

Cadishead Primary School

Curriculum Policy

Policy Review Sheet
Curriculum Policy

Date Reviewed	Date of Next Review	Name/signature
Spring 2018	Spring 2019	New policy adopted January 2018
Spring 2019	Summer2020	



Learning together for a confident future'

Cadishead Primary School

Curriculum Policy

**A curriculum that is motivating and compelling for our children
and for us to teach.**

Inspiring and challenging all children to prepare for their future.

This policy outlines the method used to implement the curriculum at Cadishead. It sets out what we aim to achieve in our curriculum and why we want to achieve it. We hope that setting out the thinking behind our curriculum will mean all members of staff and parents will have a clearer understanding of the rationale behind the curriculum and its planning and organisation.

What is the curriculum?

Our curriculum is our school's method of securing our children's entitlement to a full range of learning opportunities. It includes a commitment to breadth, balance and progression to enhance the quality of the learning that takes place. The curriculum is driven by our schools context locally, nationally and internationally and is placed within the ethical framework we have adopted as a school.

Rationale

Our school seeks to uphold the values and virtues of ethical education and this forms one of the drivers for our curriculum. We try to use the Ethical Leadership Framework in everything we do and this provides a universal element to the way we plan our curriculum. This is the **Universal driver**. Parents, children and staff created the **Cadishead Carta**, which forms part of another of the drivers for our curriculum - the **School driver**. We also consulted with the cluster of schools within the community to create a **Local driver**. The National Curriculum provides us with the **National Driver**. Staff then took the requirements of these four drivers and decided together how they could use topics to meet their requirements in the most creative and interesting way.

The curriculum has been organised and established in full consultation with all members of the school community. It is regularly reviewed and developed in accordance with: DfE guidelines, the School Development Plan, and following consultation with Governors, Parents, Children and Teaching Staff.

Aims

Our Curriculum

-Is underpinned by clear aims, values and purpose which are shared and understood across the school

- Develops the whole person's knowledge, skills, understanding and attitudes

-Is Broad, balanced and has clear progression in subject knowledge, skills and concepts

-Is filled with rich first-hand purposeful experiences

-Is flexible and responsive to individual needs and interests enabling all learners to access the content and make progress

- Includes all the requirements of the National Curriculum and other prescribed aims but goes beyond these through enrichment and extension to enable our learners to make the best progress through the most varied experiences we can offer.

- Puts the development of a love of reading at the heart of all we do.

- embeds mathematical fluency and skills through practice and application across the curriculum
- Embeds the principle of sustainability
- Has an eye on the future and the needs of future citizens
- Encourages the use of environments and expertise beyond the classroom
- Has a local, national and international dimension
- Considers time, place, space, people and technology

