



Curriculum Intent Handbook



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (cycle 1 -24/25)	Ourselves and Nursery Rhymes <i>London</i> <i>What do I know about me and my family?</i>	Light and Dark <i>What things create light?</i>	Transport <i>What are all the different ways I can get about?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	Animals <i>The Environment</i> <i>Which animals can I talk about?</i>	Water <i>Rivers</i> <i>What can I do with water?</i>
EYFS (cycle 2 -25/26)	People Who Help Us <i>Who can I ask for help?</i>	Celebrations and Food <i>Where does our food come from?</i>	Homes and Buildings <i>Settlements</i> <i>What do different buildings and homes look like?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	In the Garden <i>The Environment</i> <i>What do we find in a garden?</i>	Monster Mayhem <i>What is a monster and are they real?</i>
Rainbow (cycle 1 23/24)	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Saving Planet Earth <i>Rivers, The Environment</i> <i>How can we look after our planet?</i>	
Rainbow (cycle 2 24 /25)	London, Homes and Buildings <i>London, Immigration, Settlements</i> <i>How has London Changed from before I was born?</i>		Explorers and Transport <i>Rivers, Immigration</i> <i>How do people travel?</i>		Water <i>Rivers, The Environment</i> <i>How do we use water?</i>	
Year 1	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Amazing Africa <i>Immigration, The Environment, Settlements</i> <i>What has Africa given to us?</i>	
Year 2	London <i>London, Rivers, Settlements, Democracy</i> <i>What clues are there in London today about people that lived and events that happened before I was born?</i>		Explorers <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the globe?</i>		The Natural World <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i>	
Year 3	Ancient Egypt <i>Rivers, Settlements</i> <i>How different were the lives of the rich and the poor in Ancient Egypt?</i>		Stone Age to Iron Age <i>The Environment, Settlements</i> <i>What was daily life like for a hunter/gatherer?</i>		Saving Planet Earth <i>Rivers, The Environment</i> <i>What might the future be like if we don't look after our planet?</i>	
Year 4	The Romans <i>London, Immigration, Conflict and Invasion, Democracy, Settlements</i> <i>How did the Romans change Britain?</i>		The Maya <i>Settlements</i> <i>How have the discoveries from the Maya shaped our lives today?</i>		Wild Weather <i>Rivers, The Environment</i> <i>How have the achievements of explorers impacted the world today?</i>	
Year 5	Vikings and Anglo Saxons <i>London, Conflict and Invasion, Settlements, Rivers</i>		Trade and Travel <i>Rivers, Immigration, Conflict, Democracy</i> <i>What are all the different ways the River</i>		Victorian London <i>London, Rivers</i> <i>How did Britain build its wealth</i>	

	<i>Who were the Vikings and how did they change Britain?</i>	<i>Thames has been used throughout history?</i>	<i>during the Victorian Era?</i>
Year 6	WW2 <i>London, Conflict and Invasion,</i> <i>Democracy</i> <i>Is it true to say that Britain won the Second World War?</i>	Greece <i>Democracy, Settlements</i> <i>How have the Ancient Greeks influenced our lives today?</i>	Evolution and Inheritance <i>Immigration</i> <i>Should the work of Charles Darwin be celebrated today ?</i>

RATIONALE

Our curriculum has been designed to raise standards and improve outcomes for the children throughout the federation. Children enter our schools with a wide range of needs and experiences, which are sometimes limited. Our approach has been developed to meet the needs of all our pupils and enrich their lives; whatever their starting point. Our diverse community and its multicultural heritage is instrumental in enriching our curriculum provision.

Our curriculum has been shaped to reflect the ethos, aims and values of our schools:

We learn and succeed together

INTENT

Creative learning helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven, active learners.

Our curriculum is planned to:

- help children to become INDEPENDENT, RESILIENT, ACTIVE learners
- be MEMORABLE, fun and engaging
- provide opportunities for children to be creative and allow time for them to explore and develop their own ideas, solve their own problems and use and apply skills – TINKERING
- be child centred and based on children's interests, allowing them to direct the learning where appropriate
- have a strong focus on Literacy, including opportunities to read, write, speak, debate, discuss and question across a range of styles and subjects
- be broad, balanced and cross curricular, making links to prior learning, knowledge and skills so that the learning is meaningful
- encourage children to make informed choices
- be flexible and allow us to respond to personal, local and national events

IMPLEMENTATION

Our curriculum is implemented through termly topics which are carefully planned to ensure that knowledge and skills are covered and progression occurs. We explicitly teach key skills and subject specific knowledge and vocabulary and build upon children's knowledge and skills through a series of lessons.

Wherever possible, the topic is used to link core and foundation subjects together such as literacy, history, geography, art and design. Spiritual, Moral, Cultural and Social development opportunities are woven through our curriculum, alongside British Values, to support children's personal development and prepare them for life in modern Britain.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We use a range of approaches including practical activities and discussions. Teachers plan using the termly planning sheet which is also shared with parents each term and displayed in the school entrance hall. Individual subjects may sometimes be 'blocked' to support teaching and learning. Children complete meaningful 'homework projects' that help to engage them in the topic.

How our curriculum is implemented can be found on our curriculum framework, topic webs, unit posters and planning.

Teachers are encouraged to broaden the experience of the topics for the children using the rich local environment as a basis for learning and provide opportunities for outdoor learning and fieldwork, educational visits, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and school links. Children typically go on a trip each half term.

Special events such as International Week and Health Week help children to see the links between curriculum areas and also promote excitement for different subjects. They allow children to study subjects in more depth. Each year we learn about significant people who have had an impact on the world and encourage the children to challenge stereotypes. We also take on a whole school project linked to a local, national or global issue.

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability (see Inclusion Policy). Many of our Rainbow children integrate into sessions to meet their needs and interests. Where possible we identify children who have strengths or talents in the different curriculum areas. (See More Able and Talented Policy).

IMPACT

The impact of our curriculum is monitored throughout the year by the SLT and Curriculum Leaders. This is done in a range of ways including:

- data analysis
- looking at children's work and other evidence of outcomes
- Planning monitoring and curriculum coverage documents
- Learning walks
- lesson observations
- feedback from children
- feedback from teachers

WHAT WE BELIEVE AND WHY

At The Bridges Federation, we believe communication, language and literacy are the foundation of lifelong learning. Our aim is to equip every child with the skills to speak, listen, read and write with confidence, for a range of purposes and audiences. We foster creativity, imagination and critical thinking through a language-rich curriculum. Children are encouraged to express their ideas, explore new vocabulary and engage with high-quality texts across all subjects. We celebrate the diverse languages and experiences within our community, ensuring that learning is inclusive, engaging and challenging.

