



Teaching and learning policy

The Old School Henstead

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1. Learning environment

The environment in which our pupils learn is vital. As a result, we strive to ensure that our classrooms demonstrate and facilitate a love of learning. Each classroom contains updated displays that are generally taken from the medium-term planning. Examples of pupils' work should be on display at all times and should not always be the finished product, but also demonstrate works in progress and the steps taken to achieve the final piece. Informative posters should be on display containing examples of modelling, vocabulary and 'tools' that the children can utilise in their independent work. Each classroom has a dedicated class library with a wide range of age-appropriate fiction and topic relevant non-fiction books, in addition to the extensive literature available in the Reading Room.

2. Learning beyond the classroom

The school is proud to be in the heart of the picturesque and undulating Suffolk countryside. Within the grounds, we have access to a myriad of learning environments, including a dipping pond and den-building area which helps to support the ongoing academic and personal development of our pupils. Outdoor learning is both a timetabled activity in the form of outdoor education sessions and as part of the practice of our teachers.

3. Homework

Our pupils leave lessons wanting to understand more, with many embarking upon further research and study to satisfy their growing curiosity after lessons. As such, the school is committed to ensuring that the students have access to the resources and challenges necessary to fulfil these pursuits. Throughout the school, from Early Years to Year Six, the children are provided with homework tasks intended to continue their learning beyond school.

Homework will take varied forms. In some instances, it might be a piece of work which supplements the learning taking place in the classroom, or a constituent component within a subject to reinforce prior understanding. This could manifest itself as a piece of digital content utilising Google Classroom, MyMaths or Phonics Play, or a piece of work in their exercise books. While we recognise the value homework offers, we appreciate that a piece of work completed at home should take no more than thirty minutes and should be at a challenge whereby the children can complete them independently.

4. Parental collaboration and communication

It is absolutely necessary that the progress of our pupils is the result of the continued collaborative endeavour from both the school and parents. As such, the school is readily available to discuss the progress of the pupils with their parents to ensure that we are collectively working to help support their learning. Should there be any concerns, the child's form tutor should be contacted in the first instance.

In addition to the ongoing communication we seek to have with parents throughout the year, we also encourage parents to attend our open mornings and open classrooms which run each term for parents to witness their child's learning inside of the classroom. In addition, the school invites parents for a formal discussion in the form of parent teacher meetings termly, alongside distributing written reports concerning the child's pastoral and academic progress each term, too.

5. Core subjects

5.1 English

Mission statement

At The Old School Henstead, we believe that developing young people with high levels of literacy skills as being of the utmost importance. Supporting the development of literacy is the responsibility of each and every individual who works with our children. As a result, this policy document applies not only to those teaching English but also to all staff at the school. This policy document outlines the key elements to our English teaching and learning, but also explains how literacy should be developed throughout the curriculum.

Aims

- Focus on developing a love of literature and language. Ensuring that children are exposed to a wide range of high-quality texts.
- Nurture writers. Providing pupils with broad, meaningful and exciting opportunities for developing their writing skills.

- Ensure there is accurate assessment of what children can and cannot do to inform planning and ensure common errors and misconceptions are addressed.
- Ensure consistent progress. Planning, marking and target setting to ensure all pupils make rapid progress from their individual starting points and that specific areas for development are addressed by each child.
- Focus on the basics. Reading skills, handwriting and spelling are held in the highest regard.
- Aim high. Teachers communicate high expectations, enthusiasm and passion about literacy to learners.
- Place English lessons at the heart of the curriculum.

Reading & literature spine

At the core of English lessons is our literature spine. The literature spine contains a blend of traditional and progressive stories focussing on a range of topics from a range of authors. These books are the texts studied in detail during English lessons during the year. Alternative books may be added to follow the interest of the class, or to follow a curiosity stream which presents itself while studying a topic.

Reading is of paramount importance. With the ability to blend the acquisition of knowledge with the learning of skills, it is an essential element of our curriculum. Not only is reading crucial in school for full participation in the curriculum, it is also a lifelong skill necessary for any individual. As such, everything is done to raise the profile of reading as a skill and as a source of limitless pleasure and discovery.