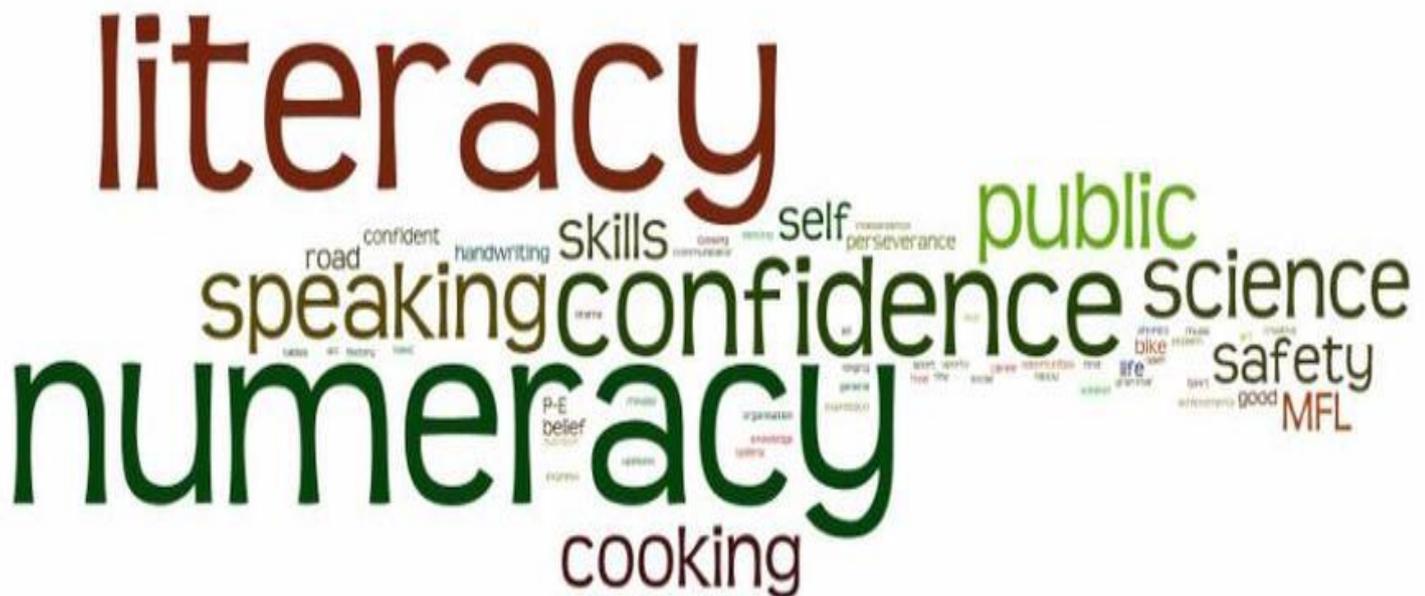
Developing a Creative Curriculum

Through a collaborative approach, Staff developed and plan exciting themes for each half term that inspire, challenge, incorporate and promote our school values. We have created a skills and knowledge based continuum which includes coverage of the new National Curriculum. This is part of a broad and balanced curriculum which meets the needs of Cadishead Primary's pupils.

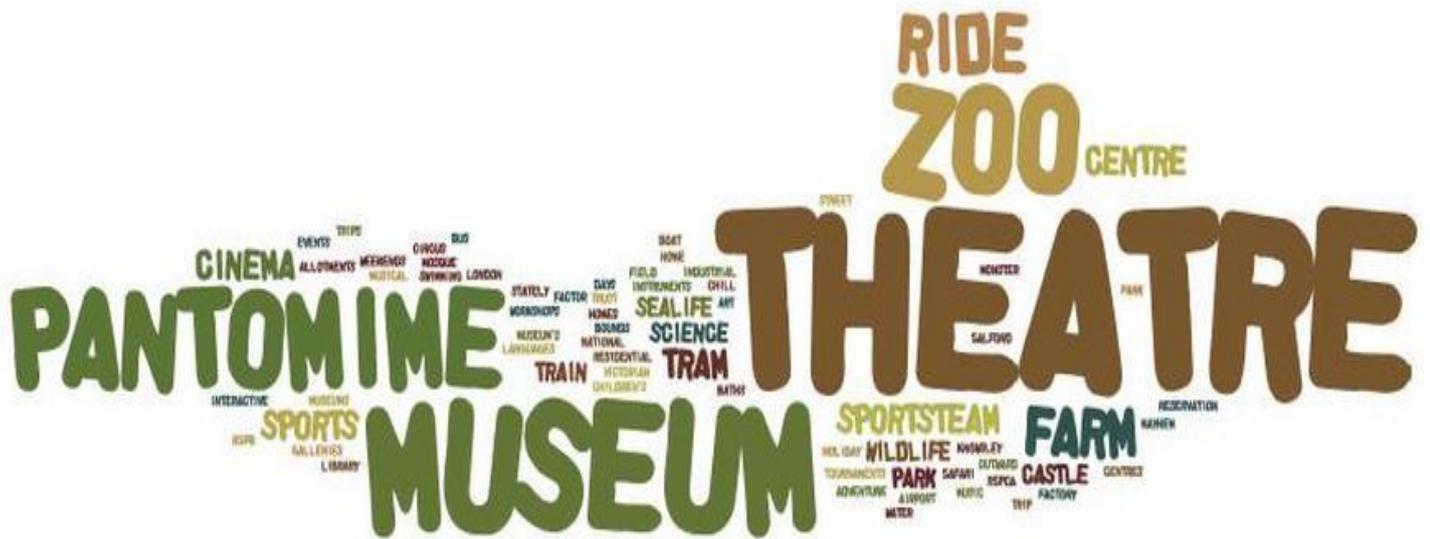
When we consulted our parents these are the skills and experiences that our parents wanted to see the children develop.

We used these skills and experiences to help develop our curriculum and learning promises.

Skills



Experiences



By developing the children's basic literacy and numeracy skills, as well as life skills such as perseverance, co-operation, adaptability, resilience and self-discipline and by providing them with an environment where excellence is identified and celebrated, we hope to ensure all our children do the best they possibly can.

Curriculum drivers

Universal Driver

School Vision

At Cadishead our vision is to enable a rich education where all children can fulfil their potential. Through access to a wide range of opportunities, we aim to provide an aspirational and nurturing environment where children can develop resilience and grow in confidence, self-awareness and understanding.