READING

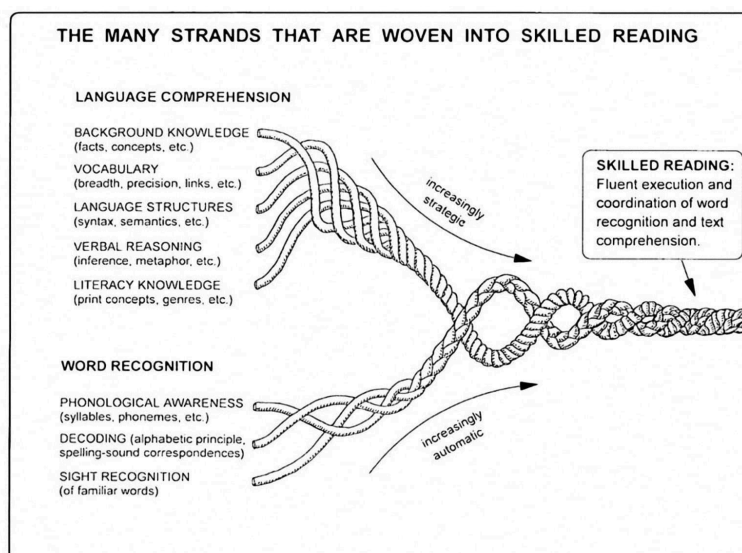
INTENT

At the Bridges Federation, we aim to inspire pupils to become lifelong readers by embedding reading across the curriculum. By the time they leave us, our pupils are confident, independent readers who find joy in reading and can discuss their chosen books with enthusiasm. They develop resilience across the four key stages of reading — decoding, fluency, comprehension, and inference — enabling them to tackle more challenging texts.

Four stages of reading:

1. Decoding - The ability to apply knowledge of letter-sound relationships and patterns to pronounce words accurately, helping pupils recognise familiar words and approach new ones.
2. Fluency - Reading with accuracy, smoothness and expression.
3. Comprehension - Understanding and interpreting the meaning of the text.
4. Inference - Drawing logical conclusions from evidence in the text and using reasoning to make sensible guesses.

A crucial part of this process is in helping children comprehend what they read. This means that they have the phonological skills to decode words, as well as the background knowledge and vocabulary to make sense of what they read (see Scarborough's Reading Rope, 2001).



We recognise the growing evidence that improving reading fluency is essential for bridging the gap between a child's decoding skills and verbal comprehension (Rasinski, EEF, 2022). Developing fluency involves enhancing both accuracy and automaticity in reading. With limited working memory, reducing the cognitive load of decoding allows more capacity for understanding the text. We believe reading fluency can — and should — be explicitly taught during reading lessons (Rasinski et al., 1994; Cockerill, Thurston, and O'Keefe, 2023). Effective strategies include:

- Listening to a fluent reader.
- Assisted reading, where a child reads alongside a fluent reader.
- Repeated reading - offering opportunities to reread the same text multiple times.

IMPLEMENTATION

- Reading fluency is prioritised through 3–4 dedicated sessions per week. These sessions include teacher modelling of fluent reading, choral reading, and paired reading with opportunities for peer assessment. An additional 1–2 sessions focus on specific reading skills, incorporating written responses where appropriate. Teachers use their professional judgement and knowledge of pupils and texts to determine the appropriate balance between fluency and comprehension.
- During reading sessions, teachers pre-teach key vocabulary, ask a range of verbal comprehension questions, explicitly model strategies for answering different question types, and explore authorial intent and language choices.
- Evidence of reading sessions will include written work and QR codes to videos/voice recordings of reading aloud. However, there is no expectation to evidence every lesson. This approach aligns with the Ofsted Inspection Handbook (2018), which states: "Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils."
- Weekly, teachers spend a session reading inspirational texts aloud to foster a love of reading.
- Daily SPaG/phonics sessions in EYFS and KS1 follow the Little Wandle program, with the phonic focus sound clearly displayed in the classroom.
- All classroom-based staff have completed Little Wandle training modules.
- Pupils take books home - these can be borrowed from the class' reading corner or the school library. Children in KS1 take two books home - one is decodable, ability-appropriate and linked to the phonic knowledge taught in class and the other is a book of the child's choice.
- Resources including Communicate in Print and Colourful Semantics are used to support the understanding of language and sentence structure.
- Pupils read with children from other year groups in weekly Reading Buddy sessions.
- Reading enjoyment is promoted through engaging classroom book corners, visits to the school library and events such as World Book Day and Reading Cafes.
- The use of Reading Eggs/ Reading Eggspress is encouraged to support reading development.
- Teachers use high-quality texts to inspire and engage pupils.

- Vocabulary is displayed in classrooms to support language development.

IMPACT

- Perception surveys are completed in the Autumn term to evaluate pupils' attitudes toward reading.
- Children use their exercise reading books to evidence a deep understanding of the taught reading skills.
- Summative reading comprehension tests show improvement in pupils' understanding.
- Termly tracking (based on the Southwark STAR) demonstrates pupils' reading progress.
- Pupils read at least 3 times a week at home and record this in their reading journal.
- Pupils read regularly - at home and at school - for both information and enjoyment.
- Pupils discuss books with enthusiasm and confidence.
- Pupils make progress with their reading fluency (volume and expression; phrasing; smoothness; speed; words per minute) when assessed using the Reading Fluency Scale each term.

WRITING

INTENT

At the Bridges Federation, we strive to inspire a love of writing in all our pupils. Using high-quality texts, we equip children with the knowledge and skills to become independent writers, capable of adapting their style and presentation for a range of purposes across the curriculum. Through engaging and thought-provoking topics, we also develop pupils' oracy skills, fostering confident speakers who feel empowered to express their ideas and opinions — both at school and beyond.

IMPLEMENTATION

- Daily English lessons for all pupils.
- Teachers regularly model writing live to the class - demonstrating the writing and editing process.
- A positive writing culture is fostered where it is promoted, enjoyed and seen as a pleasure.
- Regular opportunities for extended writing are provided across the curriculum.
- Neat presentation is encouraged and children are explicitly taught cursive handwriting. When their writing is consistently joined and legible, they receive a pen licence and are celebrated in assembly. Typing and adult scribes are used to support pupils where needed.
- Poetry is taught termly.
- Anonymous writing is used to highlight what makes good work.
- "What Makes Good" is displayed on unit posters and learning walls.
- In the Summer term, pupils revisit and improve a piece of writing from the Autumn term.
- Verbal and written peer feedback on writing is encouraged.
- English working walls in all classrooms support reading and writing.
- Vocabulary development is promoted through displayed keywords across subjects, discussing and celebrating new vocabulary, and ensuring thesauruses and dictionaries are easily accessible.
- Writing is celebrated through classroom displays and opportunities for pupils to read their work aloud to an audience.

- Cross-curricular writing reflects high English standards - in terms of grammar, punctuation and spelling - and uses subject-specific vocabulary.
- Learning objectives for extended writing should clearly state the purpose (e.g. "My purpose for writing is to inform/entertain/persuade/advise"), and the date range should reflect the time spent writing, editing and redrafting the piece. Some extended pieces of writing are published.
- Teachers moderate writing within school and in cluster meetings to ensure accurate and consistent assessments.
- Teachers mark with purpose, addressing spelling, grammar and punctuation errors. They use professional judgment to determine which errors to address, considering each pupil's writing ability.

IMPACT

- Pupils enjoy writing and confidently use features of different genres and styles for a range of purposes and audiences.
- Pupils take pride in their work, knowing it is valued.
- Progress in writing skills is evident in pupils' books across the school.
- Pupils make adventurous vocabulary choices and apply the same high standards of writing across the curriculum.
- Books show a clear teaching sequence where pupils learn skills and apply these to an extended piece.
- Pupils respond to feedback using a green pen to edit and improve their work.
- Pupils effectively use classroom resources to support their learning.
- Presentation is consistently high, reflecting the school's handwriting policy.

HANDWRITING

WHAT WE BELIEVE AND WHY

In keeping with the National Curriculum (2014), our vision for handwriting is that children leave primary school with the writing fluency and stamina to comfortably write down what they want to say at length. We are guided by research that shows how developing pupil's handwriting fluency with extensive practice in turn frees their cognitive resources to focus instead on composition (Educational Endowment Fund, Improving Literacy in Key Stage 2, 2021).