Children build phonic skills when the child is ready in the Early Years Foundation Stage and progress through Years One and Two using the Twinkl Phonics scheme, as certified by the Department for Education. In the Lower School, the main reading scheme is The Oxford Reading Tree, and pupils progress through the levels at individual rates. Books outside the scheme may be introduced for reinforcement, variety, or to follow a personal interest. When the pupils complete the scheme, there are a wide range of fictional, non-fictional and poetry books available in classrooms from which the children can select their next book.

Pupils have a personal reading book which is used both at home and at school. Children in Years One and Two read aloud daily to the teacher. In Years Three and Four children read aloud as often as possible, but at least thrice a week. As they develop into more independent readers in Years Five and Six, children are involved in a range of reading initiatives that target their individual needs; from 1:1 reading support to book groups to acting as reading buddies for younger year groups.

Handwriting

Handwriting is a skill that affects written communication across the curriculum. It is our aim that all children should achieve a legible, flexible and fluent style empowering them to concentrate on content and creativity.

Handwriting forms an integral part of the curriculum from Early Years to Year Two. As the children move to subject teaching in Year Three, time is devoted during English lessons to reinforcing handwriting skills, similarly in Year Four. In Years Five and Six children are encouraged to move onto using black pen (not biro) for written work, except in the subjects of mathematics and art. When a child is struggling with handwriting he or she will have extra help, which might introduce him or her to different styles appropriate to their needs.

Handwriting is a movement skill best taught through demonstration, explanation and, above all, practice. Correct posture and hand grip is important and should be reinforced both at school and home. We have introduced a cursive style throughout the school in an effort to promote an easy transition to 'joined-up' writing. We believe that correct formation of letters from the very beginning is absolutely vital as it takes much effort to correct bad habits. Essentially, at this stage, no letters

start on the line, but all have a final 'flick' for later joining. It is vital that this formation is achieved before any attempt is made to move to the next stage.

Spelling

All children should be enabled to communicate effectively in the modern world. It is essential that they should be able to express themselves accurately and clearly both orally and in written work. We believe correct spelling is essential, and the aim is for all children to become independent spellers.

The teaching of spelling is not restricted to specific lessons but forms an integral part of the curriculum, with all staff taking opportunities for reinforcement. However, we recognise that encouragement and motivation are important so limit the number of spelling corrections (1 correction in EYFS, up to 3 corrections in the Lower School and up to 5 in the Upper School) in any one piece of work. All children are encouraged to use both a dictionary and thesaurus.

Dedicated time is set aside for teaching spelling rules, high frequency words, subject specific words. This is integral during the Foundation Stage and in Years One and Two with 'Twinkl Phonics' forming the basis of the teaching. In Years One and Two.

Children from Year One onwards have weekly spelling lists. These spelling lists comprise of a combination of words that follow a spelling rule from the phonics scheme, age-appropriate high frequency words, spelling mistakes from independent work and subject specific vocabulary. Children write the words in their school planners and practise them at home before being tested the following week. Children are encouraged to use strategies such as 'look, say, cover, say, write, say, check, say'.

The amount and difficulty level of the words that children are asked to learn are differentiated where necessary to consider individual needs. Where a child has a significant difficulty in learning spellings, they should be given a focus of learning relevant spelling rules with words that they will use frequently and of learning the necessary high frequency words, as opposed to subject specific vocabulary.

Oracy

Verbal communication is the most important form of interaction between humans. We believe that we have a duty to ensure that all pupils are able to express themselves verbally with confidence and clarity. We strive to provide pupils with the widest possible range of opportunities to develop their speaking and listening skills. Although there is no defined 'Henstead style' of teaching; it is true that a key part of teaching across the school is that of high-quality discussion. Children are given space to discuss concepts in detail and encouraged to ask more questions than they give answers.

In addition to the fulsome drama opportunities for public speaking are wide- ranging with several school productions, verse speaking competitions, house events, class assemblies, show and tell assemblies, public speeches on Open Days, reading aloud to younger pupils and acting as guides for visitors.

5.2 Maths

Mission statement

The language of mathematics is international. Our aim at The Old School is to ensure that pupils develop the skills necessary to reason, solve problems, and assess risk in a range of contexts. Lessons are created to allow for awe and wonder as pupils solve problems for the first time and

discover connections between different areas of mathematics. Equally, pupils develop a rich understanding of the subject through utilising concrete, pictorial and abstract approaches.

