

**English:** We wholeheartedly believe that reading is the key to a child's success across the whole curriculum. Reading/phonics is taught daily. In EYFS/KS1 phonics is taught through the Letter and Sounds scheme. Home reading is promoted and expected. Children borrow from our well-stocked library, join in with assembly stories and listen to a class novel every day. We also have bookshop and library visits, themed days, reading cafes and author visits. Reading ambassadors promote reading, produce termly reading newsletters and are instrumental in organising our 'Reading buddies' programme. We promote books, poetry and song, encouraging our children to become critical thinkers, form opinions, to have a voice and to learn how to apply reading strategies to the wider curriculum. A wide range of vocabulary is specifically taught thus enabling our children to write for a range of purposes across the curriculum in different forms and genres. We teach the skills of drafting, editing and publishing. Children write across the curriculum using a range of stimuli including visual and digital resources.

**Maths:** At Hugglescote, we want children to succeed in and feel confident in Maths. We use puzzles and games, active lessons and the outdoors to help make maths an engaging subject that children explore in a range of ways. We use concrete materials and pictures to help all children have secure understanding of Mathematical ideas. We ensure all children can achieve their full potential; through careful ongoing assessment, which ensures all children are challenged and supported in a way that meets their needs. We focus on ensuring all children know basic maths facts to ensure fluency. All children are challenged to think and talk about maths in depth, through reasoning questions and problem solving. Working with Parents, we ensure home learning tasks build children's fluent knowledge of maths facts and we share information about how we do Maths, through year group expectation sheets and Parent Workshops.

**Science:** Children enjoy their learning as they engage with the world around them. Students are encouraged to question and explore scientific phenomena using investigative skills that promote their natural curiosity about their environment. Children develop scientific vocabulary and methodology, enhancing their ability to articulate their thinking and understanding about scientific ideas orally and in writing. We foster positive working relationships with scientific and STEM related institutions in our community through links to local schools and by regularly involving STEM businesses. These links, as well as a hands-on, experiential, enquiry based approach to building scientific knowledge enable pupils to develop personally as they see their place in the world and gain a greater understanding of processes which affect them.

**MFL:** In KS2 all children will be taught French as a Modern Foreign Language and this specific focus allows children to make substantial progress in one language. We aim to foster children's curiosity and deepen their understanding of the world. Being competent in another language enables children to interpret, create and exchange meaning within and across cultures whilst also equipping them with the skills and confidence to interact within it. We provide the appropriate balance between spoken and written language and we hope this lays the foundation for further foreign language teaching at KS3.



### Curriculum Statement:

**Reading** lies at the heart of our curriculum since we recognise that the ability to read well has a significant impact on children's future success including their self-esteem. Additionally, we feel that the ability to communicate fluently and confidently is vital to a child's development and success. Our curriculum is designed to allow our children to develop their **oracy** skills not only their understanding of language but their confidence in orally presenting themselves fluently for different purposes for different audiences. We recognise that achievement is dependent on children's **personal development** including good physical and mental **health**. Our curriculum is designed to teach the children the importance of making good decisions about their own physical health and **wellbeing**. We pride ourselves on being a warm and welcoming school which lies in the heart of our **community**. Our curriculum is designed to teach our children the history of our area, the importance of community and how we can contribute and make a difference to other people's lives.

Our aim is for all our children to leave us as resilient and confident life-long learners with a strong sense of self-awareness, thirst for knowledge and the ability to contribute positively to society.

**History:** The aim of our history teaching is to stimulate the children's curiosity and understanding about the past. We teach children a sense of chronology, and through this they develop a sense of identity and learn to value their own and other people's cultures in modern multicultural Britain. Our history curriculum encourages our pupils to: be detectives and investigate past events; ask perceptive questions; develop the skills of enquiry, analysis, interpretation and problem-solving; weigh up evidence; sift arguments and develop perspective and judgement. It enables pupils to understand cause and consequence, similarity and difference, continuity and change, significance, evidence and empathy.

