

Our Curriculum at Sherborne Primary

Achieving, Belonging, Caring

RATIONALE AND INTENT



At Sherborne Primary School, we value each child as an individual with a unique potential for learning. Our vision is to grow positive, well rounded, confident individuals who aspire to achieve their full potential whilst showing kindness and compassion for themselves, each other and the world around them.

Sherborne Primary School will fulfil this by nurturing each child through an engaging and bespoke curriculum, where knowledge is at the core; enriching and enlivening the standards set out in the National Curriculum.

Our ABC vision and curriculum is underpinned by our values as this is paramount to all that we do in all aspects of school life. We support our values through our curriculum and focus on these in assemblies and collective worship. We focus on one value every half term as part of our two year rolling programme. Our six core values help us build a community where students feel safe to learn, grow, and face new challenges with courage. Teachers bespoke the teaching of these core values to their individual classes which is part of our child-centred approach. .

Our values are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kind	Honest	Resilient	Curious	Responsible	Brave

When shaping our new curriculum our staff team decided our curriculum will:

- Create a spark and wonder for learning in all environments
- Encourage a determination to succeed, resilience and embraces teamwork
- Be creative, engaging, aspirational and promotes self-awareness
- Shows our pupils how to independently take risks, ask questions and develop a sense of achievement
- Cultivates pupils to show compassion, morality and kindness

For further information on our aims, principles, and strategies for developing quality-first teaching and learning and the research that underpins it please refer to our [Teaching and Learning Policy](#)

OUR KNOWLEDGE RICH APPROACH

Knowledge underpins and enables the application of skill. We strive for our children to learn skills alongside knowledge, ensuring that both explicitly are developed. At Sherborne Primary School we see knowledge and skills as intertwined. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context.

EYFS- Reception

Our School journey begins in Reception. Transition from Nursery to School is carefully planned for throughout the Summer term, ready for pupils to start Sherborne Primary School in September. Following a settling in period where staff get to know children, teaching staff begin to plan and deliver

a curriculum which is tailored specifically for our cohort of children - based on their interests, relevant events (such as festivals, seasons) and their needs. The impact of our curriculum is continually monitored carefully both formally and informally to ensure all of our children are making progress to meet the Early Learning Goals' by the end of the Reception year.

Each day our Reception children access phonics, maths, literacy and topic. Our topic delivery is derived from a mix of children's interests and expected knowledge. In addition to our fun lessons, there is also a huge focus on exploratory play in Reception which is enhanced by activities linked to topics and core texts, which children access both on a morning and an afternoon. Children are encouraged to be independent 'can do' learners and a carefully structured learning environment enhances and expands children's skills and experiences.

Each week, we also offer PE and Music through our Charanga Scheme. A fantastic volunteer group also offers children opportunities to engage in reading and playing games that interest them.

In Reception, we aim to deliver a curriculum which offers experiences which our children may not have the opportunity to otherwise access, many of which are first-hand. For example, when learning about people who help us, we visit the fire station and explore the fire engines, hear what firefighters do and fire a hose. During our animal topic, we have visits from real animals such as our staff pets and also our own school chickens. When learning about growing we grow our own plants.

In Reception, we place a large focus upon working closely with our children's families. We share reading and library books with parents with the expectation that they are enjoyed at home, as well as phonic activities which support current learning. Throughout the year parents are kept up to date with current learning, as well as being invited into School to watch our yearly Nativity Play.

Key Stage 1- Years 1 to 2

Our exciting learning journey continues in Key Stage 1. In Year 1, children continue to have daily phonics lessons in targeted groups, in order to extend their knowledge of letter sounds (Read Write Inc) and to deepen their understanding and application skills especially linked to their Early Reading skills.

In Year 2, when children are ready to move on from the RWI phonics programme to build on their phonic knowledge with our follow on Read Write Inc Spelling programme and will be assessed and move on to the Accelerated Reader programme. We continue to group the children during phonics time to meet all ability groups.

Children in Year 1 and 2 will all do the RWI Get Writing, which makes strong links between their reading and writing, helping children step-by-step to move from writing simple sentences to more extended texts.

Speaking and listening skills are also enhanced in Reception and Yr1 through daily oracy lessons during the autumn term, and use of the NELI programme and narrative therapy where appropriate. We also put a strong emphasis on the development of vocabulary through our wider curriculum learning.

Maths is taught in two ways in KS1: through the very interactive NCETM Mastering maths at KS1 and EYF5 - a daily 15 minute programme designed to develop and demonstrate good number sense, building strong foundations in number through the use of rekenreks. Secondly we follow the White Rose overview, covering all the NC objectives.

