

Subject briefing sheet outlining how **each subject** links to our whole school intent and how each subject has been adapted to suit our school context. Nov 2020.

1. Do you have anything specific to say about the curriculum intent for your subject area?
2. How has it been adapted to suit your school's context?

<p>English</p>	<p>The Vine English curriculum is challenging and accessible for all. It fosters a love of learning and gives opportunities for pupils to evaluate and reflect on their spoken language, reading and writing.</p> <p>Pupils work towards knowledge retention and mastery by studying a wide range of high quality texts. We believe that becoming a confident, fluent reader is the key to accessing learning across the curriculum and promotes high quality writing across all curriculum areas.</p> <p>Adults use open and supplementary questioning and implement a variety of differentiation and scaffolding. There is discreet teaching of technical aspects of English; including phonics, grammar, spelling. Knowledge and skills are planned and sequenced to aid future learning and pre- and post- teaching is employed to facilitate spaced learning and reduce cognitive load.</p> <p>Pupils engage in purposeful learning with topics drawn from meaningful and real life experiences; including broad, international and diverse cultural links. The curriculum has been adapted to suit the Vine's diverse international and faith intake and uses links to schools in other countries; including in Uzamatele, Kenya, Cadiz, Spain and Melbourne, Australia. It builds pupils' cultural capital by having book week, theatre visits and author studies.</p> <p>The curriculum has been adapted to implement direct teaching of basic skills; discreet teaching of reading fluency, grammar and spelling and making time for overlearning and embedding skills from previous learning in order to close gaps and allow for better progress.</p>
<p>Mathematics</p>	<p>At The Vine we aim for all children to have a secure understanding of the basic skills of Mathematics so that they can access all learning at their level. We will equip pupils with the confidence and skills needed to solve mathematical problems in the classroom and a real life context. The focus of fluency, reasoning and problem solving provides children with a repertoire of skills to enable them to use and apply efficient methods of calculation.</p> <p>To show children that Maths is important in all aspects of everyday life we develop children's understanding through an active, hands on approach which encourages enthusiastic learners. Children can then take these skills and use them in all areas of the curriculum.</p> <p>Maths at The Vine can bring moments of wonder and pleasure when a link is discovered, when a problem is solved or when a more efficient method is mastered. Using resources such as NRICH encourages working together to make us stronger mathematicians (many hearts make a school). Contentment and peace are part of the structure of Maths learning; contentment as children learn that slow, steady and progressive hard work will lead to developing a secure and deep understanding of Maths. Peace as Maths requires logical thinking and methodical practise embodying 'good order'.</p>

	<p>Maths shows the Christian values of patience and perseverance. Maths allows all children to experience new concepts which will need patience and perseverance to achieve and understand. Children develop social skills through working together with a partner, in small groups or as a whole class especially in the area of problem solving. Maths enables pupils to develop their self-knowledge, self-esteem and self-confidence by actively 'having a go' even when it is new or tricky. It encourages respect for other people as children are required to listen as others share their Maths thinking.</p>
<p>Religious Education</p>	<p>1. Religious Education at The Vine</p> <ul style="list-style-type: none"> • develops religious literacy. • develops deeper level thinking through enquiry based learning. • is relevant to The Vine School community. • provides opportunities for engagement with the Church, the wider Cambourne community and a range of religions. <p>Our RE curriculum is designed to meet the content requirements of the Cambridgeshire agreed syllabus. There is a set amount of time specified for each religion which reflects both the agreed syllabus and the beliefs within our school.</p> <p>2. Our RE lessons are based on a big question each half term. We make connections and collect clues to help us answer the big question. Teaching of RE starts at Pre-School and from FS2 to Year 6 RE is taught for a minimum of 1 hour per week plus year group Smart learning sessions and whole school Smart learning mornings for Christmas and Easter. In addition to this, RE forms part of the half termly home learning. Pupils also experience different religions through community visitors in school and visits out to different places of worship.</p> <p>The Vine RE curriculum includes study of Christianity, Judaism, Sikhism, Hinduism, Islam, Buddhism and Humanism. Our role as an inter-church school is reflected in our curriculum through explicit teaching of Understanding Christianity and Methodism.</p> <p>The end of year statements ensures progression of knowledge and skills from learning in previous year groups. This is used to support pupils' reflection and form teacher's assessments based on AT1 (what we are learning about?) and AT2 (what are we learning from?) statements.</p>
<p>Science</p>	<p>At The Vine we try to ensure we carry out hands on, practical investigations in order for the children to have a real experience of Science. Teaching ensures that the children are learning and using scientific vocabulary, in the correct context. There are many cross curricular links, especially with Maths. Children produce tables, graph, data and averages during learning. Other links relate to sound, rivers and countries. We also ensure that, where possible, collaborative learning takes place, ensuring that children can work together and develop communication skills.</p> <p><u>Links to The Vine Vision.</u></p> <p>Rooms are full of contentment – investigations that are thoughtful and engaging.</p> <p>Love of one another – Collaborative learning, discussion of ideas which leads children to be thoughtful enough to understand others.</p> <p>Love of mankind – Children that learn about discoveries and creations that have occurred through time.</p> <p>Love of life itself – Having the opportunity to explore the world around us, appreciate what we have. Knowing that things (life) is precious and unique.</p>