Working alongside families and the community, school will ensure that our children will achieve excellent standards of learning, establishing a strong foundation to access all possibilities for their future success.

We try to use the Ethical Leadership Framework in everything we do.

We hold the principles of selflessness, integrity, objectivity, accountability, openness and honesty to be crucial to our school and will always seek to promote and robustly support them as well as exhibit them in our own behaviour.

We value the following personal characteristics or virtues and will always try to exhibit them within our working lives; trust, wisdom, kindness, justice, service and courage.

Cultural Vision

Cadishead will be a positive team of professionals who hold high expectations for children and colleagues. By holding the children at the centre of all we do, we will work strategically, in collaboration with one another, giving and receiving developmental feedback.

By fostering an honest and open culture we will use adult to adult relationships to ensure all feel valued and grow as people and as a team.

We seek to uphold the values and virtues of ethical education.

We hold the principles of selflessness, integrity, objectivity, accountability, openness and honesty to be crucial to our school and will always seek to promote and robustly support them as well as exhibit them in our own behaviour.

We value the following personal characteristics or virtues and will always try to exhibit them within our working lives; trust, wisdom, kindness, justice, service and courage.

Local Drivers

Our local cluster of schools seek to uphold the values and virtues of ethical education and this forms one of the drivers for our curriculum. The cluster aims to provide learners with a mastery curriculum which provides them with powerful knowledge enabling them to think about concepts outside of their experiences. Irlam and Cadishead schools encourage their learners to develop and apply knowledge which has a local, national and international dimension with cultural richness. Our aim is to foster a love of learning that encourages learners to be inquisitive, reflective and able to challenge their own and other's thinking.

Having extensively considered the common barriers to learning across our community, we have agreed to address these by incorporating the following intentions in each of our individual school curriculums:

- To promote high levels of aspirations
- To promote positive wellbeing (both physical and emotional)
- To promote and support language development
- To broaden the range of life experiences for our learners
- To ensure high quality EYFS provision facilitates the best educational start

School Driver

The Cadishead Carta which drives all our policy and practice in school. These key elements that form relentless, consistent threads that run through everything we do including our curriculum. These were devised by all parts of the school community to meet the wider needs of our children now and as they go forward in their lives.

The school driver also takes into account local factors which inhibit the progress of our children. These contextual factors that influence our curriculum design and the way we seek to address them, can be found in appendix 1.

For each topic, alongside the curriculum content, we will be planning for and teaching sessions that develop these drivers

We will keep you safe and happy.

We will treat you equally and fairly.

We will have fun learning about the world together.

We will help you to become the best person you can be.

We will guide you to become independent.

- **What do we mean by**
- *We will keep you safe and happy.*
- ensuring we create an ethos where children feel secure, are encouraged to talk and are listened to
- teaching empathy
- ensuring we build high self- esteem and confidence

- ensuring peer support and clear lines of communication with trusted adults are in place for all children, and especially those at risk of or suffering harm from abuse or neglect
- ensuring there are activities and opportunities for PSHE which equip children with the skills they need to stay safe including online and/or communicate their fears or concerns about abuse
- ensuring that we establish strong and effective working relationships with parents and practitioners from other agencies

- **What do we mean by**

We will treat you equally and fairly.

- being aware that children have different needs
- ensuring that all children have access to all aspects of school life
- that everyone is respected and respects others
- that everyone takes part in the life of the School
- that everyone achieves to their potential
- that everyone can develop skills essential to life
- that everyone is able to exercise choice

- **What do we mean by**

We will have fun learning about the world together.

- coverage of the National and the School Curriculum
- taking learning outside the classroom
- using the skills and interests of the school community within the curriculum
- participation in the life of our local community
- promoting cultural awareness and celebrating diversity
- relating learning to real life contexts
- investigating the impact of important individuals in our world
- discovering how and why things work
- environmental awareness
- using technology and connectivity

- **What do we mean by**

We will help you to become the best person you can be.