In the afternoons, children access the wider curriculum through carefully planned topics. Science; RE; PSHE; PE; History or Geography and Music are delivered as discrete weekly lessons. When appropriate ICT; Art and DT are taught in weekly blocks each half-term to better ensure continuity and consolidation of learning.

The progress of all pupils in KS1 is carefully tracked using our whole school assessment tool (INSIGHT/Maestro Assessment).

In KS1, we aim to make learning fun, interactive and relevant to the experiences of our children, their environment and that of the wider world. We encourage our pupils to be independent learners; to have enquiring minds and a 'can do' attitude to all aspects of school life. Learning is not merely focused on the academic aspects of school as we also aim to support and nurture children to be the best they can be; to celebrate their differences and showcase their differing areas of strength.

Key Stage 2 - Years 3 to 6

In KS2, we feel that we need to echo what can be learnt from KS1 in terms of making school a happy and safe place to learn. We acknowledge and actively promote ways to help our children to feel ready to learn so that they can continue to develop as a whole person. This is why we invite parents to meet the Year 3 team in the Summer Term of Year 2 - engaging parents in a structured transition to KS2. All classes in Sherborne Primary School take part in a 'Moving Up' morning so that they can meet their next year teacher and identify with their new classes and working environment.

Our aim in KS2 is to continue to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding that is relevant for each year group and differentiated to meet the needs of all learners. Our curriculum will promote and foster our school values of kindness, honesty, resilience, curiosity, responsibility and bravery throughout the time the children are at Sherborne Primary School.

We have developed our curriculum through informed choices about wider experiences we want to include and how they build over time across the curriculum. We include both off and on-site experiences in our curriculum and make the most of what we have locally including local businesses and charities in initiatives like creating an amphitheatre for outdoor learning and our own bespoke sensory garden sponsored by Bradfords. The Yeatman Hospital sponsors counselling for identified children who need emotional support above and beyond our ELSA provision.

In KS2, English skills are taught in daily English lessons. The focus is on the teaching of reading that makes writing opportunities purposeful for children. We strive to create speaking and listening opportunities in many different situations across the curriculum like our Head Prefect speeches, debating and poetry competitions.

The enjoyment of books and a love of reading are fostered from the very start of Sherborne Primary School's education. The children have access to a large range of books in our school library in KS2 and within all classes so that reading skills can progress. During our Book Week our healthy competition reading challenge motivates children to read more than the year before as well as awards for becoming a millionaire or multimillionaire word club member. Other reading awards are also collectable like the bronze, silver, gold and platinum certifications that complement the number of books read in a year by each child.

In class, reading is taught through our whole class reading approach in which the class shares a book or extract of text together and are supported by the teacher to improve their vocabulary and comprehension skills. Drama and role-play allow the children to explore their own feelings, develop speaking and listening skills and learn about the world around them. Our year 6 children look forward to being the stars of the show in our end of year production.

In Key stage 2, children are taught to value the importance of mental maths in their mathematical development. Knowledge, understanding and skills to develop numeracy are taught in the daily Maths lesson. Maths is used in a wide range of contexts to help children appreciate the purpose and relevance of mathematics in the real world. After focused teaching in each lesson, opportunities are provided for children to independently apply skills and all groups are provided with challenges like collecting effort stars on our Doodle Maths programme, completing reasoning tasks on Century, or being the next high ranking TTRockstar.

In the afternoons, children access the wider curriculum through carefully planned topics including Science; RE; PSHE; PE; Computing; History; Geography; French; Music; Art and DT. There is a flexible approach to delivering these subjects as either discrete weekly lessons or in weekly blocks to better ensure continuity and consolidation of learning, depending on the topic of choice.

AREAS OF THE CURRICULUM

Mathematics

"Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment." (National Curriculum 2014)