<p>Computing</p>	<ul style="list-style-type: none"> • In Computing, four key areas are taught: Online safety, digital literacy, computer science and information technology. These are taught in each year group aiming to maximise pupil's knowledge and skill retention. • Online safety is prioritised and taught in every year group within the first half term. This enables the children to become safe, responsible and respectful internet users. • Before using Computing equipment, all children are required to sign a 'Rules for Responsible Computer Use' agreement. This highlights first their right to access the computer equipment within school but also their responsibility to ensure it is treated with care and respect. • In order to build upon children's cultural capital and experiences, a whole school STEM Week occurs each year. • At the Vine, all children are supported to develop their Computing skills and become competent users of technology, preparing them to thrive as citizens in a digital world. Particularly due to the high percentage of pupil premium children within school, we have chosen to include technology within our EYFS curriculum to give every child the maximum opportunity to develop their Computing skills within school.
<p>Design and Technology</p>	<p>1.Our Design & Technology curriculum teaches pupils how to work logically, researching, exploring, creating and evaluating. Projects in each year group focus on developing the pupils' problem solving skills alongside promoting creative thinking. Key skills are developed through giving pupils' opportunity to research, design, make and evaluate. Pupils develop an understanding of the role design and technology plays both in our society and globally.</p> <p>2.The Design & Technology curriculum meets our school context as it:</p> <ul style="list-style-type: none"> • is a skills based curriculum which builds upon their skills from one year to the next – Linked to contentment • promotes the use of team work and collaborative learning which are important – love for one another • places the importance of D&T in our society and globally – Love of mankind. <p><u>Examples:</u> In Year 1 the focus for their learning is based on cutting and joining materials and understanding how simple mechanisms move. In Year 4 pupils are expected to use a range of materials and components including electrical components. Their learning focuses on being able to measure, mark out, cut and shape materials and components with some accuracy.</p>
<p>Art and Design</p>	<p>1.The intent of the Art curriculum at the Vine is rooted and focussed on creating learners that reflect the school values. The Art curriculum maximises the pupil's knowledge and develops their skills. By revisiting each skill year or year, we can ensure that skill retention is built upon each year. The skills develop incrementally and as such develop with the learner in a meaningful way. This in turn reinforces our pedagogical approach to spaced learning as well as dual coding. Learners are able to match theory and practical applications year on year in a variety of contexts.</p> <p>At the Vine we celebrate our diversity and link our learning to the wider community, even globally by exploring many cultures through their arts and crafts. The pupils learn about the achievements of artists, designers and crafts people from many different times and cultures and are encouraged to share their ideas and evaluate their learning through a critical lens. Our exposure to many cultures has allowed us to develop an Art curriculum that is tailored specifically to help the pupils celebrate and promote cultural capital as well as endorse courageous advocacy.</p>