- inspiring children to have a life-long love of learning
- helping children to be a good friend, sociable, a member of our community
- understanding and exploring different feelings and emotions
- addressing spiritual and moral values
- inspiring children to broaden their horizons through exposure to a wide range of life possibilities
- encouraging enterprise
- teaching financial awareness and responsibility
- looking at different opportunities and career prospects and meeting people who

- do different jobs
- investigating global and social mobility
- being inspired to travel

- **What do we mean by**
- *We will guide you to become independent.*
- helping children to acquire the essential skills required to be a good learner
- encouraging children to be inquisitive and questioning
- encouraging children to be resourceful and independent in their learning
- providing opportunities for independent thinking and application of skills
- developing collaborative learning
- encouraging 'risk taking'
- requiring perseverance and improvement through evaluation
- nurturing problem solvers
- including in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

Planning and delivery of all curriculum areas

Within each subject area we consider the knowledge we want the children to have and how this will be taught. This is currently set out in our long term and medium term planning. Teachers develop knowledge and concept organisers to share with children and parents as each topic is taught. Subject leaders will ensure knowledge progression and sequencing of concepts takes place throughout their curriculum area. An example of this can be found in appendix 2.

EYFS

Our curriculum is the EYFS (revised 2017)- this curriculum document is statutory, as is reporting on the EYFS Profile at the end of Reception, and The Characteristics of Effective Learning.

We want the children to leave EYFS with a Good Level of Development across all areas of learning. We choose to do this by delivering discreet maths, English and Phonics lessons, and by Planning In The Moment during 'choosing' or Continuous Provision Time. During these periods of high involvement children are able to apply and extend their learning and this can be enhanced by skilful practitioners.

Why we do Planning In the Moment

We recognise that deep levels of involvement indicate increased brain activity and progress.

This is most often seen during child-initiated play. But in true child-initiated play, we do not know what the child is going to do, so we cannot plan ahead.

We need to remain '**in the moment**' with the child - ready to respond.

What we do during Planning in the moment

We have focus children NOT focus activities within the provision. The adult goes to the child. The child is NOT called to come to the adult. We work this way because high-level involvement occurs in child-initiated activity.

The adults are there to **facilitate learning**. They do this through observations and interactions.

Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

The Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching - in the moment.

An Enabling Environment

We have a **workshop style environment** indoors and outside. Nothing is set out on the tables. The children select what they want to do in each area.

The principal is that the resources are accessible to the children and they are varied, open-ended and high quality. Our resources have been selected so that they can provide endless possibilities.

Key Stage 1 and 2

Standalone subjects

Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills and the knowledge set out in the Primary National Curriculum. Although links can be made with all subjects, to ensure appropriate coverage of a more rigorous curriculum, the following subjects may also be taught as dedicated, discrete sessions:

English

English skills empower individuals to unlock their potential as independent lifelong learners. They have a significant impact on self-esteem, motivation and aspirations for the future. Being literate equips young people to be proactive in their own learning and to articulate their thoughts. In this way they grow in an understanding of themselves as individuals and as members of society.

Cadishead Primary School has a clear, consistent, whole school approach to the teaching and learning of English. Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become

enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum.

Along with reading, writing is a major part of the curriculum and makes a significant contribution to the development of children as thinkers and learners.

Writing involves a set of complex skills that will not develop without structured teaching and practice. In Cadishead Primary School we are using a range of resources and initiatives to promote a child centred approach for writing. This works alongside our core targets of spelling, grammar and punctuation and speaking and listening. We value writing and work hard to achieve high standards from all children, within a positive writing ethos.

Maths

'high-quality mathematics provides a foundation for understanding the world'

(Primary National Curriculum, 2014)

Our mathematics teaching is geared towards enabling each pupil to develop within their capabilities; not only the mathematical skills and understanding required for later life, but also an enthusiasm and fascination about mathematics itself.

We aim to increase confidence in maths, enabling pupils to express themselves and their ideas using the language of mathematics with resilience, fluency and independence.

Creative problem solving and reasoning is at the heart of our Maths curriculum. We encourage a love of maths through workshops, trips and visitors. Active learning and real-life maths contextualises the learning and gives it a real purpose.

Science

The National Curriculum for Science places emphasis on knowledge and on the development of scientific skills across the three areas of Chemistry, Physics and Biology. Learning is planned to include all elements of this and practical investigations and discoveries are built in to the weekly lessons. Children are encouraged to explore, discover and question within their lessons.

Our science curriculum is not seen in isolation. Opportunities are provided within a cross-curricular framework in order to maximise learning and to transfer knowledge and skills from one area of the curriculum to another, especially in Key Stage 1. We aim to foster positive attitudes in science by ensuring that work is both enjoyable and relevant. Some of the planning and learning will be purely science based in order to focus on the delivery of specific scientific knowledge.

Computing

Children need to embrace technology from an early age if they are to make their way successfully in our ever changing and demanding world. By locating state-of-the-art resources in our classrooms, all children have regular, firsthand experience of the wide range of technology that captures, stores and communicates information.