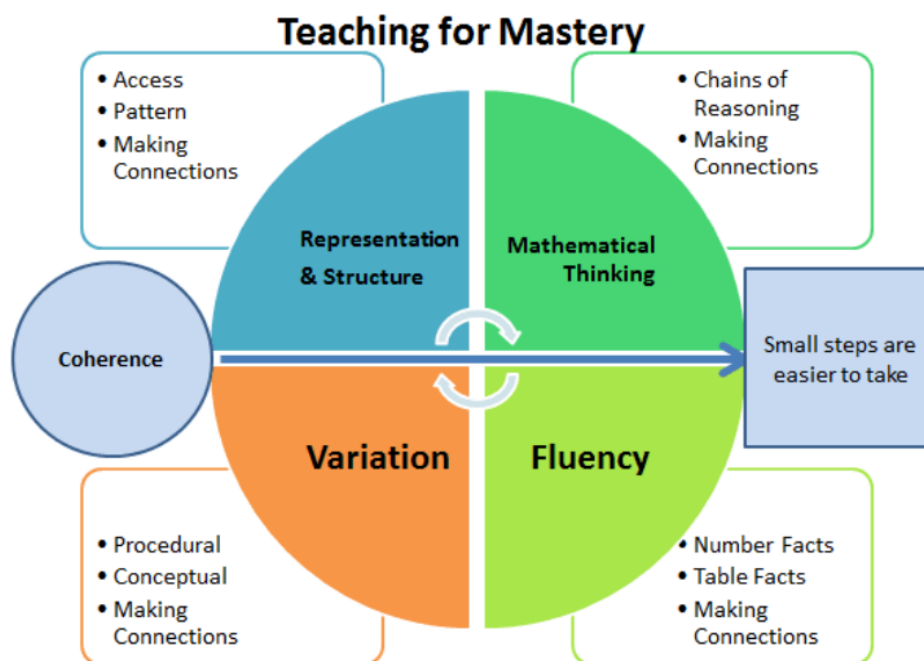
AIMS

At Sherborne Primary School we aim to provide children with a rich and balanced mathematics mastery curriculum. Thorough teaching of the National Curriculum's three aims of **Fluency, Reasoning and Problem Solving**, ensures: children know and understand key mathematical facts and methods and can recall these efficiently; children can effectively use their mathematical skills and understanding; and children can make links with mathematics to practical and real life situations. Our innovative teaching encourages our children to be mathematically confident and to share an enjoyment for this subject. Children at our school are taught the fundamentals of mathematics enabling them to make connections, to see the application of maths in other subjects and to see the value of mathematics in

everyday life. We believe that positive attitudes and high expectations inspire children to achieve high standards.

METHODOLOGY

Our teaching for mastery in mathematics is underpinned by the NCETM's 5 Big Ideas.



- Opportunities for **Mathematical Thinking** allow children to make chains of reasoning connected with the other areas of their mathematics.
- A focus on **Representation and Structure** ensures concepts are explored using concrete, pictorial and abstract representations, the children actively look for patterns and generalise whilst problem solving.
- **Coherence** is achieved through the planning of small, connected steps to link every question and lesson within a topic.
- Teachers use both procedural and conceptual **Variation** within their lessons and there remains an emphasis on **Fluency** with a relentless focus on number and times table facts.

Sherborne Primary School's mathematics curriculum uses a problem solving approach. During each lesson we prioritise the mastery of conceptual mathematics understanding through the use of real life/ everyday problems as pupils explore and investigate. Communication is key as they work alongside peers to reason, explain and justify their thinking using mathematical vocabulary. Teachers carefully plan open ended, challenging questions which enable our children to make connections, identify patterns and draw conclusions about Mathematical concepts and problem solving. Misconceptions are addressed as they arise and teachers actively engage children in proving their ideas. During each lesson all children use apparatus as visual aids, as they make progress in the lesson they move towards using pictorial and abstract representations for mathematical concepts.

RESOURCING AND COVERAGE

The school uses the WhiteRose Scheme of Work to ensure coverage of the National Curriculum objectives for mathematics. The use of high quality materials and tasks to support learning and provide access to mathematics, is integrated into all lessons. These may include NCETM Mastery Assessment

materials, NRICH activities and tasks, I See Reasoning and Problem Solving materials and Twinkl Mastery in Maths materials.

ENGLISH

"The more that you read, the more things you know. The more that you learn, the more places you'll go!"
Dr Seuss.

Intent

At Sherborne Primary, we are committed to equipping all pupils with the knowledge, skills, and confidence they need to become lifelong learners and effective communicators. We believe that English is a subject for everyone—central to academic achievement and personal growth. Our curriculum is carefully designed to ensure that every child develops secure and fluent language skills, enabling them to thrive in school and engage meaningfully with the wider world.

We place high-quality texts at the heart of our English curriculum. By using books as the context for learning, we enable teachers to deliver the requirements of the National Curriculum in a meaningful and engaging way. As stated in the National Curriculum:

"This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons."

This approach supports the belief that a strong context for learning is vital. Through carefully selected texts, teachers are able to deliver objectives for reading, writing, and grammar with purpose and coherence.