	<p>2. The Art curriculum has been broken down into 6 key areas that are revisited and built on each year. These are textiles and mixed media, 3D, use of ICT, drawing, painting and printing. At the Vine, we have a rich and diverse student population, as such the curriculum has been adapted so we explore and celebrate these cultures. We have tailored the curriculum to look at artists and crafts people from around the world. By incrementally developing skills, the learners have the opportunity to apply the skills in a variety of contexts through the medium of art and design. The expectation is that lessons are sequenced and planned carefully according to the end of year expectation as well as the following the skills progression map. The skills that are covered and offered at the Vine are unique in the sense that there is a range from classical skills such as drawing, painting and mark making to skills like printing, embroidery and 3D using mixed media.</p>
<p>History</p>	<p>1. Developing 21st century citizens, understanding our world today and how it has been influenced by those before us. International links – studying history from across the globe helps us to celebrate our international links. Global values embedded – using study of different times in history to address these global values and how they have changed over time Allows pupils the chance to think of themselves as a person in the wider world, what is their impact and what was the impact of those before us. Links to Methodist values and encourages the pupils to consider the ways we can ‘do all the good we can’ and reflect on times when this has not been achieved in historical events.</p> <p>2. Linking to IDSR data, we have 47 languages in our school so studying historical civilisations and cultures from around the globe is vital to our diverse context. Our school is rooted in developing the pupils into being 21st century citizens. Our focus on chronology as a key skill is linked to our courageous advocacy and allows pupils to put these people into context of their history learning too. Weaving in basic English and Maths skills into history – IDSR data shows our pupils enter the school below the national average, and by the end of EYFS are just below the national average. By the end of YR2 are typically average and at the end of YR6 also typically broadly average. By weaving these skills into our history curriculum, is aiding to make this difference progressively through the school and provide more opportunity for the pupils to practice and embed these skills.</p>
<p>Geography</p>	<p>1. Geography at the Vine teaches pupils the knowledge, skills and understanding to make sense of their world. The curriculum is designed to have a balance of core knowledge (facts, location, names, vocabulary) and a sense of place (senses, emotions, values, opinions) in order to develop a knowledge and understanding of real places as well as how people affect the environment and are influenced by it. Geography Progression Maps provide a clear development of knowledge and skills which is built upon each year, with a gradual deepening of understanding and increasing complexity enabling us to reinforce previous learning.</p> <p>2. The Geography Curriculum at The Vine has been adapted to complement the British Council’s Global Values focus given to each group. For example, Year 4 focus on the Global Value of ‘Fairness and Equality’ and in Geography they learn about Fairtrade in South America. To support pupils in developing their location knowledge and understanding of real places, each year group learns about a specific continent which is linked to other areas of the curriculum. For example, Y5 learn about Europe which links to their Global Values focus ‘Conflict and Peace’ and World Wars I and II in History.</p>

<p>Music</p>	<p>We take great pride in our Music learning as it is an integral part of the school and valued by all.</p> <p>1. Some of our key aims are:</p> <p>To develop the child as a whole through engagement in musical activity.</p> <p>To ensure that all pupils are able to access musical activities.</p> <p>To create a platform to recognise and celebrate the diverse culture of our school through music.</p> <p>To provide opportunities for all pupils to create, play, perform, appreciate and enjoy music.</p> <p>To develop knowledge and understanding by having opportunities to practise key skills. (all aims can be found in Music Intention on the school website)</p> <p>2. Reflects our diverse community:</p> <p>Creating opportunities that lots of our children don't get at home e.g. classical music, playing instruments etc.</p> <p>Music from around the world and songs in different languages opens the eyes of white British and celebrates other cultures. (We choose our Charanga units carefully to ensure this is covered. Also represented in worship songs/music chosen.)</p> <p>Celebrating our Christian/Church link and faiths through singing worship (singing as a form of worship – John Wesley).</p> <p>Courageous Advocates – celebrating musician of the week, famous musicians etc.</p> <p>Vine Values – songs chosen in worship are linked to and reflect these.</p> <p>Global Values – songs/music from around the world.</p>
<p>Physical Education</p>	<p>To maximise pupils' knowledge retention, developing key skills, that will be transferable into the next stage of their education and across various sports and activities. To deepen awareness of the role we all play as 21st century citizens, and how PE impacts healthy lifestyles and sporting values.</p> <p>Give children a range of opportunities to develop their competence, knowledge, skills and understanding through various activity.</p> <p>Across all of our PE we encourage sportsmanship through identifying and praising particular behaviours, highlighting them as positive examples to their peers.</p> <p>To develop leadership qualities across PE strands; games, dance, gymnastics etc and in developing and leading warm ups and cool downs.</p>
<p>PSHCE</p>	<p>1. Our teaching of a broad range of topics in PSHCE underpins our whole school intent. Learning about emotions, recognising own strengths and reflecting on the process of learning new skills, links with our focus on knowledge retention. Topics on Citizenship include learning about Rights and Responsibilities, Working Together, and Diversity, which link directly with our promotion of global and national values and our long term aim for pupils to deepen their awareness of their role as 21st century citizens. In addition, every year in Anti-Bullying Week, all pupils learn about their own role in preventing bullying and how our uniqueness is something to be respected and celebrated. SMSC is promoted through topics focussed on relationships, the skills needed to work together, and opportunities for self-reflection. In addition to the explicitly taught PSHCE curriculum, pupils have the opportunities to put British and Global values into practise, for instance through peer mentoring, play leaders and our pro-social jars.</p> <p>2.</p> <ul style="list-style-type: none"> • Teaching covers all aspects of PSHCE (not just statutory elements) to best equip all pupils for school and future life (for example managing change, road safety, financial capability) • Resources aim to reflect the diverse population so pupils see themselves represented