Daily opportunities to use laptops support these aims. Other regularly used digital

equipment includes cameras, videos, sound recorders and programmable toys.

P.E.

The government has dedicated funds to aid the development and support of P.E. This is because England as a nation is rapidly becoming obese and less physically active. A lack of physical activity is now seen as detrimental to our health as smoking. At Cadishead, we look to address this through our P.E.

Our P.E. activities occur indoors and outdoors and also look at how to be and remain healthy.

In Lower key Stage 1 we look to develop and enhance the skills in gymnastics, dance and games (including throwing, catching, attacking/defending and ball striking).

In Upper Key Stage 2 we look to further develop and enhance skills taught in Lower Key Stage 1 (gymnastics, dance and games) as well as athletics, swimming, and orienteering.

Co-operation, team spirit and a competitive attitude are encouraged through a variety of activities. As a school, Cadishead participates in a wide variety of sporting and competitive events at both level 1 and level 2.

In addition to competing with other schools, we have a week dedicated to sport every year. In this week, we have our 'Sports Day' and various coaches that deliver sporting experiences to the children. In previous 'Sport Weeks' we have experienced zorbing, foot-golf, MMA, disc golf and parkour. Each year, our Sports Council meet regularly to discuss sporting issues at school.

Personal, social and health education (PSHE) and Citizenship

Through our assemblies and PSHE sessions, children develop knowledge, skills and understanding to enable them to lead confident, healthy, independent lives and to become informed, active and responsible members of society. The curriculum at Cadishead Primary School teaches children to: Stay Safe; Be Healthy; Enjoy and Achieve; Make a Positive Contribution and be prepared for the future. British Values are embedded through PSHE and wider curriculum. Children are encouraged to take an active role in the school community through our School Parliament and Anti-Bullying Ambassador roles. Themed weeks are planned each year including Anti Bullying week and Diversity Day.

Art

Art is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied across the curriculum to support work in many other subjects, such as Science, RE, Mathematics, Geography and DT.

Children learn to draw, paint and sculpt as well as design and create aesthetically pleasing objects in two and three dimensions. Pupils learn about the achievements of great artists, designers and craft workers. We give the children the opportunity to use as wide a variety of materials and resources as possible including textiles, clay, chalk, ink, oil pastels, watercolour, poster paints, collage, charcoal, printmaking and mixed media. Our children also have sketch books to gather, collect, experiment and

reflect in. We have special Art days, where the children can really explore a topic or artist and use both indoor and outdoor learning experiences, with different scales.

Music

Music is a universal language that embodies one of the highest forms of creativity. At Cadishead Primary, we teach a high quality Music education which engages and inspires children to develop a love for Music. Through high quality teaching, children will be given opportunities to increase their self-confidence, creativity and sense of achievement. As children progress, they will develop a critical engagement with music, allowing them to listen, compose, perform and appraise.

At Cadishead Primary, Music is a practical subject which is enjoyed by all. From an early age, children have an awareness of rhythm, pitch and sounds around them and these are developed on entry to school.

All children are taught a musical instrument during their time at Cadishead Primary, this is done through the Salford Music Service Wider Opportunities Scheme. Currently Year 3 children have specialist teachers once a week and are learning to play the Ukelele. We hope this unearths talent and ignites a flame in some learners that leads to a life long love of music and performance.

Children with a particular interest or aptitude in Music are given the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, and instrumental performances in Assembly. At Cadishead Primary, we're very lucky to have specialised teachers to teach keyboard, violin, drums, recorder, singing and guitar lessons, using the Salford Music Service and other specialist teachers.

At Cadishead we have a school choir for children in Key Stage 2. They meet weekly to practise and rehearse a wide range of songs.

History and Geography

Through topic work children develop a sense of history and of the world beyond their own locality. Teaching is closely linked to children's experiences and a sense of wonder is developed through the use of artefacts, field trips, visitors and multimedia.

Throughout school children are submersed in both British and world history though a colourful and enriching curriculum. We have a wealth of artefacts which have provided the children with fantastic learning experiences, we are always encouraging the children to look at primary and secondary resources, to establish their authenticity. Some of our exciting trip experiences involve visiting museums, interactive exhibitions such as the Stockport Air Raid Shelters and Roman visitors. Children have had the opportunity to take what they have learnt into the local community and have recently performed a World War 2 assembly for local residents, which they were incredibly proud of.

In geography the children are introduced to maps from an early age and build up their knowledge of local areas and compare them with both similar towns in the UK

and throughout the world. They have a good knowledge of the position of the continents and the countries within them. In Key Stage 2 children explore human and physical features of the environment and their effect on the community. Children are encouraged to use compasses, maps and go on several field trips and expeditions throughout their time in school.