INTENT

- Pupils are explicitly taught accurate letter formation habits when they start school, and are given time to practise these regularly.
- Pupils' handwriting is monitored, so as to provide effective, clear and meaningful feedback.
- Teachers throughout the Bridges Federation have consistent expectations for pupils, and share resources in teaching handwriting.
- Children are taught, and encouraged to use, cursive handwriting when they are ready to do so (i.e. they have mastered the formation of lowercase letters).

IMPLEMENTATION

- Dedicated time towards explicitly teaching and practising handwriting is put into the timetables of all classes.

- Children have dedicated handwriting books which match the format of the books they write in for other lessons (i.e. wide-lined or thin-lined).

- Letters that go all the way to the top of the line above are called **ascenders**.

Those that go below the line are called **descenders**.

- Letter shapes are taught and practised as related "letter families"

- **The Curly Caterpillar family** (c, a, d, e, s, g, f, q, o)

- **The Ladder family** (l, i, u, t, y, j)

- **The One-Armed Robot family** (n, m, h, k, b, p, r)

- **The Zig Zag Monster family** (z, v, w, x)

- All staff model the same letter shapes to children (see below for cursive and non-cursive) to ensure consistency for children as they move on up through the school.

Letter Formation



This is our new cursive handwriting style:

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- Children are first taught to form their letters without joins in EYFS and Year 1. [Teachers use the Little Wandle letter formation](#) adding the phrase 'start on the line' to develop the [cursive joints](#).

- Adults from Year 2 onwards model cursive handwriting according to The Bridges Federation policy. When Year 2 teachers believe that the majority of their class is ready to progress on to forming letters in cursive (i.e. they have mastered forming letters in non-cursive), these will be introduced. Children who have not yet mastered forming non-cursive letters will therefore need additional support to keep up with their peers.

- The [Handwriting Repeater](#) is to be used on IWBs to show on a loop how to form letters whilst teaching their formation.

- Handwriting and overall presentation are publicly and meaningfully praised, often through purple card slips. Feedback should be specific and purposeful, e.g. "You took real care to make sure all your ascenders touched the top line," rather than general praise.

- When incorrect letter formation is observed, future sessions should address this promptly to prevent long-term issues. Class handwriting time will often focus on specific letter families or shapes identified as areas of need. Letters commonly formed incorrectly include: i, j, a, d, g, r, n, m, h and z (EEF, 2020), and may require additional practice.

- Children should initially practise both uppercase and lowercase forms of each letter, then progress to writing them within words. These words should only include letters the children have already learned. For example, when practising the ladder letter family (t, l, i, u), children might use words such as tilt, till, lilt, lull, or suitable nonsense words.

- Children reach Year 6 able to meet the end of Key Stage Expectations to write legibly and neatly at increasing speed. Additionally, children are able to make informed decisions about how to form letter shapes within particular contexts. For example, children may choose to write in a different style when writing notes as compared to a final published piece, and may choose not to join their letters whilst writing an email or web address by hand.
- Children across the school take pride in their handwriting and presentation in books.

SPELLING

WHAT WE BELIEVE AND WHY

Our aim is to develop confident and capable spellers. Strong spelling supports fluent, clear writing by reducing the cognitive load of transcription, allowing greater focus on composition (Berninger et al., 2004; EEF, 2021). It also promotes pride, a sense of accomplishment, and cognitive development through pattern recognition and understanding of language structure.

English spelling is well suited to pattern- and rule-based teaching: around 90% of words can be spelled using 176 common spellings for the 44 sounds in English (McGuinness, 1997). Our Letters and Sounds phonics scheme provides a structured progression for learning these spellings. However, to become confident spellers, children must also be explicitly taught broader spelling patterns, including those linked to morphology and etymology (EEF, 2021).

English uses a morphophonemic writing system—spelling is influenced by both sound and word structure (Nunes, Bryant & Bindman, 1997). For example, “walked” ends in -ed despite sounding like “walkt,” because of its grammatical role. With its deep orthography and multiple spelling options for common sounds, English requires expert teaching for children to master its complexity (Quigley, 2018).

Finally, regular review and retrieval of spelling patterns and rules is essential to embedding knowledge and improving retention (Jones, 2021).

INTENT

To improve children’s spelling, we believe we should dedicate more time to the explicit teaching of spelling patterns and rules. We are asking all year groups to follow a clear and systematic progression through a spelling curriculum. The spelling provision that children receive should be a natural continuation of what they have learned in previous Year groups, including the phonics they learned in EYFS and Year 1. Phonics should remain an important part of a child’s spelling instruction throughout their time in primary school.

Spelling will be taught with a strong emphasis on Assessment for Learning (AfL), allowing teachers to provide timely support and address misconceptions as they arise.

IMPLEMENTATION

- Spelling will be taught at least 3 times a week, in 10 minute afternoon sessions for children in Years 2 and above. Children in EYFS and Year 1 will continue to receive their spelling instruction through the Little Wandle Letters and Sounds program.
- All classes across the school will have a Little Wandle Letters and Sounds poster clearly displayed for children to use as a support when spelling.

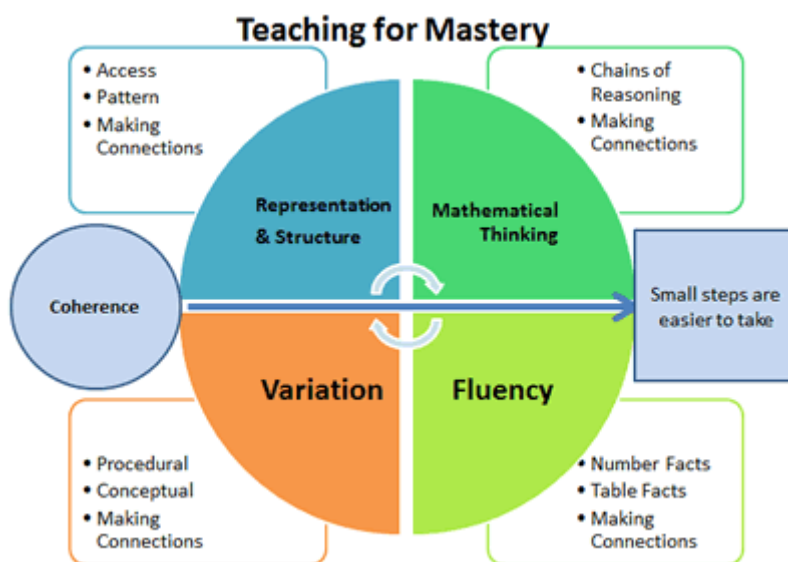
- Spelling sessions will begin with brief, explicit instruction on new learning, followed by teacher modelling of spelling strategies. Children will then have opportunities to practise spelling words that follow the focus pattern or rule through whole-class dictation or paired activities.
- Words dictated to children should be given both in isolation and in context to aid understanding: e.g. "The word is station. I needed to get to the train station. The word is station". Children should be able to hear a word as many times as they wish, in order to help them syllabify it if it is unfamiliar to them.
- Children will practise spellings on whiteboards, mirroring phonics sessions, to facilitate quick and effective Assessment for Learning (AfL). This ongoing assessment will inform teachers' judgements of spelling attainment, alongside evidence from English lessons.
- Creating a positive learning environment is key. All children should experience success during spelling sessions. Feedback will prioritise recognising what children have spelled correctly before offering constructive guidance for improvement.
- The content of spelling sessions is responsive to the needs of each class, guided by teachers' professional judgement. For example, if a Year 5 class requires further consolidation of Year 3 spelling patterns and rules, these will be revisited before introducing Year 5 content. This is why, even though Year 1 children will receive their spelling instruction through phonics sessions, there is a Year 1 section to the curriculum. Teachers also have the flexibility to address commonly misspelled words identified during English lessons, whether or not they appear on the statutory spelling list, ensuring that spelling teaching remains relevant and targeted.
- Children assessed as needing extra support will receive instant support in the form of Reading Eggs assignments tailored to their individual needs.
- Spelling will be summatively assessed twice a year, during test week (and more often for Year 6 through SATs practice). We will not use weekly spelling tests.
- Our spelling curriculum is set out here. It is based on:
 - Appendix 1 of the National Curriculum (2014). The curriculum gives a clear range of rules for each year group, and provides teachers with example spellings. Consolidation of these rules can be carried out by children on Reading Eggs, provided teachers assign the appropriate levels in advance. The National Curriculum also details useful morphological and etymological reasons that some patterns exist in English.
 - The exploration of sound families in a way that helps children to spell the statutory spellings and homophones in the National Curriculum based on their existing phonological knowledge. For example, the Year 5/6 word *sincerely* would be linked to other words with the *ere* trigraph that they would know, such as *here* and *sphere*. During these sessions, children will continue to use Letters and Sounds posters for support, with a reminder that the most common spellings for a sound are listed first within each sound family.
 - Dedicated time for children to learn about, and orally rehearse, syllabification. This will build on children's existing phonological awareness and will allow them to write longer words, even when they are unfamiliar with them.
- Teachers will consistently incorporate opportunities for children to spell words that reinforce previously taught rules and patterns, thus supporting retrieval practice. This will be alongside words linked to the new learning introduced in each session.
- Adults should continue to reinforce the principles of spelling sessions in English lessons. When children ask for support in spelling a particular word, they should be referred as much