Implementation

Our curriculum is designed to ensure that National Curriculum objectives are revisited and reinforced throughout the year. Children have multiple opportunities to apply and consolidate their learning, building on prior knowledge and deepening their understanding over time.

Planning sequences are adapted, personalised, and differentiated to meet the needs of all learners. We are committed to ensuring that every child can access the curriculum and succeed, regardless of their starting point.

Our Reading Journey:

We foster a deep passion for reading and writing by immersing children in high-quality texts from the very beginning in EYFS. These texts inspire creativity, nurture a love of language, and help children explore diverse voices and ideas—building empathy and understanding.

In EYFS and Key Stage 1, we use the Read Write Inc. programme to develop early reading skills. Each week, children take home two books:

- A Storybook they've read throughout the week in class, which they can confidently read independently.
- A Book Bag Book, a new and more challenging text to share with their adults at home.

As children progress into Key Stage 2, they transition to the Accelerated Reader programme. This tool assesses each child's reading comprehension and assigns a personalised reading band. Within this band, children have the freedom to choose from a wide range of books in our extensive library, encouraging autonomy and engagement with texts that match their interests.

We promote daily reading both in school and at home. Every child has a reading record, which is completed after each home reading session and checked weekly to ensure consistent reading habits are being nurtured.

Speaking and Listening

Speaking and listening are integral to our approach. Pupils are encouraged to express themselves clearly and confidently, supporting their ideas with thoughtful reasoning. Through structured opportunities such as public speaking, debate, and drama, children develop a rich vocabulary and the ability to communicate with clarity and impact.

Writing

We value all forms of writing and aim to ensure that pupils take pride in their work across the curriculum. Writing opportunities are purposeful and meaningful, whether short or extended, and always with a clear audience in mind. Our aim is for children to write with real intent—whether to explain, persuade, inform, or instruct—and where possible, to embed this within the context of a text or link it to a wider curriculum area.

In the Early Years Foundation Stage (EYFS) and Key Stage 1, we implement the Read Write Inc. 'Get Writing' programme. This ensures that writing is purposeful and directly linked to the texts explored during daily phonics lessons, supporting early writers in making meaningful connections between reading and writing.

In Key Stage 2, high-quality texts are used to inspire independent writing that has clear purpose and effect. These texts serve as rich stimuli, encouraging pupils to write creatively, analytically, and persuasively across a range of genres. To ensure grammatical accuracy and sophistication, discrete grammar lessons are taught weekly. The grammar skills introduced in these sessions are then purposefully applied and interwoven throughout pupils' writing, reinforcing their understanding and enabling them to write with increasing precision and control. From the end of Key Stage 1, spelling

patterns are taught explicitly through discrete sessions, with pupils assessed at the end of each week to monitor understanding and retention.

Writing in role, exploring a range of genres, critiquing texts, and making comparisons are key elements of our approach. These skills not only enrich pupils' understanding of literature but also prepare them for the demands of secondary education. This aligns with the National Curriculum's aim:

"The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences."

Impact

Through our comprehensive and creative approach to English, pupils develop the essential skills, confidence, and passion for language that will support them throughout their education and beyond. Our curriculum ensures that children become articulate, thoughtful, and capable communicators who can express themselves clearly and effectively in a range of contexts.

By the time they leave Sherborne Primary School, pupils are equipped with a secure foundation in reading, writing, speaking, and listening. They are able to write with purpose and precision, read with understanding and enjoyment, and engage in meaningful dialogue. These outcomes prepare them not only for the academic demands of secondary education but also for active, informed participation in the wider world.

To ensure progress and identify areas for support, children are assessed regularly:

- Reading and Writing Assessments take place every half term across the school.
- In EYFS and Key Stage 1, we use the Read Write Inc. online assessment tool to track phonics and early literacy development. Children who stall or do not make expected progress are identified promptly and receive targeted tutoring based on their specific next steps.
- In Key Stage 2, pupils complete termly STAR Reading assessments, which provide detailed data on reading progress. Children not making expected progress are highlighted and become daily readers as part of a targeted intervention strategy.
- For writing, all pupils complete a half-termly Big Write—an independent piece of writing linked to the genre studied. These pieces are regularly moderated to ensure consistency and accuracy in assessment.

This robust assessment framework allows us to monitor attainment and progress closely, respond swiftly to emerging needs, and ensure that every child receives the support they need to succeed.