**Music:** Music is a language that transcends all boundaries. We provide high quality music provision that engages and inspires. Through playing, singing, composing and performing, children develop life skills such as confidence, cooperation, communication and commitment, all of which enhance emotional well-being. We have witnessed the positive impact musical expression has on all areas of academic achievement and, as such, consider music to be a vital part of our child-centered curriculum. At the heart of our musical education is performing within the community, which nurtures and strengthens mutual respect and social cohesion and brings joy to all involved. It is our vision that every child adopts an understanding and love of music which they will carry with them for the rest of their lives.

**PE:** PE, sport and physical activity are crucial for our pupils' physical development, their well-being and in helping them to build their resilience. To achieve this, every child is active for at least 30 minutes every day and receives 2 hours of PE every week. We offer a high quality PE curriculum and extra-curricular activities intended to engage all pupils to enjoy and excel at competitive sport and physically-demanding activities. Through our PE provision, we aim that every child will develop a lifelong participation in physical activity and healthy living. PE promotes opportunities for children to cooperate, take leadership roles, take risks and challenge themselves. Children develop their sense of honest competition and good sportsmanship whilst experiencing both success and defeat.

**Computing:** We recognise that a high quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. We recognise that Computing has deep links with Mathematics, Science and Design-Technology which prepares our pupils in being active participants in a digital world. We ensure that learning is exciting and purposeful. In order to achieve this, we focus on the three areas of Computing: Computer Science, IT and Digital Literacy. Our aim is for all children to be able to design and develop computer systems, use hardware and software confidently and express themselves through ICT. E-safety is actively taught and embedded throughout the curriculum to ensure the online safety of our pupils and staff.

**RE:** R.E. provides a forum in which children can openly express their thoughts and feelings about religion and faith. Diversity, respect and tolerance is at the heart of all learning in R.E. as it is this understanding of all the groups of people within our society, which will enable the children of Hugglescote School to confidently venture out into a world full of diversity. Through teaching of, not only the differences, but also the many similarities between religions we enable our children to appreciate and respect that every person should be valued. Children are encouraged to question, think and explore faiths to gain a deeper understanding of life in a multi-cultural world along with developing their own sense of identity.

**Art and Design:** Art is a vital and integral part of children's education allowing them to express their individual creativity. It contributes to their personal development through self-reflection and giving their opinions. Art enables children to develop a natural sense of wonder and curiosity about the world around them. We teach children the techniques so they become proficient in drawing, painting, understanding colour and shade, printing and sculpture while applying their oracy skills to give a rigorous yet critical view on art and design they study. The art curriculum develops children's critical thinking abilities and understanding of their own and other's cultural heritages through studying a diverse range of artists and craftspeople. Children develop an understanding of the terminology used in art and design (line, tone, texture, colour, pattern, shape, 3D form.) The teaching of Art provides children with an accessible and engaging curriculum which will enable children to reach their full potential as resilient and creative artists.

**PSHE/RSE:** At Hugglescote children are taught how to keep themselves mentally and physically healthy as well as safe. They are taught to understand emotions and behaviours, know what positive relationships look like, understand their own bodies, learn how to make a difference to our community and how to keep safe. Additionally, we make sure all children are able to name a network of people they can talk to if they are worried or concerned.

**Design and Technology:** Children have the opportunity to design, make, evaluate and research. These components of the design project are linked to a topic and give them opportunities to show their creativity and teamwork. Progression of their skills are developed from EYFS to Year 6 and are built upon each year so children become confident in this subject. DT projects are varied and often are developed to include their own interests. Children talk about their learning and share their ideas during presentations to their class or other year groups. Across the school, children can showcase their learning in Design and Technology in a variety of ways such as during STEM week- when members of the community share their skills to help children to deepen their understanding of DT in the real world.