as possible to the class phonics poster, and apply strategies they will have come across already, e.g. "How many syllables does the word have? Which syllable are you struggling with? What is the most common way to make that sound according to our phonics poster?"

MATHEMATICS

WHAT WE BELIEVE AND WHY

At the Bridges Federation, in keeping with the National Curriculum, we believe that mathematics is a creative discipline involving imagination, intuition and discovery and should be an enjoyable experience for children. It equips pupils with a unique and powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. By following the mastery approach through the White Rose Maths learning scheme, we aim to develop a deep and lasting understanding of mathematical procedures and concepts. We will also nurture positive attitudes and build confidence in mathematics so all our children can achieve.



INTENT

We aim to encourage children to

- Gain a wide range and balance of relevant mathematical experiences
- Be challenged intellectually by mathematical ideas
- Gain confidence through appropriate experiences, enabling them to use a variety of strategies, and through celebrating success
- See how maths is relevant and useful in everyday life.
- Work independently and collaboratively to solve problems.

We strive to set work that is challenging, motivating and encourages the pupils to think logically and communicate ideas through oral and written mathematical language.

IMPLEMENTATION

- Follow White Rose Maths yearly and medium term planners
- Continue to teach mental calculation strategies using the Fluency Bee in KS1 and Fluent in Five in KS2
- Use Concrete-Pictorial-Abstract approach to introduce new concepts
- The use of manipulatives is an integral part of teaching mathematics

- Reasoning and using and applying opportunities are modelled and embedded in all lessons
- Investigation skills are taught explicitly to help the children develop their conceptual knowledge and mathematical procedures
- Supporting children to think mathematically
- Investigation should be planned half termly
- Problem-solving skill based lessons should be planned at least once a week.
- Key vocabulary for each unit must be explicitly taught and displayed on learning walls
- Provide opportunities to explore concepts in depth – making conjectures and proving/disproving them.
- Working walls to reflect current learning and have evidence of pupil interaction e.g. children posing and answering questions.
- Celebrate national and local maths events- e.g. World Maths Day
- Engage parents through workshops
- Continue to use Mathletics and Times Tables Rock Stars to support home-learning. Set activities to consolidate current learning.

IMPACT

- Evidence of CPA journey in books and on working walls.
- Evidence of investigation or problem solving lessons in books.
- Evidence of good quality resources to develop the children's mathematical recall of key concepts and reasoning skills
- Use STAR tracker to assess the children's progress
- Feedback that allow the children to enter into a dialogue with their teachers and peers
- Children will develop their resilience when approaching challenging tasks and concepts
- Children are proud of their achievements in mathematics
- Children to discuss their mathematical knowledge confidently using the subject specific vocabulary
- Children will use their mathematical knowledge across different areas of the curriculum
- Children engaging with learning platforms and completing assigned tasks

SCIENCE

WHAT WE BELIEVE AND WHY

In keeping with the National Curriculum (2014), our vision for science is to give the children a curriculum which enables them to explore and discover the world around them so that they develop a deeper understanding of the world we live in. This involves a variety of practical, hands-on experiences that encourage curiosity and questioning.

INTENT

Our aim is that these stimulating and challenging experiences help children secure and extend their scientific knowledge and vocabulary. We believe that these opportunities will ensure that our children are confident, life-long learners who will continue to explore the world around them.

We have four key principles on which we base our teaching of science:

1. Developing questioning and enquiring minds through a range of enjoyable and interesting experiences

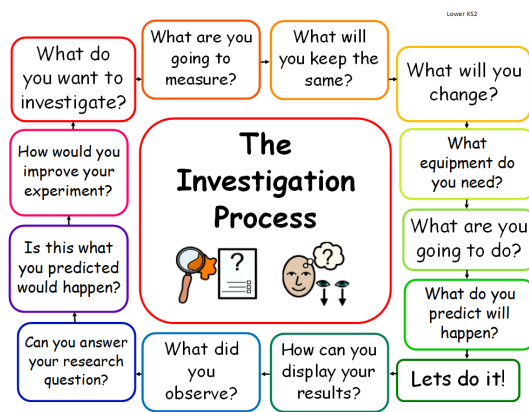
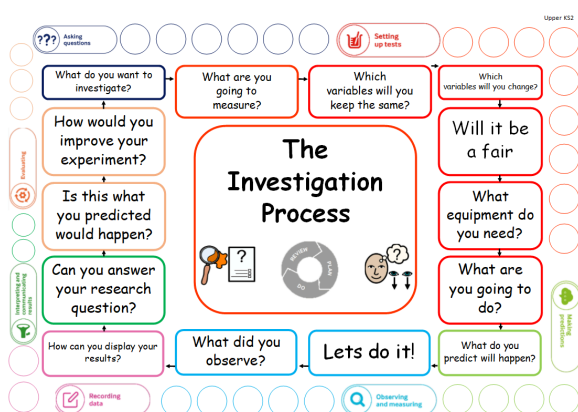
2. Enabling children to lead their own learning and develop the skills to make systematic enquiries
3. Encouraging children to make links between their own experiences and other subject areas
4. Developing and maintaining the natural curiosity of children about the world around them through a variety of investigations