SCIENCE

INTENT:

At Sherborne Primary School (SPS) children are encouraged to be curious and excited about natural phenomena, make observations, ask questions, and increasingly support their ideas and thinking with explanation and evidence. We believe Science has changed our lives and is vital to the world's future prosperity so all children should be taught essential knowledge, methods, processes and uses of science.

Our science curriculum provides the foundations for children Understanding the World through the disciplines of biology, chemistry and physics. Children are taught how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our science curriculum enables children to make sense of the world in which they live by teaching; comparative/fair testing; research; observation over time; pattern-seeking, identifying/classifying and problem solving.

All year groups learn some science outdoors. Our school grounds and planned trips enable children to develop their investigative skills alongside respect and appreciation of the natural, living world. Our science curriculum interlinks with our Eco School status, Healthy School Award, Forest School provision and endeavor to become more sustainable.

IMPLEMENTATION:

EYFS teachers use statements in [Development Matters](#) to plan the foundational experiences, vocabulary and knowledge of science that children need in order to access the National Curriculum. Through play and first-hand observations children interact with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. Children use simple scientific language to say what they have found out and communicate their ideas to a range of audiences in a variety of ways. EYFS children learn science through first-hand practical experiences, occasionally supported by appropriate use of secondary sources.

KS1 and KS2 teachers use the Cornerstones Curriculum (CS) to meet the aims of the Science National Curriculum. The Cornerstones projects on our [Science Long Term Plan](#) follow a spiral curriculum, revisiting essential knowledge of Biology, Chemistry and Physics and scientific skills in a sequence that builds on prior learning appropriately over time - [Science pathway](#).

The Big Ideas covered in Science are: Humankind, Processes, Creativity, Investigation, Materials, Nature, Place and Space, Comparison and Change. These larger concepts link to smaller aspects of science. For example, the Big Idea of 'Humankind' is linked to the aspects of 'Human body', 'Staying safe' and 'Healthy lifestyle'.

All science projects are written around a four-step pedagogy: Engage, Develop, Innovate and Express which helps make science teaching consistent in our school. At the Engage stage recall activities promote reflection on prior learning. Children gain introductory knowledge of key concepts and vocabulary. During the Develop lessons children build a body of scientific skills and core knowledge. In the Innovate stage children use their skills and core knowledge to investigate scientifically. Scientific enquiry skills are integrated and developed alongside conceptual understanding, rather than taught

discretely. Finally during the Express phase children complete consolidation and assessment tasks so that teachers can address misconceptions.

Our whole school science curriculum prioritises the development of children's scientific vocabulary and teachers plan opportunities for children to apply scientific language clearly and precisely through paired and group work. Teachers adapt lessons to ensure all children can access learning, and have opportunities to be stretched and challenged.

Science in context. Children at SPS learn about a diverse range of scientists and the role scientists may have in their future. Teachers adapt CS lessons so they are relevant to our children's experience, locality and the needs of our rapidly changing world.

Enrichment and partnership; Science days, trips, STEM opportunities and external visitors connect science teaching to meaningful scenarios to enhance attainment and attitudes towards Science.

Strong cross curricular links are included throughout Cornerstones projects, enabling children to make connections and apply science skills to other areas of learning. For example children explore forces when making mechanisms in Design and Technology and link knowledge of light to shading in their artwork.

Presentation: In Year 1 and 2 children's recorded work in science is completed in their topic book. In Year 3 to 6 children's recorded work is completed in their Science book. Children are not expected to record in their science/topic books for each lesson.

Monitoring and Accountability; The Science leader supports planning, monitors teaching quality, conducts lesson observations, and gathers pupil feedback to ensure high standards and consistency. Teachers are responsible for developing Science as outlined in this policy.

IMPACT:

Assessment in Science helps teachers; identify children's knowledge and experience at the start of a topic, responds to learners' needs and plan next steps. Children's ability to communicate using scientific vocabulary form part of teachers' informative assessment. Each Cornerstone lesson states the core knowledge children should know at the end of the lesson. Furthermore, each unit has an end of unit question sheet which teachers can use formally or as a quiz to provide a summative assessment. Teachers record their summative assessment using Insight at the end of each project. End of Key Stage judgements are moderated within year groups using Teacher Assessment Exemplifications.

The expected impact of following our [Science pathway](#) is that children will:

- Develop a body of foundational knowledge for the Biology topics in the National curriculum: Plants; Animals, Including Humans; Living Things and Their Habitats; Evolution and Inheritance.
- Develop a body of foundational knowledge for the Chemistry topics in the National curriculum: Everyday Materials; Uses of Everyday Materials; Properties and Changes of Materials; States of Matter; Rocks.