	<ul style="list-style-type: none"> • Extra-curricular opportunities and support available to promote the development of less able pupils (eg responsibilities such as play leading, celebrating achievements to promote self-esteem, school counselling) • EOYE include an understanding of the Vine Values and behavioural expectations • Teaching can be reactive in response to any arising issues • Teaching this year has taken into account any learning gaps, especially time sensitive topics for some pupils • Focus on teaching strategies and language to develop assertiveness and independence, for example class traffic lights and 'Don't do that'
<p>Languages</p>	<p>As the school itself has such a diverse intake and is ecumenical in foundation, we believe it vital to develop pupils' appreciation for and love of different languages and cultures, right from Early Years, all the way up to Year 6. Across KS2, the focus in language learning is on mastering a single language, allowing pupils to develop the skills and knowledge that will futuristically aid them in then applying this to any further language learning.</p> <p>The Languages curriculum at The Vine is designed to develop communicative skills and encourage intercultural knowledge and understanding. We seek to open children's minds to different cultures whereby they feel 'Citizens of the World.' Furthermore, we want to nurture a lifelong passion and curiosity for languages and to consolidate the skills for future language learning. Celebration of languages does not end in the classroom; it is through the lifeblood of the school.</p> <p>In addition to this, it is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it.</p> <p>Link to the school vision: Let peace dwell here – structured learning opportunities with an opportunity to reflect. Let love abide – supportive relationships, sharing best practice with less confident Spanish speakers teaching the subject. Love of Mankind – connecting locally and globally with the wider community, learning about different cultures. Love of life itself – learning about other cultures to promote a curiosity and awareness of life outside their own cultures. Hearts create a school – inviting our parents in to share cultural experiences to develop a better understanding.</p> <p>Link to Christian, British and Global values: Mutual respect and tolerance: ensuring that all pupils develop an understanding and respect for other cultures, and that they develop an understanding of the similarities and differences among themselves when making those comparisons.</p> <p>Link to international partnerships: Bringing the language alive: providing pupils and teachers with opportunities to share knowledge, experiences, religious appreciation and learning alongside our international partner schools, including our partner school in Spain.</p> <p>Link to other curriculum areas: Taking advantage of other regular opportunities to share the importance and influence of language and intercultural understanding: across every other curriculum subject, through lead learner assemblies, the words of courageous advocates, and through music and singing during collective worship.</p>
<p>International</p>	<p>To enable all pupils from FS1 to Year 6 to gain a greater understanding of local, national and global issues through cross curricular approaches.</p> <p>At The vine global learning is reflected in the attitudes and values of our pupils and staff, the ethos of our school and the key skills we teach.</p> <p>School's context: 'All are welcome' Ecumenical and Diverse International links from across the world so pupils all can see themselves represented.</p>

**Learning
Outside the
Classroom**

1. Outdoor learning encourages children to make cross curricular links throughout the curriculum. It allows children to explore their environment and notice changes around them. It encourages children to develop their life skills, take risks and adapt their behaviour to new settings.

2. The coordinator's role is maximised because of the context of the school. We have created a curriculum to ensure cross- curricular links. It maximises experiences for PP and EAL children. It also encourages focus on SMSC.

A timetable has been created allowing all year groups to take their learning outside as well as LOTC through forest school approach and through introducing cross curricular orienteering.