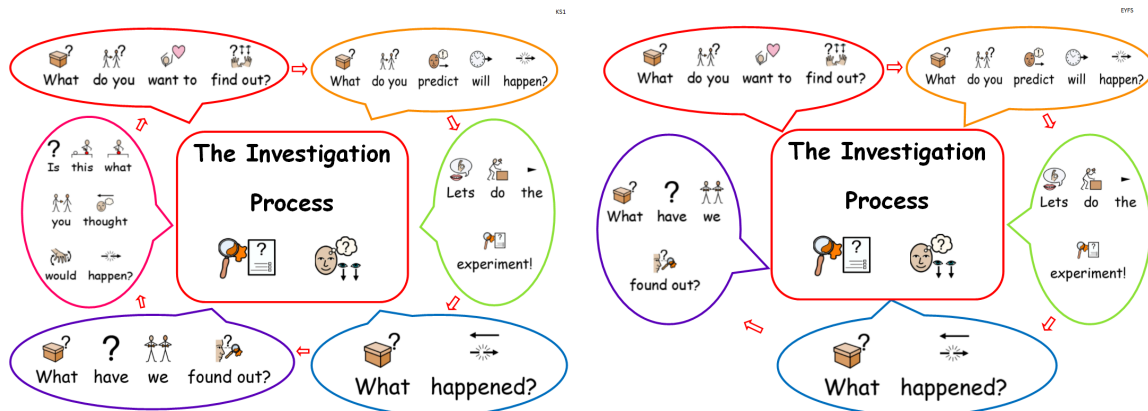
IMPLEMENTATION

- Ensure that all science disciplines are taught within our curriculum
- Teach at least one science lesson per week
- Children to build on prior knowledge and skills
- A STEM question for the children to answer every half term
- Lessons should be practical, exploratory and reflective of the learning preferences of our children
- Outdoor learning and field work opportunities must be maximised
- Key vocabulary for each unit being explicitly linked to lessons through diagrams/ CIP/ pictures/ objects and experiments.
- Provide time for child led investigations once every half term using the investigation line.
- Investigation line on display and linked to what you are doing. Using speech bubbles/ post it notes/ photos to link to each stop (question)
- Use White Rose Science planning to hook, build on and develop scientific vocabulary and knowledge, supporting the practical enquiry of learning.

IMPACT

- Clear outcomes for each lesson using the White Rose Steps
- Use STAR to track children's progress
- Evidence in EYFS and KS1 via videos on learning journeys: evidence of the practical activities, tinkering, finding out for themselves, inquiry. They may include annotated diagrams to support the embedded knowledge, eg labelled diagram of teeth to support their knowledge and understanding (to make knowledge sticky)
- Evidence in science books (Y3-6) should include: evidence of the practical activities, tinkering, finding out for themselves, inquiry. They may include annotated diagrams to support the embedded knowledge, eg labelled diagram of teeth to support their knowledge and understanding (to make knowledge sticky)
- Children can make links using science skills and knowledge across the curriculum
- Children are resilient and reflective when discussing or carrying out a scientific enquiry





COMPUTING

WHAT WE BELIEVE AND WHY

At the Bridges Federation, we consistently integrate innovative technologies in our teaching practice to enhance the learning experiences of our pupils. By increasing the children's familiarity with technology, we are preparing them for a future that is becoming increasingly dependent on technological advances. We are fully committed to keeping all our children safe online and recognise that learning about online safety takes place through a range of subjects and approaches.

Following the National Curriculum for Computing we aim to ensure that all pupils:

1. Understand the basic principles and concepts of computer science such as logic, algorithms and data representation
2. Have the ability to analyse problems in computational terms: writing computer programs in order to solve such problems
3. Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
4. Develop appropriate and safe online behaviours, build resilience and have positive online experiences

INTENT

We aim for our children to be competent and confident and critical users of technology, equipped with the skills and knowledge needed to cope with the modern world and the changes that will come in the future. They will understand how technology aids us in everyday life and be comfortable testing, exploring and experimenting safely with a range of technologies; making informed choices.

IMPLEMENTATION

- Allocate dedicated time for computing, during the half terms in which Computing is scheduled. This could be in class or in the ICT suite.
- Lessons should have an explicit Computing focus and a computing skills or knowledge based LO.
- The Curriculum Overview should be followed and used for planning purposes
- Key vocabulary for each unit must be explicitly taught and embedded in lessons.
- Class Computing Learning Journeys will be digital records of the learning to encompass the pupils' work, their views and record their progress

- E-safety is taught at the beginning of each unit and across the curriculum when using technology.
- Each learning journey will include an E-safety slide
- National events such as the Hour of Code and Safer Internet day are celebrated annually.
- Provide able and greater depth children with opportunities to explore technology that builds on the learning.

IMPACT

- when applicable, children's work is saved on the network or on learning platforms.
- Pupil interviews, conducted in the autumn and summer terms by the subject leader, reflect the children's enjoyment and resilience.
- Informal assessment for learning is carried out by teachers during a unit of work.
- End of year assessment is completed using the progression of skills to assess the children's progress.
- STEM leaders to plan and deliver an E-safety assembly as part of Safer Internet Day
- Evidence in learning journeys may include: pupil responses to key questions, annotated photos/screenshots, videos of children explaining their work or demonstrating a computing skill.

WHAT WE BELIEVE AND WHY

"History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." - National Curriculum 2014.

The aim of our History curriculum is to provide children with rich and purposeful learning experiences that allow them to gain a deeper knowledge and understanding of Britain's past as well as aspects of World History. By continually building on their prior learning, we aim to spark a curiosity about the past that inspires them to ask probing questions, make connections, think critically and discuss their opinions about historical events. They will develop a sense of chronology, use appropriate historical vocabulary and continuously investigate how the past shapes the present.

INTENT

Good quality History teaching aims to:

- develop an understanding of chronology
- gain knowledge and understanding of events, people and changes in the past
- understand how history is interpreted
- use different methods of enquiry
- explore how ideas are organised and interpreted

Children develop the following skills:

- asking perceptive questions
- thinking critically
- weighing evidence
- sifting arguments
- comparing and contrasting
- analysing and interpreting sources of information
- developing perspective and judgement

IMPLEMENTATION

- A 'BIG' overarching question that underpins and guides the learning (e.g. How did the Romans change and shape Britain?)
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Knowledge Organisers are shared with parents and children, displayed on learning walls and used as a learning tool within children's curriculum books
- Learning walls within classroom include: a detailed timeline of British and World history including significant kings and queens; key vocabulary, key questions; images and artefacts relating to the unit; information that children want to find out;
- Learning Objectives reflect the specific history skills and knowledge being learnt and come directly from the History progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups. The children will encounter historical themes and concepts repeatedly throughout the curriculum.
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: analysing primary and secondary historical sources; debating and arguing different perspectives based on historical events and concepts; independent research through homework projects; and special trips and visitors to the school.

- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and visits to local historical sites.
- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, thinking keys, QR coded discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.
- Children are exposed to a range of texts that develop their knowledge of the past.
- Children revisit knowledge through starter activities and quizzes to help them remember prior learning and make connections.

IMPACT

- Children recall important facts related to the information outlined within the Knowledge Organisers; develop their own opinions regarding historical events; and can speak confidently about various aspects of British and World History using accurate historical vocabulary
- Children's progress is assessed using the agreed progression of skills
- Children working at Greater Depth in History use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's workbooks
- Pupils' questionnaire/quiz outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes within History as well as cross-curricularly

WHAT WE BELIEVE AND WHY

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

INTENT

The aim of our Geography curriculum is to:

- Develop children's deeper understanding of both the human and physical world around them.
- Spark within children a lifelong curiosity and fascination about their world through active learning and enquiry.
- Encourage questions that look at how and why places change, how they compare to one another and how they are connected.
- Allow children to gain geographical knowledge through exploring and discovering their locality, using a range of creative mapping skills that over time broaden and enrich their understanding of the United Kingdom and the wider world.