Design and Technology

Design and Technology helps you to teach Maths and English and indeed other compulsory subjects on the curriculum in a fun manner and put these subjects into context making them easier to digest and more understandable to younger primary age pupils.

Design and Technology gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

Here at Cadishead Primary, we teach exciting lessons in Design and Technology. We design our own recipes, learn how to design and make useful products in different materials. Learn skills that are useful for the future and use science, technology, engineering and maths to make the links with other subjects.

Design and Technology education helps develop children's skills and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.

There are three core activities children engage with in Design and Technology:

- Activities which involve investigating and evaluating existing products
- Focused tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'

MFL

We teach MFL to:

- Develop the skills of oracy, literacy and intercultural understanding.
- Develop the skills of knowledge about language, and language learning strategies, which should be transferable regardless of the language being taught.
- Help reflect the richness and diversity of the world we live in.
- Reinforce skills being taught in other subject areas, such as literacy, maths, PE, and geography.
- Developing their thinking skills, awareness and understanding of gender, cultural, spiritual and moral issues.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

Through MFL themed days, such as the European Day of Languages each September

Weekly MFL lessons in KS2, with some teaching in EYFS and KS1 where appropriate. Using a variety of resources including story books in French; interactive websites; songs, games, and rhymes; visits from family members to share home languages, culture and traditions

Enhancements

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, and local schools.

The curriculum is delivered through our creative, cross curricular topics, with a balance between direct teaching and child-led exploration.

Music, and PE specialists work alongside some class teachers to develop teachers' skills and subject knowledge and provide further enrichment activities e.g. school ukulele/inter-sports competitions and clubs.

To further enhance our curriculum; specific times have been designated to each of these curriculum areas:

These additional theme weeks and special whole school event days provide further in-depth coverage of other subjects such as British Values/PSHE Fairtrade, black history week ,Anti-bullying week.

Children's achievements are celebrated regularly through the school newsletters, school website, displays in classrooms and shared areas, interactive displays and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Monitoring and Assessment

The use of Classroom Monitor is well implemented and embedded across the school, and the staff work to the objective requirements laid out on Classroom Monitor and within National Curriculum requirements.

Assessment is conducted through Classroom Monitor and each child is assessed at pre key stage, working towards, meeting expectations or achieving greater depth. Termly data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding, this process is carried out by the individual teachers and monitored by subject curriculum leads.

Responsibilities and Roles

The Headteacher, Assistant Headteacher and Governing Body have overall responsibility for the Curriculum.

They are responsible for overseeing the delivery of the Curriculum through:

- Regular formal and informal discussions with staff.
- Supporting subject leaders to improve provision in their subject.
- Monitoring assessment to ensure curriculum coverage.
- Carrying out book looks to ensure cross-curricular links are optimised.
- Ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff, parents and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Formulating a report to governors to collate and present all of the information above.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need (SEN).

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle and the School Development Plan

Reviewed and updated January 2019.

Appendix 1: RATIONALE FOR THE CURRICULUM AT CADISHEAD PRIMARY SCHOOL
CONTEXTUAL FACTORS INFLUENCING CURRICULUM DESIGN

SPECIFIC (IDSR)	ACTIONS/ IMPLICATIONS	GENERAL	ACTIONS/IMPLICATIONS
<ul style="list-style-type: none"> • 9 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9. • High number of boys in year 2 (58%) • High percentage of FSM in year 6 (43%) • 4 LAC • Top 20% of all schools for the proportion of SEN with EHC/statement (2.2%). 	<ul style="list-style-type: none"> • Multi cultural visits • Heartstone Project • Faith visits • Topics chosen to suit class demographics 	<p>INHIBITORS</p> <ul style="list-style-type: none"> • Isolated setting • Lack of aspiration • Limited experiences of some children • Early language development • Lack of diversity in community can lead to intolerance • Local health issues – obesity, mental health, oral health • Family relationships /DV/Lack of positive role models/Emotional development • Economic disadvantage/Youth unemployment/crime rate • Parental knowledge/home support/Children’s independent learning skills <p>ENHANCERS:</p> <ul style="list-style-type: none"> • Close community ties • Setting - access to Chat Moss • School grounds/field • Local history – ship canal/station • School cluster • Local sports links - • Local music provision • Local Charities (HDT) • Place2Be • Links with local health provision • Rail link to Manchester/Liverpool • Sports coaching/clubs • Access to Media City/BBC 	<ul style="list-style-type: none"> • Variety of experience/Learning Promises • Trips and Visits • Visitors • Cluster Arts • Cluster Sports • Mental health solutions • Increasing active participation • Toothbrushing programme • Parental involvement • Visits from Role models • Relationship education • Developing independent learning skills • Developing economic literacy • Developing awareness of diversity • Developing awareness of community – local, National, Global