**Geography:** Geography teaching at Hugglescote stimulates children's interest and understanding of places and environments. Children learn about their local community and compare their life, with that in other regions of the UK and the world. We provide a broad, balanced and differentiated curriculum, ensuring the progressive development of geographical concepts, knowledge and skills; for the children to develop a love for Geography. Children learn how to draw and interpret maps; develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of a sustainable development for the future of mankind.

We have a whole school approach, based on research into teaching Maths, that ensures all children learn fluency, reasoning and problem solving. (Mastery)

We work in mixed ability class groups using guided teaching with modelling, pair practice then independent practice to ensure everyone can understand and gain confidence.

We ensure challenge for all through exploring Maths deeply by talking about maths, investigating ideas and discovering links between ideas, rather than rushing on to new ideas quickly.

We provide careful differentiation, if needed, for those children who have special needs to ensure they reach their full potential. Our school includes a successful specialist MLD unit.

Maths lessons begin with reviewing prior learning and key words. We give feedback as quickly as possible often verbally. Learning new concepts is scaffolded and will have lots of whole class teaching with modelled learning for children to try and then get instant feedback. Lessons will then include pair practice and independent practice and lead to independence.

## Maths at Hugglescote Community

### Primary School

#### What does it look like?



We ensure consistency in our approach by using White Rose resources, online and Power Maths books, as our main source for planning. We follow an agreed local calculation policy and use an agreed progression of concrete materials. We have regular CPD for all staff to share research from the NCET and experts such as Jo Boaler, Craig Barton and Mike Askew. Our Maths lead co-ordinates Teacher Research groups in Maths. A recent group looked at links between EYFS and Year 1.

The emotional and physical well being of children is important to us. We use low stakes quizzes, as recommended by Craig Barton, to revise ideas and to build confidence. We encourage a mix of team work, pair work and independent practice. We celebrate Active Maths and the chance to learn outside.

Assessment for and of learning ensures that learning builds on prior success and ensures progression by identifying what next steps children need. We assess formally three times a year.

We use concrete materials as ideas are introduced, moving to pictures as a visual representation and then to signs and symbols.

We believe knowing maths facts and times tables is a solid foundation to build on so we use 'Lemon Curd' and TT Rockstars at home and school.

We identify children, who may have barriers to learning, through a range of circumstances. We ensure they have extra support to ensure they are also successful. We provide support tailored to their needs.

Extra support is provided in EYFS and Year 1 so that all children gain a solid understanding of Number and Counting to build on.

We use flashback quizzes to revise prior knowledge regularly and set work on My Maths for parents to do at home that revised school learning.

Spelling rules are taught and are expected to be implemented throughout the curriculum.

Reading books match the phonic sounds children are learning to reinforce knowledge

Spelling/phonic lessons taught daily in all classes.

Classes are equipped with age appropriate dictionaries.

Children correct their spellings during all editing lessons.

Tier 3 words are taught within projects.

Staff CPD/training in phonics prioritised especially for new staff.

Look, say, cover, write and check spelling strategy used to help children remember specific words.

## Phonics and Spellings at Hugglescote Primary School

### What does it look like?



We teach the use of a thesaurus to extend the children's vocabulary.

Half-termly phonics assessments and children are set accordingly for phonics teaching.

Parents meeting is held for Year 1 parents and any Year 2 parents whose children did not pass the screening test to explain the screening and expectations.

Phonics phases are displayed in the classroom to support children in reading and spelling.

Common exception and statutory words are taught and their use encouraged. They are displayed in the classroom.

Whole school consistent approach to teaching of phonics through letter and sounds scheme.

Phonic workshops held for parents in EYFS to help with emerging reading.

Call and response is used to teach new sounds. Children listen to and repeat the sound they are learning.

The Lexia program is used for some children who have fallen behind in Year 2.

Talk Boost used in EYFS along with other specific intervention for any children falling behind.

Children's led assembly weekly, presenting a certificate to another pupil, based on a school value of the week.

Reading fluency activities are used to help children improve their reading pace.

Books frequently shared in assemblies

Book fair visits twice a year,. We celebrate themed days such as World Book Day and author visits/ skype sessions with authors.