IMPLEMENTATION

- A 'BIG' overarching question that underpins and guides the learning (e.g. What role do rivers play in developing cities and surrounding areas?)
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Knowledge Organisers are shared with parents and children, displayed on learning walls and used as a learning tool within children's curriculum books
- Learning walls within classroom include: key vocabulary and key questions; images and maps relating to the unit; information that children want to find out;
- Learning Objectives reflect the specific geographical skills and knowledge being learnt and come directly from the geography progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploring and learning geography through geographical enquiry, whole class discussion, active learning and creativity, role play and drama, good use of maps, fieldwork and a range of multimedia resources to support geographical learning and outdoor learning, independent research through homework projects; and special trips and visitors to the school.
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and field trips
- Children are exposed to a range of texts that develop their knowledge of the world.
- Learning is made memorable and captured using photos, QR coded videos of activities, messy mapping, field work, quotations, learning reflections, thinking keys, QR coded discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.
- Children revisit knowledge through starter activities and quizzes to help them remember prior learning and make connections.

IMPACT

- Children recall important facts related to the information outlined within the Knowledge Organisers; develop their own opinions regarding geographical features;
- Children talk confidently about various aspects of human, physical and environmental geography for the British Isles and parts of the world using accurate geographical vocabulary
- Children's progress is assessed using the agreed progression of skills
- Children working at Greater Depth in geography use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's workbooks
- Pupils' questionnaire/quiz outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes both within geography and cross-curricular

WHAT WE BELIEVE AND WHY

We believe that Religious Education has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life.

By creating a deep understanding of the importance of faith and spirituality to many people, an awareness that some people have no faith and an understanding of the similarities rather than the differences between different religions and worldviews, we will promote tolerance and acceptance within our multi-faith society.

INTENT

At the Bridges Federation, children explore different aspects of religious beliefs and worldviews while comparing, contrasting and making connections between them. It helps them to gain a greater understanding of themselves, a more sympathetic awareness of the needs of others and a deeper understanding of the diverse beliefs that make up their community and the wider world.

- We encourage discussion and debate from all children regardless of their beliefs, and we promote respect and tolerance of beliefs of others.
- We encourage children to be inquisitive and tackle challenging questions about the meaning and purpose of life; issues of right and wrong; and what it means to be human.

RE/Religion and Worldviews as an academic school curriculum subject is not itself a single discipline. Instead it is rooted in a range of different disciplines or disciplinary fields. We need to understand which disciplines it draws on, to understand the object of investigation and the research methods to employ in RE/Religion and Worldviews. This ensures that content chosen for RE/Religion and Worldviews is appropriate and well-established within academic traditions and ensures that pupils use and develop a range of subject-specific skills. The syllabus we follow asserts that RE/Religion and Worldviews is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences.

IMPLEMENTATION

Children are taught the knowledge, skills and attitudes as outlined in the Southwark Agreed Syllabus. It provides a single point of reference encompassing statutory requirements, good practice and recommendations.

- British Values are embedded in the RE Curriculum and allow the children to explore the main different religions and worldviews practised in the UK and develop tolerance of those of different faiths and beliefs.
- Each unit has an overarching question that underpins and guides the learning
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Learning walls within the classroom include: key vocabulary and key questions; images and artefacts relating to the unit; information that children want to find out.
- Learning Objectives reflect the specific skills and knowledge being learnt
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children view the subject matter through different lenses, the children examine subject matter through different disciplines. For example they may look at it historically or philosophically.
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploration of issues that warrant philosophical or ethical

enquiry, storytelling to develop understanding of morals and guided and independent reflection to help them understand what is right and wrong

- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and special trips to places of worship.
- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, QR coded discussions, drawings, diagrams, explanations, drama, spirited play and various writing tasks, etc.
- Teachers use starters to recap and reinforce prior learning, make links between different religions and worldviews and develop vocabulary.
- KS1 and KS2 classes will capture their RE learning through digital learning journeys.

IMPACT

- Children recall important facts related to the different beliefs and religions taught- they recall knowledge about religions and worldviews
- Children develop their opinions regarding the spiritual, moral, social and cultural aspects of the different religions and worldviews in the local, national and global communities
- Children's progress is assessed using the agreed progression of skills- linked to the steps of progress within the syllabus.
- Children working at Greater Depth in RE use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at digital learning journeys. Progression can be seen within units of work and across year groups.
- Pupils make links to prior learning and identify recurring themes across different religions and beliefs

FRENCH

WHAT WE BELIEVE AND WHY

At the Bridges Federation, we recognise that many of our children speak English as an additional language and therefore celebrate this within our schools. Learning another language opens up avenues of communication and exploration as well as promotes, encourages and instills a broader cultural understanding. We aim to foster an interest in learning other languages, through the teaching and learning of French; making children aware that language has structure, and that the structure differs from one language to another. We aim to develop children's speaking and listening skills and contextualise them through experiences of cultural traditions and daily life. This way, we aim to lay the foundations for future study.

INTENT

By teaching a modern foreign language we will:

- Celebrate the wide range of languages spoken within our school community through engaging activities
- Through the teaching and learning of French, we will develop the children's awareness of how different languages can be structured
- We aim to develop children's speaking and listening skills and lay the foundations for future study.
- Expose children to new cultural experiences, ways of life and their expression through language.
- Foster British values of tolerance and respect for others.

IMPLEMENTATION

- Incorporate French into daily routines: through the register, counting how many children are in, how are you feeling today? feelings chart in French, date, weather etc.
- Continue to use French within displays in the classroom.
- French will be taught across the year .
- Revision and consolidation sessions will take place following half termly lessons taught by the member of staff with the strongest French.
- French lessons will be taught by the member of staff with the strongest French.

- Learning to be recorded in a digital Learning Journey including children's responses.
- Class display to reflect the units of work taught that year
- Practical activities, songs and games are used to help improve memory and recall.
- Taking opportunities to incorporate French into the wider life of the school, through assemblies, choirs, International Week etc.

IMPACT

- Pupils confidently recall vocabulary and phrases learnt
- Children build an awareness and appreciation of the diverse cultures found in Francophone countries and among the diaspora.
- Children's progress is assessed on a termly basis using the agreed progression of skills
- Learning journeys are clear and evident from looking at children's work and responses

PE

WHAT WE BELIEVE AND WHY

At The Bridges Federation, the aim of our inclusive curriculum is to provide all children with high quality PE and sport provision. Following the National Curriculum, we are focusing on three main areas of skills: agility, balance and coordination. Through active and engaging lessons we strive to develop children's physical skills while promoting children's resilience, ambition, creativity and teamwork while encompassing sportsmanship in competitive scenarios.

The Bridges Federation works closely with our partner the PESSN to ensure each child is supported and challenged to fulfil their sporting potential and lead a physically healthy active lifestyle.