Teaching and learning policy aims

- Ensure progress and mastery. Planning, marking, and target setting to ensure all pupils make rapid progress from their individual starting points and achieve mastery of their maths' skills.
- Focus on the basics. Fluency in the fundamentals forms the basis for our daily targeted skills teaching to give children the toolkit of skills and vocabulary they need to be successful mathematicians.
- An increasing focus on solving problems. Conceptual understanding, discussion and real life problems to form the heart of our mathematics teaching.
- Nurture mathematicians. Opportunity in lessons to nurture mathematical independence, allow time for reflection, reasoning and development of logical thinkers.
- Aim high. Teachers communicate high expectations, enthusiasm and passion about mathematics to learners.

Learning journey

Unit overview proformas may be glued into the children's books at the start of the unit or may be held by the teacher to reference pupils' progress over the unit. These are used to allow the children and teacher to track their progress through the units.

Modelling

Modelling should be focused on what the children will be doing in the lesson, including careful demonstrations of the resources the children will be using. Modelling should take a 3-step approach. Step 1 will be the teacher modelling their thinking on how to solve the problem with key questions to elicit understanding where appropriate. Step 2 will involve engaging the children at certain points of the process. Step 3 will be more child-centred, with the children talking through the steps to solve a problem, readying them for the independent elements of the lesson.

Guided group and independent learning

The Teacher (and where appropriate the support staff) will support specific individuals or groups of children during independent work. This should be an opportunity to extend the learning or offer additional scaffolding where appropriate. It should involve the teacher / TA modelling and the group working together to solve a problem(s). The teacher / TA may start with one group and move to support another group.

Planning for progression

Our teachers ensure that daily opportunities are provided for children to deepen their understanding of the learning by planning for depth. This may include:

- Empty box/ Missing symbols questions
- Requiring children to create their own questions.
- Explicit use of misconceptions - perhaps using a discussion mat.
- Active argument/ True or false
- Probing questions. Show me (show me one no one else will have), convince me, always/sometimes/never and prove it.
- Odd one out

Basic Skills

During the course of a week, there will be daily basic skill teaching embedded within lessons. This should be used to reinforce basics such as mental arithmetic and times tables. In addition to this, a single lesson a week is devoted to times tables work to ensure that our pupils have a solid understanding of times tables. Times tables are covered as follows:

EYFS	Count on and back in 1s to 10 and 20
Year One	Count in 1s, 2s, 5s and 10s teach the 2x table
Year Two	Teach 2x, 10x and 5x table
Year Three	Review 2x, 5x and 10x table teach 4x, 8x and 3x table
Year Four	All up to 12 x 12
Year Five	All up to 12 x 12
Year Six	All up to 12 x 12

5.3. Science

Mission statement

At The Old School Henstead, we encourage children to be inquisitive throughout their time at the school and beyond. The Science curriculum therefore fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills, and positive attitudes. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group. The key knowledge identified by each year group is informed by the national curriculum and builds towards identified phase 'end points' in accordance with national curriculum expectations. Key skills are also mapped for each year group and are progressive throughout the school. These too ensure systematic progression to identified skills end points which are in accordance with the Working Scientifically skills expectations of the national curriculum.

The curriculum is designed to ensure that children are able to acquire key scientific knowledge through practical experiences; using equipment, conducting experiments, building arguments and explaining concepts confidently. The school's approach to science takes account of the school's own context, ensuring access to people with specialist expertise and places of scientific interest as part of the school's commitment to learning outside the classroom. Cross curricular opportunities are also identified, mapped and planned to ensure contextual relevance. Children are encouraged to ask questions and be curious about their surroundings and a love of science is nurtured through a whole school ethos and a varied science curriculum.

Aims

- To raise questions and seek to discuss scientific concepts continually,
- To experiment, investigate and invent,
- To work practically and collaboratively with peers,
- To commune with the ideas of some of our most famous scientists, inventors, and thinkers; encouraging our own pupils to aspire to become scientists themselves,
- To develop a sense of awe and wonder through connecting scientifically with the world around them.