Reading cafes and parent meeting/workshops are held to share knowledge of how reading is taught in school.

Reading diaries are taken home and encouraged to be signed at least three times a week as a home /school link—monitored by staff

Well-stocked library and class reading corners.

Reading ambassadors promote reading for pleasure, produce termly newsletters and organise 'book buddies'

## Reading at Hugglescote Primary School

### What does it look like?



Lexia used in Year 5/6 to develop children's individualised reading skills and knowledge. Additionally, it ensure age appropriate texts across a wide range of genres are read.

Every year group will learn and recite a piece of poetry. This will be shared with parents in school.

Class novel shared every day. Children given opportunities to read parts of the novel aloud to the class.

Letters and Sounds phonics programme taught across KS1 and lower KS2. Streamed groups support pupil progress. Where possible whole class teaching of phonics is encouraged.

In EYFS/KS1 children can take two books home to read: 1 phonic book from the phase they are learning in class and an accurately 'book banded' text.

Early identification of children who are falling behind and specific reading interventions e.g. Dyslexia Gold, Accelerad are used.

Daily Whole Class Reading sessions using a wide range of texts, visual literacy, poetry and songs to inspire.

Children are listened to read once a week.

Regular staff CPD led by Senco of reading difficulties e.g. dyslexia and specific strategies to use in the classroom.

Use of VIPERS across the school to teach the skills of reading comprehension consistently. Children given opportunities to 'shared read' extracts of a given text.

Staff foster a love of reading by displaying what they are currently reading on their doors, taking part in reading initiatives and through a staff book club.

A portfolio of writing is built evidencing their primary journey thus creating publishing learning time and purpose and audience.

Children are taught the skills to make independent authorial choices within genres and forms.

Drama and role play opportunities given to all children as a stimulus to writing e.g. debating, hot-seating and role playing are used to inspire children and draw out the writer in every pupil.

Grammar is specifically taught and monitored by adults to ensure children acquire the knowledge. Termly NFER tests are used Y3-5.

Book led curriculum

Children are expected to apply their phonics knowledge into their daily writing.

All teachers regularly moderate writing internally as externally. With cluster schools and the LA.

## Writing at Hugglescote Primary School

### What does it look like?



The skills of drafting and editing are taught and embedded throughout school.

Clear progression in acquisition of skills and knowledge throughout school using Alan Peat resources for the teaching of Non-Fiction writing.

Vocabulary is taught through discussion and the use of knowledge organisers. Use of a wide and varied vocabulary in speaking and writing is celebrated.

Visual literacy used.

The use of talk buttons encourage children to verbalise their sentences, record them and check that they make sense before writing them.

Writing displays showcase children's work throughout the school

Specific feedback given to children to help them improve their writing.

Audience and purpose made clear for all writing tasks.

Cross curricular links so children write across the whole curriculum.

Writing displays showcase children's learning. Working walls include an example of a WAGOLL.

Children read their writing aloud and share their ideas with their class.

Children complete at least one investigation every 3 weeks.

Annual STEM week during British Science week in collaboration with DT and Maths leaders.

Reading promoted by Science book lists linked to learning projects available for each Key Stage.

During STEM week, each year group receives a visit from professionals within STEM industries.

Topic glossaries are supplied using the ASE PLAN resources.

STEM week held every year.

Science work monitoring carried out termly and feedback given to teachers.

PSTT Focused Assessment activities used to evaluate Working Scientifically attainment.

## Science at Hugglescote Community Primary School

### What does it look like?



Concept Cartoons used to assess pupils' scientific understanding and to articulate reasoning orally and in writing.

Subject leader ensures progression between year groups through book monitoring.

KS2 pupils take part in the annual 3M Young Innovators challenge through an after school club.

STEM sentences, developed in collaboration with Maths and DT leaders, used by children when explaining their thinking, both orally and in writing.

Teachers focus writing in Science investigations on predictions/ hypotheses and conclusions.