INTENT

Our aims for each child is to:

- receive two hours physical activity, including PE
- Develop the fundamental movement skills essential for participating confidently in physical activity throughout their lives
- Understand the importance of physical activity for both physical and mental well-being
- Explore and enjoy a broad range of sports and physical activities
- Experience success in PE, including in competitive contexts, and develop the intrinsic motivation to improve
- Build a positive attitude toward health, fitness, and an active lifestyle
- Be inspired by sporting role models and engage in memorable learning experiences through workshops and competitions

IMPLEMENTATION

- Following PESSN medium term planners and schemes of work, allowing for tinkering depending on the needs of the class
- A clear PE focus with learning objective and key vocabulary discussed and modelled in practice, in each lesson
- Lessons follow a progressive curriculum map, ensuring skills are built year on year.
- To introduce and develop the skills, principles and understanding of physical activities as outlined in the National Curriculum including games, gymnastics, dance, athletics, and outdoor adventure.
- To enhance pupils' awareness of the safety issues concerned with these activities and help them develop a sense of responsibility towards participating in physical activity.
- Take part in inter and intra school competitions and develop competitive aspirations
- Pupils to take part in The Daily Mile as part of their healthy lifestyle
- Parents to take part in Sports Day and Health Week events
- PE leaders to support whole school PE events e.g. Sports day, School Leaders Certificates
- Children showing prowess being nominated PESSN awards and being recognised on MAT register
- Active playtimes, movement breaks, and whole-school initiatives promote physical activity beyond PE lessons.

IMPACT

- Pupils develop secure physical skills and improved fitness levels.
- Children demonstrate increased confidence, coordination, and control.
- Pupils understand the importance of physical activity for health and well-being.
- Children show resilience, teamwork, and sportsmanship in PE and beyond.
- All pupils, including SEND, are active and engaged in lessons.
- Assessment shows clear progression in physical skills across year groups.
- Pupils are enthusiastic about PE and participate actively in lessons and clubs.
- Increased number of pupils taking part in extracurricular sport and competition.
- Pupils apply PE values (respect, fairness, cooperation) across school life.
- Children leave primary school with the skills and attitudes needed for lifelong physical activity.

PSHE & RELATIONSHIPS

WHAT WE BELIEVE AND WHY

At the Bridges Federation, our PSHE curriculum is designed in line with the National Curriculum to promote pupils' spiritual, moral, social, and cultural development, equipping them with the knowledge and skills needed to navigate the opportunities and responsibilities of life.

We want to ensure that all pupils:

- Develop a strong sense of self-awareness, self-esteem, and emotional resilience
- Understand and respect their own beliefs and values, while also developing tolerance and appreciation for those of others, in line with the British Values of mutual respect and tolerance of different faiths and beliefs
- Learn about their rights and responsibilities, both within school and in the wider community, encouraging them to become thoughtful, active, and respectful citizens
- Build the integrity, independence, and confidence needed to make informed choices and form positive, healthy relationships
- Recognise the importance of contributing to and respecting the diverse communities and environments in which they live and learn

Through a carefully structured and inclusive PSHE curriculum, we aim to prepare our pupils for life beyond the classroom, helping them thrive both personally and socially.

INTENT

- Support pupils in understanding their personal and social development
- Address key moral, social, and cultural issues relevant to growing up
- Promote knowledge of rights, responsibilities, and active citizenship in a diverse society
- Encourage a strong sense of self-worth through meaningful contributions to school and community life
- Equip pupils with the skills to build and maintain healthy relationships
- Develop safe, responsible, and resilient use of technology to maximise its benefits while minimising risk

IMPLEMENTATION

- British Values are woven throughout the PSHE curriculum, encouraging pupils to explore, discuss, and reflect on their own views and those of others in a respectful and tolerant manner
- Each unit is supported by a Topic Web that outlines the specific skills and knowledge to be taught, aligned with the Southwark progression of skills
- Classroom learning walls support vocabulary development and enquiry, featuring key questions, relevant images, and pupil-generated lines of enquiry
- Pupil learning is documented through digital learning journeys, capturing a wide range of evidence including photos, videos, QR codes, and pupil voice
- Learning objectives are skills- and knowledge-specific, clearly linked to progression documents to ensure consistency and clarity in teaching
- The curriculum is carefully sequenced to ensure progression of knowledge and skills year-on-year across all key stages
- A variety of teaching strategies are used, including Philosophy for Children (P4C), storytelling, structured discussion, and guided reflection, to deepen moral understanding and develop critical thinking
- Community links and external partnerships enrich the curriculum through talks, collaborative projects, and educational visits
- Learning is made meaningful and memorable through the use of visual documentation, pupil reflections, drama, creative expression, and recorded dialogue

- Emotion boards are embedded in classrooms to support emotional literacy, regulation, and wellbeing
- Reflection is a key component of the behaviour policy, offering pupils regular opportunities to consider the impact of their actions and develop responsibility

IMPACT

- Pupils demonstrate a healthy and informed attitude toward a range of relationships, showing responsibility and respect as active members of the school and wider community
- Children are confident in articulating what contributes to a healthy lifestyle, including physical, emotional, and social wellbeing
- Progress is monitored termly using the agreed progression of skills, ensuring clear development across year groups
- Pupils are able to reason effectively, using their knowledge to articulate and justify their viewpoints during discussion and debate
- Learning journeys are clearly evidenced through pupils' work, showing progression and depth of understanding
- Pupil voice is gathered through questionnaires, reflecting the impact of learning and informing future planning and teaching practice
- Pupils make meaningful links to prior learning, recognising recurring themes and applying knowledge across different contexts

DESIGN & TECHNOLOGY

INTENT

At the Bridges Federation the aim of our DT curriculum is to provide children with memorable learning experiences that will prepare them for an ever changing world, following the National Curriculum (2014).

We will encourage children to use their creativity and imagination, to design, make and evaluate products that solve real and relevant problems within a range of contexts. Design and Technology inspires children to learn to **tinker** and think creatively to solve problems both **independently** and within a group.

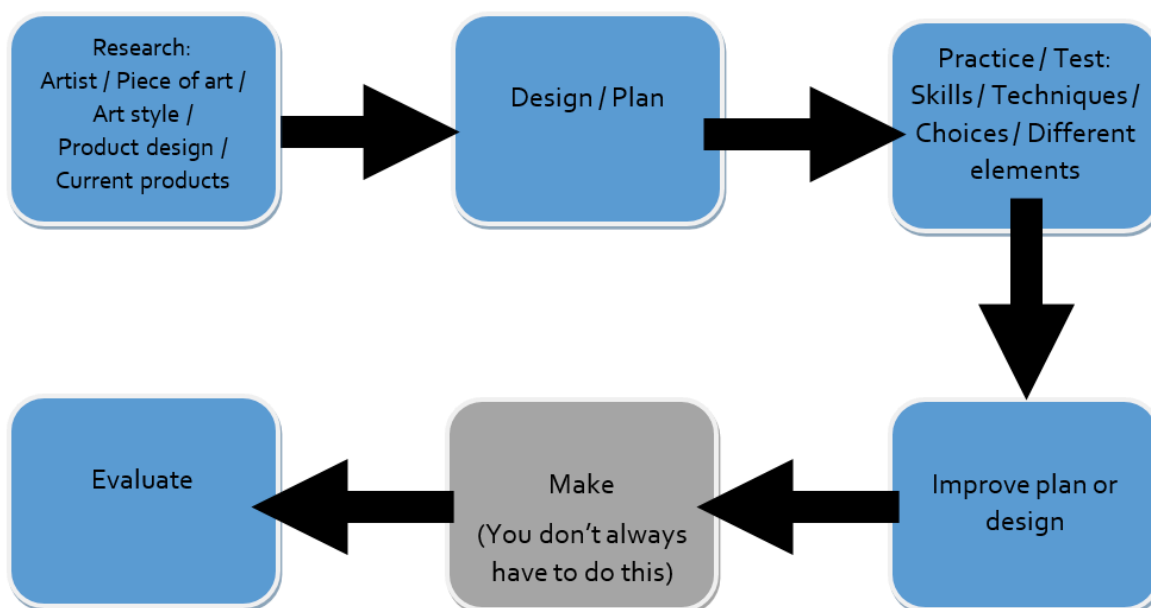
IMPLEMENTATION

- Follow the DT unit for the half terms allocated on the yearly planner (see below).
- All DT lessons must begin with a problem or a question. DT must have a purpose.
- Follow and use the progression of skills for their year group, also paying attention to what the children have been taught during the previous years.