NATIONAL FACTORS	ACTIONS/IMPLICATIONS
<ul style="list-style-type: none"> • Broad curriculum – all subjects including RE • Reading • Mathematical fluency and competency in Number • British values 	<ul style="list-style-type: none"> • Curriculum Balance – coverage CM • Learning Promises • Salford syllabus

<ul style="list-style-type: none"> • SMSC • Personal Development including Character • Healthy Living- mental and physical • Safeguarding – social media • Curriculum enhancement enabled by pupil premium spending • Ethical leadership Framework • The Five Foundations (see below) 	<ul style="list-style-type: none"> • Reading challenge Library - world book day • Singapore maths – Times Tables Awards • Cadishead Carta – parliament • Assemblies – Picture News • Growing Outside • Computing Curriculum/ Safer internet days • Sports coaches/clubs • Music – wider opps, Performances, Debating, Artists • Ethical Framework • Developing school field/access for community
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Marvellous me – Being the best person I can be

Healthy in mind and body

Contributing to my community

Having healthy and productive relationships with others

Working well in teams and independently

Always trying to be my very best

INHIBITORS	Responses
• <i>Isolated setting</i>	• <i>We try and visit as many places as we can using rail network and coach and minibus.</i>
• <i>Lack of aspiration</i>	• <i>Role Models/Marvellous Me/World of work days/Visits to workplaces/Debate mate</i>
• <i>Limited experiences of some children</i>	• <i>We try and visit as many places as we can using rail network and coach and minibus. We have</i>

	<i>visitors and experience days</i>
• <i>Early language development</i>	• <i>S & L Therapist - Wellcomm</i>
• <i>Lack of diversity in community can lead to intolerance</i>	• <i>PSHE Curr., RE Curr. Assemblies, EAL lead/ Heartstone Project</i>
• <i>Local health issues – obesity, mental health, oral health</i>	• <i>PSHE, Sport’s Clubs, Coaches, Tooth programme. Place2Be. EfS</i>
• <i>Family relationships /DV/Lack of positive role models/Emotional development</i>	• <i>PSHE curr, Visitors – role models. Place2Be EfS</i>
• <i>Economic disadvantage/Youth unemployment/crime rate</i>	• <i>Enterprise Days – Financial literacy</i>
• <i>Parental knowledge/home support/Children’s independent learning skills</i>	• <i>School parental engagement programme</i>

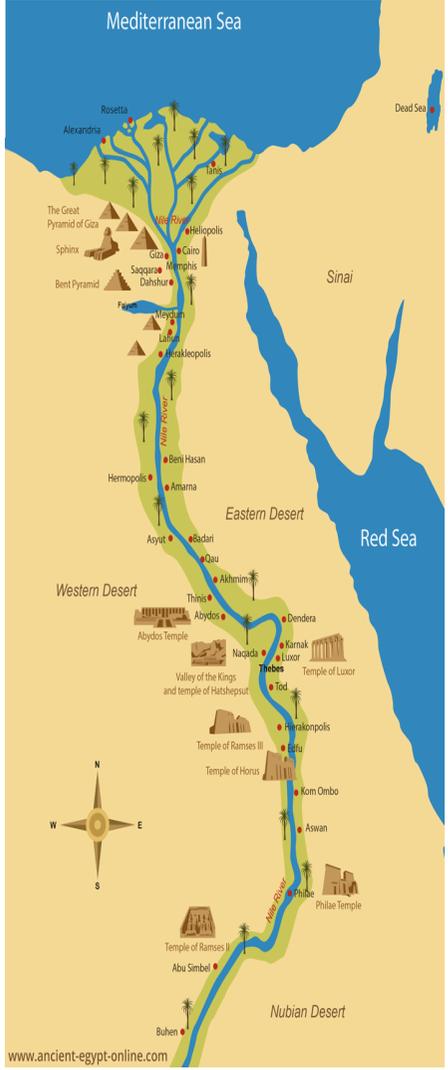
The FIVE FOUNDATIONS

The 5 foundations are:

1. **Sport** – which includes competitive sport and other activities, such as running, martial arts, swimming and purposeful recreational activities, such as rock climbing, hiking, orienteering, gym programmes, yoga or learning to ride a bike. [Sports Cluster](#), [Active Mark](#), [Colmendy](#), [Clubs](#), [Bikeability](#)
2. **Creativity** – this involves all creative activities from coding, arts and crafts, writing, graphic design, film making and music composition. [Choir](#), [Music lessons](#), [Art](#), [STEM club](#), [Growing Outside](#)
3. **Performing** – activities could include dance, theatre and drama, musical performance, choir, debating or public speaking. [Choir](#), [DebateMate](#), [Christmas Plays](#), [Cadisheds Got talent](#), [Theatre trips](#), [Globe Theatre](#), [Dance workshops](#)
4. **Volunteering & Membership** – brings together teams, practical action in the service of others or groups, such as volunteering, getting involved in the #iwill campaign, litter-picking, fundraising, any structured youth programmes or uniformed groups like Beavers, Brownies, Cubs, Guides, Scouts, Cadets and Duke of Edinburgh. [Litter picking](#), [Sea cadets/Cubs/Brownies assemblies](#)
5. **World of work** – practical experience of the world of work, work experience or entrepreneurship. For primary age children, this may involve opportunities to meet role models from different jobs. [Sporting visits](#), [Nick Project Fear](#), [Past students](#), [Factory visits](#), [Council visits](#), [Fire service](#)

All children should be able to access at least one activity from each of these foundations, so that every child has the opportunity to try something they enjoy and want to stick at.

Appendix 2

Cadishead Primary Ancient Egypt – Knowledge and Concepts				
Periods Places	Investigation And Knowledge		Vocabulary	
<p>Ancient History before Christ was born (BC) 7,500 BC to 51 BC</p>	<p>They had a ruler like a King called a Pharaoh who they thought were Gods. Tutankhamun was one.</p> <p>They had their own writing called Hieroglyphics</p> 	<p>The Pyramid of Giza is one of the 7 wonders of the world</p> <p>The Ancient Egyptians were skilled farmers and builders. They also produced beautiful artwork and jewellery. They produced the first kind of paper for writing using papyrus that grew along the River Nile</p> 	<p>The Ancient Egyptians came to the River Nile because of the fertile soil and the fish in the river. They were able to use this to become a rich and powerful empire. They were eventually conquered first by the Persian Empire which had also found land near rivers and had also become rich and powerful. They were later conquered by the Roman Empire.</p> <p>The Egyptians gave the world paper and early writing. They were also good mathematicians who used geometry to build the pyramids. They were also skilled farmers who used irrigation to water their crops.</p>	<p>Afterlife – a life after death</p> <p>Archaeology – the study of lives and culture of ancient peoples</p> <p>Crops – plants grown on a farm</p> <p>Empire – when one country rules over another country or countries</p> <p>Fertile – able to produce lots of crops</p> <p>Geometry – a type of maths to do with angles</p> <p>Hieroglyphics – a form of writing using pictures instead of letters</p> <p>Irrigation – watering the land so crops can grow</p> <p>Mummy – a dead body which has been preserved or dried out</p> <p>Pharaoh – a ruler like a King or Queen</p> <p>Papyrus – a reed like plant used to make paper</p> <p>Preservation – the process of saving something from loss, danger or decay.</p> <p>Pyramid – a type of tomb in which the ancient Egyptians placed their dead.</p> <p>Sarcophagus – a stone coffin in which to place the dead.</p> <p>Slave – a person captured in war and made to do hard work.</p> <p>Trade – the process of buying, selling or exchanging goods or services.</p> <p>Tomb – a place to put dead people</p>
<p>Northern Africa</p>  <p>www.ancient-egypt-online.com</p>	<p>They believed in an afterlife and preserved their dead as mummies and put them in tombs some of which were called pyramids</p> <p>They grew crops along the River Nile and fished in it.</p> <p>They traded with lots of other countries.</p> <p>They worshipped lots of different gods.</p> <p>Ra – the Sun God</p> <p>Isis – the mother goddess</p> <p>Osiris – the ruler of the underworld</p> <p>Horus – the god of the sky</p> <p>Thoth – the god of knowledge</p> <p>Hathor the god of love and joy</p> <p>Anubis – the god of the dead</p>	<p>They were skilled boat builders and used them to travel up and down the River Nile</p> <p>They used canals to move water from the River Nile to their fields this is called irrigation</p> <p>They grew a plant called flax that they made into a cloth called linen.</p> <p>They traded goods from all over the known world.</p> <p>They used slaves from other countries to do some of the hard work.</p>		

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