- Develop a body of foundational knowledge for the Physics topics in the National curriculum: Seasonal Changes; Forces and Magnets; Sound; Light; Electricity; Earth and Space.
- Be able to evaluate and identify the methods that 'real world' scientists use to develop and answer scientific questions.
- Identify and use equipment effectively to accurately gather, measure and record data.
- Be able to display and convey data in a variety of ways, including graphs.
- Analyse data in order to identify, classify, group, and find patterns.
- Use evidence to formulate explanations and conclusions.
- Demonstrate scientific literacy through presenting concepts and communicating ideas using scientific vocabulary.
- Meet the end of key stage expectations outlined in the National curriculum for Science.

We believe children should leave SP5 equipped with the requisite skills and knowledge to succeed in key stage 3 Science. They will have the necessary tools to confidently and meaningfully question and explore the world around them. Children will understand the significance and impact of Science on society.

SUPPORTING DOCUMENTS

[Outdoor Learning in the National Curriculum](#)

[Development Matters](#)

[Science pathway](#)

[KS1 Science Exemplification](#)

[KS2 Science Exemplification](#)

RELIGIOUS EDUCATION- Linked to our school's core values

Children need to embrace the ever-changing world around them, understand and respect the beliefs, backgrounds, and worldviews of the people they will encounter throughout their lives, and develop their own set of beliefs and values. We believe that meaningful and thought-provoking Religious Education makes a distinctive and valuable contribution to the school curriculum.

Our aim is to provide children with knowledge of the key concepts that underpin worldviews and to explore how these influence individuals, cultures, behaviours, and national life. We adopt an enquiry-based pedagogy, rooted in the religions and worldviews approach. This enables pupils to consider religion and worldviews as lenses through which people understand themselves, others, and the world.

We follow the locally agreed syllabus, REFresh 2025-2030. In the Early Years Foundation Stage (EYFS), children are introduced to core Christian beliefs through six key enquiry questions, alongside important stories from other traditions. In Key Stage 1, children explore the worldviews of Christianity, Judaism,

and Islam. In Key Stage 2, they build on this foundation and also study Humanism, the San ā tana Dharma tradition, and Buddhism.

Each unit of work is centred around an overarching enquiry question, which provides a context for a range of engaging and meaningful learning experiences. Religious Education is concerned with the deep meanings individuals and groups attach to their experiences, and how these help them find purpose in life. We aim to provide opportunities for children to explore, interpret, and respond to both religious and non-religious worldviews, as well as their own experiences.

Reflecting on feelings, attitudes, beliefs, values, and relationships—and developing empathy—is an integral part of Religious Education. This makes a significant contribution to children's spiritual development.

COMPUTING

"There is no more important issue facing education, or humanity at large, than the fast approaching revolution in Artificial Intelligence or AI." Sir Antony Seldon, 2018

At our school, we share the view of Dr Bill Mitchell (Director of Education at the British Computer Society) that the reasons for teaching computing are the same as those for teaching anything. There are many definitions, descriptions and depictions of how we choose what to teach our learners. We teach them the knowledge and skills that we believe will enable them to make sense of and contribute to their world. Computers are part of everyday life – technology is essential to our lives, at home and at work. We believe it is vital to prepare children for their future with many jobs in this area not even created yet. We will equip them to be digital citizens, digital creators, digital communicators and digital investigators. We aim to grow problem solvers, careful sequence checkers, creative thinkers and logical predictors. Our children will be guided on how to become global citizens in a safe and responsible way. They will need to be able to thrive in an ever-changing landscape, particularly when we consider that our pupils will graduate in the mid 2030's and their careers will last through to 2060 and beyond.

GEOGRAPHY

"The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents and in the end, it's about using all that knowledge to help bridge divides and bring people together." Barack Obama

At Sherborne Primary School, we believe that Geography plays a unique and vital role in a child's education. Geography at our school seeks to give children knowledge and understanding of their own place in the world and of the other peoples and cultures they share it with. We will seek to impart in children a wonder and interest in the natural and man-made phenomenon that occur around us. We believe that not only should the Geographical skills and knowledge outlined in the Primary Curriculum be rigorously taught, but that this learning should occur in context so that children steadily gain geographical and cultural understanding through applying these skills. This should enable them to make links between the characteristics of places and societies and the geographical situation of where these places and societies flourish. We want all of our children to understand physical and human aspects of Geography. What is more, our pupils should understand the links between these aspects, the issues

that arise when these links are studied and the ever-increasing importance of these links in the modern world.

