments

Recently we have changed from using the SEALs scheme of work to the more cross curricular Chris Quigley creative curriculum scheme of work in order to give the children and broad and balanced learning experience.

Priorities for Future Development

The learning objectives for Key Stage one and two will be revised further to ensure continuous progression and allow teachers to focus on the objectives in greater detail with their classes.

PE

How this subject is taught

The curriculum is taught through whole class sessions which are currently based on the Blackburn with Darwen Scheme of Work . Where possible a cross curricular element is introduced, however this is not always possible because of the individual nature of the subject.

The class teacher is primarily responsible for the teaching along with teaching assistant support when needed. The knowledge and expertise of the subject leaders can be called upon if required.

Children in Reception, Key stage one and Key stage two are given increasing numbers of opportunities to undertake activities which offer physical challenges both indoor and out. Foundation stage children are encouraged to develop in confidence and control the way they handle equipment.

Key stage one children are introduced to games, athletics, gymnastics and dance. Key stage two children are taught skills associated with the above and have opportunities to take part in swimming and outdoor and adventurous activities.

How this subject is assessed

Teachers continually assess individual children's skills throughout the year identifying strengths and difficulties to be considered in planning the next stage of work.

Assessments are recorded at the end of the year on the agreed school record systems. The children are assessed based on criteria agreed by the school.

Recent Developments

Teachers are using a greater amount of P.E vocabulary in their lessons.

Through use of Sport Premium funding specialist coaches/gymnasts have worked alongside teaching staff in order to further develop children's learning and teacher confidence.

New gymnastics apparatus has been installed which has expanded the children's experiences. Staff have had training on how to use it effectively.

Priorities for Future Development

- To develop the use of assessment in PE
- To ensure the progression of skills in PE
- To implement the new curriculum changes
- To continue to develop cross-curricular links

School Facilities

In school we have a variety of different sports facilities and resources to be used both in lessons and during extra-curricular activities, these include:

- Two indoor halls which contain climbing frames and other small apparatus.

- **An all-weather Astroturf marked out for multiple sports activities.**
- **Three outdoor playgrounds with markings for games and playtime activities.**
- **A large field suitable for playing a variety of sports including football, rugby, cricket, rounders and athletics.**
- **A marked orienteering course.**
- **Two outdoor climbing areas and two climbing walls.**
- **A well-stocked PE resource room.**

ART

Our aim is that pupils explore a variety of ideas and use this in developing their work. Children use materials to communicate ideas and make images and artefacts, choosing different resources. Children are able to analyse and comment on their own and others work adapting it where necessary.

Art is taught across the school throughout year groups to fit with their topic. At Lammack we focus on the 6 different areas of study; Collage, Drawing, Painting, 3d, Textiles and Printing. Children study an area each term and acquire a variety of skills.

Foundation stage teachers teach Art through Expressive Art and Design using the New framework. Children are taught a variety of skills through Exploring media and materials and Being Imaginative. By the end of the year all children have acquired many specific skills including:

- Making music and experimenting with ways of changing it.
- Singing songs and experimenting in different ways.
- Dancing and experimenting with ways of changing it.
- Safely using and exploring with different materials.
- Experimenting with colour, design, texture, form and function.
- Representing their own ideas, thoughts and feelings through, design and technology, art, music, dance, role-play, stories.

Key Stage One

Key stage 1 staff teach the children many different skills letting the children experiment with a variety of different resources and materials.

Pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage Two

Key stage two staff teach the pupils to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

How this subject is assessed

Teachers continually assess and alter their planning and teaching according to their children's needs. This informs teachers planning and tracks the progress of pupils. A child's

progress is discussed with parents when needed, during parents evening and in their end of year report. At the end of the school year teachers level pupils according to the National Curriculum.

Recent Developments

An Art portfolio has been developed to show the progression of skills in each area throughout year groups. New resources have been purchased to extend the variety of resources available to teachers. We are continuing to implement Cornerstones with our planning.

DESIGN TECHNOLOGY

How this subject is taught

We aim to develop pupils knowledge and understanding of various materials and the planning process that needs to be undertaken to achieve their final product. Design Technology is taught across the school, through topic based activities. This allows skills that are taught to be embedded and built on.

At Lammack we focus on 5 areas of study these are:

- Design
- Make
- Evaluate
- Technical knowledge
- Food and nutrition

These areas of study will be taught across the school and linked to the topics being undertaken in each year group.