Science staff meeting at least annually to develop talking, thinking and assessment in Science.

Timelines show history chronologically in every classroom.

Local history study undertaken in each year group.

Every pupil has drama and role-play opportunities in their learning, which helps provide a real insight into the period of study.

History work and vocabulary displayed in classrooms to celebrate knowledge and effort.

## History at Hugglescote Community Primary School

### What does it look like?



Educational visits planned and arranged to make sure we cover our local historical area e.g. Battle of Bosworth, 1620s House, New Walk Museum etc.

Oracy is embedded in our role-play, problem solving, enquiry skills (thinking, hypothesizing and reasoning.)

Can be used with other subjects especially English to create a cross-curricular learning experience.

Gained Historic England's Heritage Schools Award for helping children develop an understanding of their local heritage

Monitoring of work carried out termly by the history leader and feedback given.

History topics begin with a key question.

Teachers plan and use different pedagogical styles with a focus on facilitating the children's enquiry skills through planned investigations and problem solving.

Off site trips, as part of history based topics, arranged by year groups. These are crucial in allowing first hand experiences and bringing the past back to life.

We teach a differentiated curriculum which ensures the progressive development of geographical concepts, knowledge and skills.

Geography key skills taught through project based learning.

Annual residential trips for year 6 and 4 which cover a different region in the UK and involve map work.

Children take part in fieldwork projects involving walks in the local area.

## **Geography at Hugglescote Community Primary School**

### **What does it look like?**



Year group trips taken that help develop children's understanding of our country e.g. Beacon Hill,

We welcome Severn Trent Water and other visitors into school to deliver assemblies and spe-

We have an elected Eco Council that meets on a regular basis to promote energy efficiency and environmental issues in the school and community.

Key vocabulary introduced for the four key areas of Geography learning, specific to each year group to ensure progression.

Books and planning monitored on a termly basis by the Subject leader.

Lots of opportunities for cross curricular learning through reading, writing, maths and art etc.

Regular monitoring to ensure curriculum coverage in all year groups.



We follow Twinkl's Life PSHE/RSE scheme of work. It is relevant, interactive, age appropriate and fun! The children both enjoy, learn and achieve in PSHE lessons and can easily apply the skills they use outside the classroom.

We teach children the correct language for all body parts. We expect them to use the correct scientific language in school in all year groups.

We teach skills children need outside of school. This includes looking after money, understanding their community, knowing what is right and wrong in a healthy relationship and how to keep themselves safe.

We create an inclusive environment in which children feel comfortable to talk about their personal and emotional development. When sharing their thoughts, they speak clearly and with respect for others.

We make sure all children can name a network of trusted adults they can go to when they are worried or concerned or need to talk about how they are feeling.

Our Early Years follow their curriculum closely in a nurturing environment to meet all areas of personal, social and emotional development.

We teach all children they have the right to say no if something feels wrong. We teach them how to stay safe online, in their community and at home.

## PSHE/RSE at Hugglescote Community Primary School



Our topics-

Aiming High. Be Yourself. Growing up. Britain. It's My Body. VIPS. My Team. Money Matters. One World. Respecting Rights. Safety First. Think Positive. Protective behaviours including Early Warning Signs. PANTS.

We teach children how to look after themselves, other people around them, their community and the wider world.

Our PSHE/RSE lessons are one way in which we help children look after their mental health. We help them understand their emotions and teach them coping strategies to deal with uncomfortable situations or feelings.

We teach children that there are many different types of relationships, including same sex relationships. We teach children to respect differences.

A mixture of whole school worship and class assemblies involves all children singing together, often in two parts.

All children perform in front of an audience in class assem-

Year 3 children take part in Vocal Ease—a collaborative singing program involving local schools and culminating

All Year 4 children receive weekly percussion lessons from a outside music specialist teacher

MLD unit led by music specialist teacher who delivers SEND specific LSMS scheme of work

Spotlight is a popular extra curricular musical theatre club ran by the music leader. Spotlight perform regularly at community events throughout the year.