Curriculum overview

	Autumn	Spring	Summer	
Year One	Nutrition		Life cycles	Insects and animals
	Materials	Oceans		

Year Two	Living things and their habitats	Our Bodies Animals including humans	Materials	Light and Dark Plants	Forces	Scientific investigations
Year Three	Animals including humans	Rocks	Light	Forces and Magnets	Plants	Plants
Year Four	States of matter	Teeth	Sound	Electricity	Living things and their habitats	Animals including humans
Year Five		Forces	Study of scientists	Materials	Living things	
Year Six	Entrance and scholarship examination revision		Inheritance and evolution	Electricity and circuits	Classification	Light

5.4 Topic / Humanities

Mission Statement

Humanities at The Old School Henstead incorporates much that would have been included under the traditional headings of History and Geography. We ensure the children are aware of the wider world and how they have an impact on this, not just at a local level, but at a worldwide level. We aim to encourage children to research the given topics, using media as an aid to this, along with lesson input and books from the library. There are many opportunities for the children to choose the way forward for their learning, suggesting what and how they would like to continue the learning for the subject. Along with this, we incorporate current affairs through class discussion and debates.

Aims

- Use and examine sources of evidence in a way that is balanced and objective.
- Encourage understanding of cause and effect in human history
- To emphasise the connection between people and their environment
- To encourage moral judgement in context, which is tempered with understanding

•	Autumn		Spring		Summer	
Year One	Dinosaurs	Planets	Our seas	Pollution	Castles	The United Kingdom
Year Two	Australia	Kings and Queens	Great Fire of London	Weather	Explorers	Seas and Oceans
Year Three	The Anglo Saxons	Locational Knowledge	The Ancient Greeks	The United Kingdom	India	Early Civilisations
Year Four	Our environment		Ancient civilizations (Ancient Egyptians/Ancient Greek)			
Year Five	India		Tudors		Mayan civilization	

Year Six	Conflict and resolution (including WW2)	Amazing places	Geographical skills
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5.5 Religious Education

Mission Statement

Although our nation is becoming more multi-cultural, Christianity still remains at the forefront of life in Britain and at the core of our school value system. However, we also want the children to know about other religions from around the world so that they can broaden their understanding of other nationalities, including their culture and beliefs. We believe it is vitally important that our children are well-rounded individuals and able to grasp the story behind the headlines on the news, when it comes to religion. To be able to do this, it is essential they have a good understanding of the subject.

Aims

We aim to:

- To introduce children to the major world religions, allowing them to make comparisons between them.
- To understand the moral and spiritual lessons that the stories convey and relate them to their own lives in the 21st century.
- Children will learn how the Christian faith resonates through much of our life and culture in Great Britain.
- To allow the children to formulate their own opinion on the subject and to be able to express that clearly and concisely with their peers in class discussion, whilst showing respect to other's opinions.

	Autumn	Spring	Summer
Year One	Caring for others	Friendship	Religious rituals
Year Two	Gifts for giving	Easter and surprises	Places of worship
Year Three	Old Testament Stories	New Testament Stories	World Religions
Year Four	Festivals	Signs and symbols	Places of worship
Year Five	Creation stories	People of the bible	
Year Six	The bible - structure	The Old Testament – Key stories	The New Testament - Parables/Miracles
	Judaism	Islam	Religious Leaders

5.6 Physical Education and Games

Mission statement

We believe passionately in sport for all. At The Old School Henstead, all pupils, regardless of age or gender, are expected to participate in competitive games, representing the school in a range of sports. We compete against local schools and further afield in both regional and national competitions. Each child has regular lessons in team games and physical education according to season (see 6.2.3. curriculum overview). Children in the lower school have sport sessions every Monday afternoon while those in the upper school have sport sessions both Wednesday and Friday afternoons. In addition, every pupil in the school has two terms of swimming lessons in the large, modern pool at Waveney Valley Leisure Centre in Bungay, during which the school has exclusive use of the facility.

Aims

- Provide all pupils with opportunities to access competitive sports, regardless of age or gender
- To develop competence to excel in a broad range of physical activities
- To ensure all pupils are physically active for sustained periods of time
- Ensure that pupils lead healthy, active lives

Curriculum overview

	Autumn	Spring	Summer
Reception Year One Year Two	Movements in sport	Hand-eye coordination	Athletics and ball striking
Year Three Year Four Year Five Year Six	Tag Rugby Rugby Hockey	Football Netball	Athletics Cricket Rounders

5.7 Music

Mission Statement

Music is a universal language that embodies one of the highest forms of creativity. Music education should engage and inspire pupils to develop both a love of music and their talent as musicians, and by doing so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them both to perform and compose; to listen to and appraise a wide range of musical genres. The study of music is important for its own sake, for the lifelong interest and pleasure that it can provide, but it also directly benefits learning, motivation and social attitudes.