Foundation stage

In the Foundation stage DT is taught through Physical Development and Expressive Arts and Design.

Children are taught to explore using a variety of media and materials, whilst being encouraged to use their imagination.

Foundation stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to:

- Handle equipment and tools effectively.
- Safely use and explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through, design and technology.

Key Stage 1

Children should learn to:

- design purposeful, functional, appealing products for themselves and others based on a design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Make
- select from and use a range of tools and equipment to perform practical tasks.
- select from and use a wide range of materials.
- Evaluate
- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.
- Technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms in their products.
- Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Key Stage 2

Children should learn to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks.
- select from and use a wide range of materials and components.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

The children are awarded a level towards the end of the academic year. Progress is reported to parents at parents evening and also through ongoing dialogue between home and school.

Recent Developments

We are continuing to implement corner stones within our planning and we are looking at the skills the children can develop in each lesson. A recent development in DT is the portfolio created to show the progression between year groups and the various topics being taught which illustrates the various skills the children are learning throughout their DT topics.

MFL

How this subject is taught

French is introduced to children in KS2.

There are three main strands of Primary Language learning:

- Oracy
- Literacy
- Intercultural Understanding.

We aim to integrate language learning into everyday school life.

Children are taught specific skills and vocabulary in a weekly lesson. Where possible, children will be given the opportunity to practise the language in the context of other subjects, eg PE and Maths.

Language learning also provides a basis for teaching about other cultures and beliefs. There is an emphasis on having fun with French by listening to stories and singing songs.

How this subject is assessed

Assessments are based on observations of children working on different oral activities and, where appropriate, written work.

At the end of the year the children are assessed on the 3 main strands of Primary Language learning.

Recent Developments

New resources purchased to supplement the existing resources.

Priorities for Future Development

- To organise a French activity day.

MUSIC

At Lammack we aim to deliver a broad, enriched and multicultural music curriculum. Pupils are given the opportunity to be involved in individual and shared experiences, opportunity for creativity, co-operation, exploration, self expression and use of imagination.

Music is taught across the school beginning in Reception where children begin to develop their listening and response skills. They are introduced to the basic instruments and learn how to use these together.

Then in Key Stage two children learn to control sounds through singing and begin to make musical patterns. Also, children are encouraged to express their thoughts and feelings when listening to new and different music. By the end of Key Stage One children will have had experience of composing music using a given structure.

Developing this further in Key Stage two children are taught to control an instrument and learn to play notes on a pentatonic scale. Children compare and contrast various pieces of music and further develop their musical vocabulary. Also in Key Stage two there is an emphasis on composition paying attention to developing rhythmic and melodic structures. We are really lucky at Lammack to be involved in the wider opportunities (WOPS) which allows children to experience an instrument that they wouldn't normally get the chance to use.

Our aim for this year is to provide children with the experience of listening to live music. We hope to have some guest bands in to perform at school.

RE

How this subject is taught

R.E is taught according to the Leicester Syllabus as agreed by Blackburn and Darwen. Each term, year groups will be taught through a 'theme' or 'unit.' Within this theme, children will be taught the different beliefs, traditions and ways of life for key religions within our community as well as the wider world. They will develop their skills of enquiry as they learn both about religions and from religions. Pupils will be able to explore their own beliefs, traditions and ways of life as well as developing positive attitudes of respect towards people of all faiths and those with none, in engaging and thought-provoking lessons.

Lessons will be varied and involve a range of teaching and learning strategies in order to engage all pupils. Tasks set will be differentiated to suit the needs of individual children.

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly.

GIFTED AND TALENTED

How the Gifted and Talented programme is integrated into the curriculum

All teachers identify any children they consider to be “gifted and talented” using an agreed set of criteria. A child is deemed to be “gifted” if he/she has an ability which is developed to a level significantly ahead of the rest of the year group, and relates to academic ability; “talent” refers to artistic and sporting ability.

All teachers are aware of the children in their class who are ‘gifted and talented’, and they meet the needs of the children by planning suitable challenges specific to the child’s area of giftedness or talent.

A portfolio of children’s work is held by the teacher responsible for ‘Gifted and Talented’ as evidence of the challenges set for the children.

The list of children who are on the ‘gifted and talented’ register is reviewed at regular intervals, to allow any newly identified children to be added.

Priorities for Future Development

- To inform the parents about what we are doing as a school to meet the needs of our ‘gifted and talented’ children;
- To involve outside visitors to work alongside our ‘gifted and talented’ children in specialised workshops.