HISTORY

"People without the knowledge of their past, history and culture is like a tree without roots." Marcus Garvey

Our history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties in Year 5 and 6 is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture.

All history projects are taught in the autumn and summer terms, we then revisit historical concepts in some of the spring term geography projects.

Key Stage 1

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This

project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study

the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project Maaafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Art and Design

Our art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction.

Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms.

Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Key Stage 1

In Key Stage 1, each autumn term begins with the colour project Mix It. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours.

Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with the colour project Contrast and Complement. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory.

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

Design Technology

The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills.

Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. The design and technology curriculum's electronic systems and IT monitoring and control elements are explicitly taught in our science projects to ensure the links between the subjects are highlighted.

Where possible, meaningful links to other areas of the curriculum have been made. For example, the cooking and nutrition project Eat the Seasons is taught alongside the geography project Sow, Grow and Farm. All the projects follow a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school.

All projects contain focused, practical tasks in the Develop stage to help children gain the knowledge and skills needed to complete their Innovate tasks independently.

Throughout Key Stages 1 and 2, children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products to match specific design criteria and ensure they fit their purpose. Throughout the projects, children are taught to work hygienically and safely.

Personal, Social, Health and Economic (PSHE) education including Relationships Education (RSE)

Our PSHE education, including statutory Relationships and Health education as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

For further information please refer to our discrete [PHSE and Relationships and Sex Education Policy at Sherborne Primary](#)

At Sherborne Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education.

Music

We use Charanga Musical School online programme from Reception as a basis for our weekly music lessons to ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups. The learning within each scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

Next to the discreet music lessons, singing and other musical activities are used to enrich subjects and other parts of the curriculum. Assemblies and plays will also provide an opportunity to practise singing. Pupils will be offered the opportunity to be taught to play a variety of instruments through individual peripatetic music lessons. As a class, through our links with the Dorset music programme, in Year 3 and 4. We encourage learning a musical instrument and play within ensembles with a choice of instruments like samba, brass, violins and ukuleles. We encourage listening to a wide range of music with concentration and understanding and background music can be heard daily around school.

Physical Education (PE)

At Sherborne Primary, some form of physical activity takes place every day in our curriculum. Our outdoor PE sessions focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination. Children are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in our school hall and includes gymnastics, dance and apparatus work. In KS2 children also go to swimming lessons at a local pool.

We believe it is important that every child has the opportunity to play sport competitively. Our school sports teams play against other local schools in tournaments and matches throughout the year. Please refer to [Appendix for Curriculum Policy: Sports Team Selection Criteria List for competitive games ...](#)

In addition to curriculum sport, we have a well selected list of sports clubs, which are run after school. Through these clubs children can further develop their skills and passion for the subject.

Every summer we hold school sports days, where all children are encouraged to take part and have fun. Our sports days are run in phases and are a fantastic opportunity for parents to come along and see their children in action competing for their House Team.

Modern Foreign Languages- French

Our approach is to make learning a new language fun! Young children are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games are regularly used.

In KS2, each class has a timetabled French lesson which develops the skills of speaking, listening, reading and writing within the subject. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

OUR ROLLING PROGRAMME

Using Curriculum Maestro, has meant that we have clear coverage in our foundation curriculum and the topics chosen have driver subjects which can be seen in the table below. There are a series of mini projects that help to interlink the teaching of Science, Design Technology, Art and Design. Our Curriculum is interleaved so that children have the ability to recall and revise their knowledge and we then spiral opportunities to gain breadth and depth.

To ensure our curriculum rolling programme remains up to date and relevant for all of our children we review and update the rolling programme on a yearly basis in the Summer term.

2024-2026	TERM 1: History		TERM 2: Geography		TERM 3: History	
School Values	Kind	Honest	Resilient	Curious	Responsible	Brave
EYFS	All About Me, Rhythm and Rhyme,	Terrific Tales and Celebrations	Ticket to Ride	Come Outside	Amazing Animals	Around the World
Y1/2 A	Childhood History		Bright Lights, Big City		Movers and Shakers	
Y1/2 B	School Days		Coastline		Magnificent Monarchs	
Y3/4 A	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Y3/4 B	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Y5/6 A	Dynamic Dynasties		Sow, Grow & Farm		Groundbreaking Greeks	
Y5/6 B	Maafa		Frozen Kingdoms		Britain At War	

[CLICK FOR MOST UP TO DATE FULL ROLLING PROGRAMME- 2022/26](#)

IMPLEMENTATION

CURRICULUM LEADERSHIP

Curriculum leadership at Sherborne Primary School is distributed to subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within the school and across all year groups and where appropriate SAST. Our leaders are carefully chosen because of their expertise and experience. This ensures deep subject knowledge and effective leadership. Subject development is clearly identified through our school development plan. Leaders enable curriculum expertise to develop across staff, through carefully planned on-going professional development. All leaders oversee a budget to purchase curriculum resources that enhance our school's curricular intentions.