Each class from Nursery to Year 6 receives three lessons as part of the curriculum every week. These lessons feature a mixture of singing, practical instrumental work on tuned percussion and recorder, and topic-based exploration. The Senior and Junior Choirs rehearse every week and lead the singing at our regular services at St Mary's Church and in daily assemblies. Many pupils subscribe to weekly music lessons with our specialist music teachers; we currently offer tuition in piano, violin, flute, brass and singing. In addition, we offer a weekly piano club for pupils learning the instrument, whether in or out of school.

Aims

- To foster a love of music in all its variety by creating an environment of which music is an integral part and by providing stimulating lessons.
- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- To understand and explore how music is created, produced and communicated, including through the inter-related elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To learn to sing and to use voices, to create and compose music on their own and with others.
- To have the opportunity to learn a musical instrument.
- To foster one or more musical groups to which all can aspire and in which the whole school community can take pride.
- To create an opportunity for exploring the emotional and spiritual needs of human nature.
- To be aware of the benefits a good musical education can bring to all areas of learning, and social and spiritual development.

Curriculum overview

In addition to music lessons being utilised to prepare for services including Harvest, Remembrance, Advent, Nativity, Candlemas, Easter and school productions, pupils also explore different musical instruments, cultures, and eras as below:

	Autumn		Spring		Summer	
Year 1	Exploring sounds	Duration	Pulse and Rhythm	Pitch	Instruments and symbols	Timbre, tempo and dynamics
Year 2	Duration	Pulse and rhythm	Pitch	Instruments and symbols	Timbre, tempo and dynamics	Exploring sounds
Year 3	Animal songs Descriptive sounds	Exploring rhythmic patterns	Music of the British Isles Recorder	Tuned percussion	Recorder	Tuned percussion
Year 4	The pentatonic scale Recorders	Tuned percussion	The world of instruments Recorders	The world of instruments Tuned percussion	Recorders	Camp-fire songs Tuned percussion
Year 5	Harmony Recorders	Tuned percussion	World music Recorders	The music of Benjamin Britten	Recorders	Camp-fire songs

Year 6	Folk songs of the world	Renaissance and Baroque eras	Baroque and classical eras	Tuned percussion	Classical and romantic eras	Romantic and modern eras	Tuned percussion
	Medieval and Renaissance eras		Tuned percussion	Recorders		Tuned percussion	Leaver's songs Romantic and modern eras Recorders

5.8 Drama

Mission statement

Drama enables pupils to express themselves creatively and imaginatively, to communicate with others effectively and to help make sense of themselves and the world in which they live. At The Old School Henstead we want to give children the opportunity to use drama in many areas of the curriculum and to develop each pupil's desire to listen to others, to share ideas, to realise visions, to think creatively and to work confidently together.

Aims:

- To enhance and develop pupils' self-esteem and appreciation of self-worth.
- To enable pupils to use a range of dramatic techniques, including working in role, to explore ideas and texts.
- To encourage pupils to develop the capacity and confidence to express ideas and to communicate them through drama.
- To enable pupils to develop their emotional intelligence and empathy for others.
- To allow pupils to experiment with everyday issues in a safe and secure environment.
- To develop pupils' ability to evaluate their own and other's ideas and understanding.
- To use drama as a learning tool across the curriculum.

Curriculum overview

	Autumn		Spring		Summer	
Year Three	Movement, mime and gesture	The power of Improvisation	Using space and props	Movement and physicality	Using scripts	Rehearsals
Year Four	Movement, mime and gesture	The power of improvisation	Using space and props	Movement and physicality	Using scripts	Rehearsals
Year Five	Movement, mime and gesture	Building role and character	Exploring Shakespeare	Performance poetry	Devising scripts (inc. stage directions)	Rehearsals
Year Six	Movement, mime and gesture	Building role and character	Exploring Shakespeare	Performance poetry	Method acting	Rehearsals

5.9. Modern Foreign Languages

Mission Statement

At The Old School, Modern Foreign Languages (MFL) aim to help pupils maximise their ability to communicate effectively with people from other countries and to understand their cultures, attitudes and customs, thereby developing the whole child. Why do we need to speak more languages? Only 6% of the world's population speaks English as a mother tongue. Over 75% of people in the world speak no English at all. The UK already exports more to France than the Commonwealth and more to Germany than the USA. Nearly three-quarters of the British public think everyone should speak a foreign language, but only one third actually does.