Following extensive building work, we now have a Music Room - instrument hub and protected space for the subject—wonderful!

Private peripatetic woodwind, brass and percussion instrument lessons are offered to all. 52 pupils receive tuition this academic year (2019-20)

Music coordinator is a pianist and specialist music teacher, delivering lessons in EYFS, Yr1, 3 & 5 and responsible for the implementation of music curriculum.

Leicestershire Schools Music Scheme of Work launched 2018 and includes cutting edge music technology elements.

Fortnightly singing assemblies, led by music coordinator, focusing on physical and vocal warm ups and pitch precision.

Music links across the curriculum—Timestables Rockstars EYFS & Yr 1 particularly develop their physical literacy and speaking and listening skills through music.

## Music at Hugglescote Community Primary School

### What does it look like?



Music appreciation is developed through weekly entrance and exit assembly music. 'Music to Share' board displays the title and composer, prompting emotions and opinions to be explored.

Bel Canto is a massed inter schools choir, open to Years 5-13 and run by the music coordinator. Bel Canto rehearses at Hugglescote and performs at community events throughout the year.

Teacher following skills progression statements for their year group.

STEM WEEK Week– Spring term 2020. Children got to design and make a car ramp (KS1) and a marble run (KS2). Cross curricular links with science and maths. Their team work, designs and presentations were celebrated in a whole school assembly.

Design and technology lessons link to the topic being taught in each year group.

Design and Technology learning is presented clearly in project books. This can be the children's drawings, writing and/or photographs of their design projects.

## **Design and Technology at Hugglescote Community Primary School**

### **What does it look like?**



A sequence of design and technology lessons are taught a minimum of every term.

Cooking and food technology is carried out for Year 6 children on a 3 week system. They received dedicated cooking lessons in small groups.

Children have the chance to express their learning through a variety of different ways such as :drawing, models, writing and orally (through group work and presentations).

Design and Technology is also developed for certain occasions such as :mothers and fathers days (making cards), remembrance day (making a poppy) and at Christmas ( 3D Christmas decorations).

Design and technology display board– learning in the subject is displayed from different year groups and abilities across the school. This is to showcase and celebrate the children's effort and learning in the subject.

Use of high quality resources including artefacts from different religions.

Drama and role play activities planned and used at least every half-term to develop children's presentation/Oracy skills.

RE leader monitors the teaching and also conducts pupil interviews to ensure children are enjoying as well as learning the subject.

Years 1– 6 follow the Leicestershire RE syllabus which ensures progression and consistency of teaching throughout the school.

Monthly assemblies taken by a local community -Open the Book' church group who re-enact and tell stories

## RE at Hugglescote Community Primary School

### What does it look like?



Links to British Values through the teaching of tolerance, democracy, mutual respect, individual liberty and the rule of law.

Assemblies are held discussing key religious events throughout the year.

Each year group visits a different place of worship so by Year 6 all children will have experience of learning about and entering the building of different religions.

Teaching is now only knowledge based but we teach children to question, discuss and share their ideas of relations, faiths and beliefs.

Strong links with our local church. Monthly assemblies are led by the vicar here at school.

Regular visits to the local church to celebrate: Harvest Festival (Year 3 led), Christmas (Christingle service for the whole school and Y5/6 Carol service) and Easter (Year 4 led). EYFS children visit to learn about the Christian faith.

Sketch books used in KS2 to practise skills.

Discuss artists work given their personal opinions on the piece of art work using STEM sentences to justify their opinions.

Art techniques will progress throughout the school . Children will be taught a range of art techniques including: drawing, painting, understanding colour and shade, printing and sculpture.

Children will study a range of artists linked to the projects each term.

Children are given the opportunity to use arrange of art materials to create their designs including water colour paints, oil pastels, printing, sketching pencils, charcoal, different paints and chalks.

Children are taught terminology used in art and design (line, tone, texture, colour, pattern, shape, 3D form.)