EXTENDED CURRICULUM

We appreciate that learning is not just restricted to the classroom. Provision of visiting speakers, external visits and our well thought out extra curricular clubs provide excellent opportunities across our school to enhance and enrich the children's learning. Each topic begins with a memorable experience that stimulates children's curiosity and prepares them for new learning. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children. Below is an example of our extended curriculum. Change is welcomed for individual class context, need and extension:

Examples of our Engage Experiences

- Space Dome
- Tudor and Roman Days
- Bugfest
- Local history walk and key speakers
- Eco walk
- Gore Farm days- orienteering/shelter building/ forest- plants and habitats
- Artist visits and links with local schools and business- mosaics/ Yeatman hospital
- Beach visits/ oceanarium/ SS Great Britain
- Creating activities- time capsules, artwork, smoothies and milkshakes, crime scenes in our grounds!
- Visiting our neighbouring allotments



IMPACT

PUPIL PROGRESS- Impact of pupils' learning will be assessed in the following ways and tracked through our provision mapping:

Formative Assessment Process

- Assessing and conveying standards of all work from children
- Using the standards to collect and assess data to see where children are performing within the curriculum and current guidelines.
- The teacher then shares the feedback with students with detailed feedback. This may be written and verbal feedback to children. Pupil responses are then indicated through use of a purple pen when appropriate to show improvements.
- Based on the feedback children will then form their own formative assessment by using the comments made by the teacher to determine what they should focus on learning.

Summative assessment

- Identify children who have reached expected standards and those working either above or below. Through the use of standardised and scaled tests:
English: STAR Reader, Past SAT papers in Y6 and 2, Big Writes, SWST
Maths: Cornerstones Standardised Assessments/Past SAT papers in Y6 and 2
- Core subject objective tracking via our online tracking system- INSIGHT. Foundation objective tracking via Maestro Assessment. This allows us to track the pupils in detail in every subject and identify any gaps they may have.
- We use the following system to track our pupils and complete these assessments half termly

0	Taught, but not yet understood
1	Some evidence, but not yet secure
2	Objective secured
3	Working at greater depth

- **EXPRESS** end of unit activities that allow children to collate and present their learning in independent and creative ways.
- End of unit quizzes through KRP projects and WhiteRose Maths to inform next steps where appropriate.
- Low stake sticky knowledge quizzes to refresh knowledge and train memories over time.
- Moderation by staff to ensure continuity, progress and shared expectations.

Currently as a school we are providing streaming opportunities in Mathematics and English to support pupil progress. This is partly in reaction to the 2 lockdown experiences that have happened due to Covid 19 being our SDP focus points.

CURRICULUM REVIEW

Our curriculum review process links with the priorities from our School Development Plan and we focus on these with our curriculum and team leaders throughout the year. The activities that these leaders undertake can be seen below:

- Meet regularly to remain updated on changes to Curriculum Maestro and keep abreast of current initiatives
- Monitor the growth of individual curriculum areas through regularly soft monitoring to ensure there is no mismatch between the planned and the delivered curriculum.
- Form SDP priorities collaboratively
- Give inhouse CPD opportunities so that staff can grow in confidence in different areas of the curriculum
- Join SAST thread groups to share best practices and moderation of work
- Reflection across key stages through opportunities to work outside of current phase and age range
- Subject leaders regularly complete book and planning scrutinies as well as review class displays to note the use of subject specific vocabulary and whether children can respond with good knowledge of this.

We include many ways to review our curriculum as a whole and seek to include all stakeholders within our community:

- Celebration Assemblies
- Inspire Mornings
- Transition Meetings
- Governor Meetings
- Subject-lead meetings and visits to our school to dive into curriculum areas
- Prize giving- Senior Pupils, Sports Day, Leaver Service incorporating outstanding school awards/cups
- House competitions, rewards and Sports Day Planning
- School Council Meetings and pupil voice through subject and initiative reviews
- Questionnaires to Parents about our school and remote learning opportunities



Together we are Achieving, Belonging and Caring

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