IMPACT

- All steps of the DT process to be evidenced in sketch books. This must include photos of the 'make' phase of the unit where applicable.
- Key DT vocabulary with definitions to be evidenced on working walls. (Key vocabulary can be found highlighted in red on the progression of skills document.)

ART AND DT PROCESS



ART

WHAT WE BELIEVE AND WHY

At the Bridges Federation, in keeping with the National Curriculum (2014), the children experience the range of arts both as part of and in addition to, the curriculum we provide.

INTENT

We aim to encourage children to

- Develop practical skills and link them throughout the different terms of the academic year and throughout pupils' school lives.
- Know that the art process leads to an outcome, which should be evident in books.
- Opportunities are given to allow artists to shine and hone their skills.
- Be critical and discuss aesthetics which appeal or do not appeal to them.
- Embrace the many creative arts experiences available in our local community.

IMPLEMENTATION

- There should be two art units taught per year, once a term alternating with DT units.
- The 'Art and Design Progression of skills' document should be used for planning and assessment to ensure coverage.
- Children to record their work using their sketchbooks.
- LO sticker should be present for each lesson, including any key vocabulary and artist examples, as appropriate.
- A Good Artist is' should be stuck in the front of each child's sketchbook.

- Children are encouraged to explore and tinker with their skills through a wide range of mediums.
- Children have opportunity to evaluate their work and that of others using the appropriate vocabulary.
- Children to take part in school events such as International Week, Summer Fair to show how their art and creative skills can be used for purpose.

IMPACT

- Termly assessment emailed to the Foundation Team.
- End of year data to be uploaded to the shared network.
- Pupils confidently speak about their art and other artists, using subject specific language.
- Evidence of the art journey and stages of skill building and knowledge of art language in children's sketchbooks.
- Pupils are proud of their artistic achievements and are resilient when it doesn't "go right" the first time.

Music

WHAT WE BELIEVE AND WHY

At the Bridges Federation, we believe that pupils should be given the opportunity to hone their skills of creativity and imagination through music and to provide opportunities to challenge, inspire and create a sense of identity through self-expression. Providing exposure and access to high quality music teaching and performance helps develop children's cultural capital. This will expand their experiences and engagement with the wider world, enabling them to participate more fully in society. We believe that music, for example African drumming, is a powerful tool that helps children celebrate and explore the diverse heritage of our school community.

INTENT

We aim for children to

- Develop practical music skills and knowledge and to link them throughout the curriculum
- Know that progress in music skills leads to an outcome independently and collaboratively
- Develop resilience and teamwork
- Enhance their vocabulary
- Opportunities are given for musicians to shine and hone their skills.
- Be critical and discuss music, sounds, styles and instruments which appeal or do not appeal to them.
- Embrace the many musical experiences available in our local community.

IMPLEMENTATION

- Each music unit will have a clear set of learning objectives, agreed with Southwark Music Service.
- Specialist teacher will teach each class for one half term per year
- When specialist teachers are leading lessons, class teachers will be present
- African drumming sessions will be taught in Key Stage 2
- Evidence should include videos of lessons, performances and children's quotes.
- All classes to engage regularly with the Southwark Listening Project, learning active listening and critical skills.
- Integrate music into other areas of the curriculum, when/where appropriate

IMPACT

- Children progress steadily, building their musical skills and knowledge.
- Pupils confidently speak about music and musicians, using subject specific language.
- Children are confident to showcase their musical skills through performance and composition both individually and as part of ensembles.
- Pupils are proud of their musical achievements and are resilient when it doesn't "go right" the first time.

EYFS

WHAT WE BELIEVE AND WHY

We believe that, as it states in the statutory framework for the Early Years Foundation Stage, every child deserves the best possible start in life that enables them to fulfil their potential. Children's experiences from the age of 0-5 years have a major impact on their future life chances.

The Early Years Foundation Stage (EYFS) curriculum gives children the broad range of knowledge and skills that provide the foundation for good future progress through school and through life.

We believe that the quality and consistency of the EYFS curriculum across our federation is important to ensure that all children progress and no child is left behind. Children's individual needs and interests should be used to plan a varied curriculum that is assessed and reviewed regularly. Equally, we seek to work in partnership with parents and to ensure quality of opportunity so that every child is included and supported.

INTENT

In keeping with the overarching principles of the EYFS we aim to ensure that all of our children are constantly learning and developing into resilient, capable, confident and self assured young people **(Unique child)**

We want children to develop positive relationships with those peers and adults around them so that they learn to be strong and independent (**Positive Relationships.**)

We want our early years environments to enable children to learn and develop well and be places where we can respond to each of their individual needs and develop strong partnerships with their parents and carers (**Enabling Environments**)

We know that **children learn and develop in different ways and at different rates.** We will ensure that all children in our provision including those that have special educational needs and disabilities are able to learn and progress to fulfil their potential.

IMPLEMENTATION

- Every child receives a home visit or Stay and Play sessions before they start in Reception or Nursery. This enables us to get to know them in their home environment and assists with settling
- We teach the seven areas of learning detailed in the EYFS statutory framework. These are:
 - **Personal, Social Emotional development, Physical development, Communication and Language (Prime Areas)**
 - **Literacy (reading and writing), Mathematics, Understanding the World, Expressive Arts and Design (Specific Areas)**
- These area of learning are taught through half termly topics which are carefully planned to engage and interest the children
- We ensure that children's interests guide the development and content of each topic
- Stay and Play happens weekly from 8.45-9.15. This gives parents and carers an opportunity to see and share in what their children are learning
- Teaching is delivered through whole class sessions, small group and individual teaching (**adult lead** activities)
- A daily phonics session is delivered in the morning using the Little Wandle programme
- Throughout the day children also have opportunities for **child initiated** learning and are able to "free flow" through the setting accessing a range of activities covering all areas of learning. They will do this both independently, collaboratively with peers and with the support of adults
- The characteristics of effective learning are reflected in all activities planned for the children. These are **Playing and Exploring, Active Learning and Creating and Thinking Critically**
- Outdoor play and learning is a key part of our provision. Children are able to access the outside provision whatever the weather in the appropriate clothing. At Snowfields, Garden School (based on the Forest School model) happens weekly for both Nursery and Reception. Children from Tower Bridge access this provision where possible.
- Staff run a range of additional groups to support children's learning and development. These include Talking Tables (CL), Bucket Game (CL, PSED), Special Time (CL, PSED) and targeted groups focusing on children's Literacy and Mathematical development.
- Home learning is shared half termly and includes fun practical activities linked to the topic being covered in school

IMPACT

- Evidence of children's learning is recorded regularly in class digital learning journeys – including photos, videos and quotes from children. All areas of learning are included and children's progress in communication and language can be seen through their quotes and videos.

- Planned learning objectives build on what the children have learnt and reflect children's interests
- Regular contributions from parents are included in the digital learning journeys on the Stay and Play slides
- Children's progress and development tracked on entry (**Baseline Assessment**) and then termly using Development Matters and Southwark's supporting exemplification materials.
- Children develop into confident, resilient learners ready for the next phase of their education