## Art and Design at Hugglescote Primary School

### What does it look like?



Children will study a diverse range of artists and craftspeople.

Children are encouraged to be creative in their work.

Children will be encouraged to use artists' styles to create pieces of work whilst expressing their own imaginative ideas.

Children are taught to develop their observational skills through sketching a wide range of items in different forms i.e. pencil softness, charcoal etc.

Encourage an enquiring mind when looking at art work through questioning. Use oracy to question and express what they see . Identifying materials, techniques and styles used.as well as offering opinions.

Teachers will model techniques.

Teachers will have high expectations of pupils completed work encouraging creativity and technique. Development throughout school.

Allow children to be creative in their art expression.

2 x class sets of iPads and laptops for children to use.

Strong links with an IT Technician who is able to offer up to date technological advice to teachers.

All teachers are consistent in following the Rising Stars curriculum for consistency and skills progression.

Photographs of Digital Leaders are on display to promote their role.

## Computing at Hugglescote Primary School

### What does it look like?



High quality planning and delivery is evident across the whole school.

E-Safety reinforced by Y6 visit to the Warning Zone and PSCO visits to Y5/6.

Computing leader takes part in the termly Network meetings where best practise and updates are given.

Use of digital leaders to enhance profile within school.

Digital leaders take on the responsibility of organising iPads and laptops to ensure they are fully charged for teachers.

Digital Leaders support children across the school by joining them in lessons and offering their expertise.

High quality work is evident in books across the whole school.

The Computing Lead supports the Digital Leaders in leading e-safety assemblies once a term.

Ethos of respect for the equipment throughout school: by usage from pupils in taking care of it and adults by being good role models.

E-Safety takes a priority throughout school through: specific teaching, embedding and reinforcing the need to keep safe throughout the curriculum and by recognising specific days like safety day.

Skills progression is clear between each year group.

Every child now has an MFL book to record in—this shows evidence of written French and documents other practical activities carried out.

New French scheme (Lightbulb Languages) to be used and followed in Years 3 to 6.

New skills progression document to be given to all teachers of French to ensure skills are developed year on year and there is clear progression.

Monitoring of MFL to be a priority action for 2020/21.

## MFL at Hugglescote Primary School



### What does it look like?

Children in Early Years and KS1 to be introduced to French and other languages briefly at times when they answer the register, say hello, say good-bye....

European Day of Languages (Sat 26th Sept 2020) to be celebrated in school on Friday 25th Sept 2020.

To implement more cross curricular links with MFL, particularly making better use of ICT games and

French customs and culture to be taught and celebrated during a 'French themed day' at some point during the year.

Key vocabulary and phrases related to the children's French topics to be displayed in classrooms in Years 3 to 6.

Mr Sands is our specialist sports coach and he teaches all children for at least 1 hour weekly.

Year 2 and 3 learn to swim.

Physical development interventions for those children in need i.e. Big Movers.

All children have 2 hours of PE each week.

We use the PE Hub Scheme of Work. Adapting it as necessary for the needs of our children.

Bronze Sports ambassadors help organise events including play coaches and inter-house competitions.

Annual Sports Week where children compete in their houses.

A variety of clubs are provided internally or externally i.e. Cross country, gymnastics, football and rugby.

## PE at Hugglescote Primary School

### What does it look like?



We celebrate effort as well as success. See the PE display.

All children take part in the Daily Mile which improves fitness and mental wellbeing.

We host an annual Cross Country event.

Gold Award achieved in the School Games Mark

Children compete in inter-school competitions in a number of different sports.

Spirit of the Games achieved last year in 50% of competitions

We excel in some competitions e.g. Badminton where we have won the Count badminton competition for 2 years running and Gymnastics where we were awarded 2nd place in the County for years 5/6 and 3/4.

Staff attend CPD to improve their knowledge and skills.

We monitor groups of children to ensure equal access to sports. Including providing PE kits if this is a barrier to children taking part.