Aims

- Words – teaching pupils to practise the meaning, form and sound of words in the target language together.
- Phrases – teaching pupils how to construct simple correct sentences to learn, share and give information in the target language.
- Engagement - encouraging children to immerse themselves in the use of the language to communicate effectively.
- Listening and speaking – linking listening and speaking to help pupils speak more accurately and authentically.
- Cultural knowledge and contact – giving pupils the opportunity to learn about other countries, other languages, other customs.

Curriculum Overview

	Autumn		Spring		Summer	
Year One	Les nombres	Les couleurs	Les mois de l'année	Ma famille	Ma trousse	Le corps
Year Two	Les animaux	À la maison	Les jours	Les nombres	La nourriture	Les magasins
Year Three	Encore!	La nature	Les vêtements	Les passe-temps	On mange	La France
Year Four	Bonjour!	En classe	J'habite ici	C'est chouette?	Chez moi	C'est à qui?
Year Five	Le monde naturel	Tu as des Questions?	Des fêtes et des festivals	Les vêtements et la mode	Qu'est-ce que tu fais?	Bandes dessinées
Year Six	En ville	Pour aller à...	Une journée scolaire	Qu'est-ce que vous faites?	C'est bon, ça!	On mange sainement

6.0 Art

Mission statement

Art & Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and exploring the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgments and ponder the aesthetic aspects around them. They explore ideas and meanings through the work of other artists and designers, reflecting on the possible meaning for certain artworks. Through learning about the roles and functions of art and design, they can explore the impact it has had on contemporary life. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

- equip children with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning;
- be able to identify and appreciate the work of other artists which reflect diversity;
- develop skills in drawing, painting, sculpture and craft and design using a variety of materials, enabling them to become independent learners;
- help children to develop socially through collaborative working;
- develop children's awareness that the process of creating art is equally as valuable as the finished product.
- develop increasing confidence in the use of visual and tactile elements and materials.
- foster enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople, and designers

Curriculum overview

	Autumn		Spring		Summer	
Year One	Colour	Vincent Van Gogh	Sculpture and Clay	Eric Carle (Composition and Skills)	Design Technology Project	Portraits
Year Two	Australia (Composition)	Lowry	Collage (Matisse)	Weather and Skills	Design Technology Project	Portraits
Year Three	Autumn (Skills and Colour)	Drawing Skills	Sculpture and the Ocean	Ancient Greeks (Clay)	Design Technology Project	Portraits
Year Four	Fruit and Veg (Cezanne)	Drawing Skills	Photography and Collage	The Tudors	Design Technology Project	Portraits
Year Five	Plants and Flowers (Line and Skills)	Drawing Skills	Pop art	Banksy	Design Technology Project	Portraits
Year Six	The Seasons (Skills)	Sculpture (Giacometti)	Printing (The Seaside)	Artist Study and Jewellery Design.	Design Technology Project	Portraits

6.1. Latin

Mission statement

Why Latin? There are many reasons why our Year Six pupils study this fascinating language. It is the next step after phonics and half of our English vocabulary is made up of Latin words and roots, with nearly all scientific terminology rooted in Latin. It is the language of Law, government, logic and theology. It trains the mind, supports the learning of English grammar. Latin is excellent preparation for the learning of any language. In applying modern language teaching approaches to a classical language, we also give prominence to Roman history and incorporate story-based approaches to language learning.

Aims

- To introduce awareness of Latin vocabulary, syntax, and grammar
- To illustrate how Latin impacts English and the learning of modern foreign language

- To learn about Roman culture and the effect of the Roman occupation of Britain

Curriculum overview

	Autumn	Spring	Summer
Year Six	Meet the family Food, glorious food! Work, work, work The best days of your life Romans and Britons	Off to town The military machine Clean and healthy A soldier's life	How beautiful! A sad day Gods! Hear our prayers!