King's Court First School
Curriculum Overview; 3Is Grid
Caring, Sharing and Learning Together

Subject	Intent - children will:	Key concepts that develop across the key stage	Implementation	Impact
English	As writer's we will: • Develop a wider vocabulary so that they can select the most appropriate turn of phrase to put across their point • Become competent in the arts of speaking and listening so that they are able to communicate effectively • Master the craft of writing • Appreciate our rich and varied literary heritage • Read fluently and widely	• Phonic decoding • Word decoding and sight recognition • Sentence structure • Effect on the reader • Story structure • Imagery • Writing intent	• Talk for Writing: Imitation, Innovation and Invention; Independent application • Read, Write, Inc • Chris Quigley – Learning behaviours/Royal Red Crowns • Explicit instruction of reading and writing • Oral performance • Reading strategy: fluency, prosody, vocabulary, oral language comprehension, literal and inferential comprehension • Whole class, group and individual reading • Grammar in context e.g. Pie Corbett	• Read, Write, Inc assessment • Fluency (running records) – ongoing • Standardised reading tests - PIRA • Teacher Assessment Tracker Grids - Arbor • Cold and hot writing tasks • Talk for Writing ethos across the school • Whole Class/Guided Reading and Cracking Comprehension – ongoing • Bench marking
Maths	As mathematicians we will: • Become fluent in recall of key mathematical facts such as number bonds and times tables • Become fluent in mental and written calculation strategies • Have a secure understanding of the underlying structure of mathematical problems • Develop deep conceptual understanding of mathematical concepts • Be able to reason and solve a variety of problems • Develop a wide mathematical vocabulary • Ask and answer mastery level questions	• Estimation • Equivalence • Classification • Numerical reasoning • Position on a number line • Meaning of symbols • Sequences • Place value	• Chris Quigley –Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning	• White Rose assessment

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Science	As scientists we will: • Develop sound scientific knowledge and conceptual understanding through investigations and practical activity • Learn to think, speak and write scientifically • Identify differences, similarities or changes related to simple scientific ideas and processes • Use scientific evidence to answer questions or to support their findings • Understand the uses and implications of science • Develop a wide scientific vocabulary	• Explore and answer questions about plant growth • Observe changes across the 4 seasons • Explore living things, animals, including humans • Identify and compare the suitability of everyday materials • Compare and group together different rocks • Light and shadow/electricity • Forces and magnets • Sizes of matter, solids, liquids, gases	• Units built around the Chris Quigley Curriculum • Chris Quigley – Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • STEM	• Teacher Assessment Tracker Grids - Arbor • Cold and Hot tasks • Ethos – a science rich STEM school • Science weeks • End of year expectations
History	As historians we will: • Develop a coherent knowledge of Britain's past and that of the wider world in a chronological narrative • Gain historical perspective • Understanding the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, own identity and challenges of their time • Develop a wide vocabulary to communicate historically • Use historical enquiry • Understand historical concepts and use this to make and ask questions, connections and contrasts to questions	• Significance – people and events • Chronology and consequence • Cause • Evidence and interpretation continually change • Substantive concepts – monarchy, empire, civilisation, legacy	• Units built around the Chris Quigley Curriculum • Chris Quigley – Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning • Use of story for memory • Use of sources • Retrieval activities • Challenges • Use of local sites of historical significance • Trips and workshops in school	• Teacher Assessment Tracker Grids - Arbor • Cold and Hot tasks • End of year expectations • Quizzes to assess sticky knowledge • Pupil voice • Evidence in books

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Geography	As geographers we will: • Have a good knowledge of location of significant places • Understand physical and human characteristics and their interdependence • Develop a wide geographical vocabulary	• The physical world • Place and space • Human environments • Scale • Change • Geographical skills and fieldwork	• Units built around the Chris Quigley Curriculum • Chris Quigley – Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning • Collecting, analysing and communicating data gathered through field work • Local area studies • Interpreting a range of sources of geographical information • Communicate geographical information through (for example) maps and writing at length • Frequent retrieval of previously learned content • Knowledge organisers summarise the key understanding and the sequence of lessons - challenges	• Teacher Assessment Tracker Grids - Arbor • Cold and Hot tasks • Quizzes to assess understanding at end of topic • Pupil voice • Evidence in books • End of year expectations
RE	• Consider challenging big questions about the meaning and purpose of life • Learn about and from religions and world views • Think and communicate like a theologian • Develop a wide vocabulary to understand and talk about religion	• Worship • Symbols • A good life • Holy places and pilgrimage • Key figures • Life after death • Celebration • Scripture	• Units built around the ODBE scheme of work • Chris Quigley – Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning • Bloom's Taxonomy – higher order thinking skills • RE SACRE syllabus • Visitors/Community links • Assemblies – Open the Book • Talks from representatives of different religions	• Evidence in books • Children's voice • Responses to the big question – hot and cold tasks • Participation in assemblies, Harvest • Y4 leavers service

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PSHE	• Help others feel welcome • Accept that everyone is different • Stay motivated when doing something challenging • Make healthy choices • Know how to make friends • Understand that everyone is unique and special • Develop cultural capital	• Identity • Relationships - RHE • Healthy lifestyle • Risk • Diversity and equality • Rights and responsibilities • Change and resilience	• Selected Jigsaw components • Royal Red Crowns • Ready, Respectful, Safe	• Children's voice and post it note recordings • Strong ethos evident across the school – Caring, Sharing and Learning Together • Jigsaw self-assessment • Floor books
Physical Education	• Develop a love of sport • Develop an active lifestyle • Develop leadership and teamwork	• Practice • Conditioning • Performance / evaluation • Teamwork • Strategy	• School Sports Partnership • Real PE physical activity programme	• Proportion of children taking part in competition • Proportion of children participating in extracurricular sport • Ethos –an active school – run the mile, rewards for outdoor activity • Real PE • End of year expectations

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Art and Design	As artist's we will: • Experiment, invent and create own works of art, crafts and design • Develop a wide vocabulary to understand and talk about art • Know about great artists, craft makers and designers in history • Create sketch books to record their observations and re-visit ideas	• Colour • Pattern • Texture • Line • Shape • Form • Space	• Units built around the Chris Quigley Curriculum (interwoven) • Chris Quigley – Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning • Produce creative work exploring ideas and recording experiences • Drawing, painting, sculpture and other art, craft and design techniques • Evaluation and analysis of creative works using the language of art and design • Continuous provisions (tinker tables and sketching/observation easels) • STEM Project inspire teaching and learning opportunities. • Design learning cycle.	• Teacher Assessment Tracker Grids - Arbor • Portrait beginning and end of year • Art through extra-curricular provisions- use of the art studio • Art days/weeks • Displays around the school • Learning cycle evidenced in sketch books • Skill based learning evident in sketch books • Art – Mark Marking continuous provisions – sketching, still life, observations drawing. • End of year expectations
Music	As musicians we will: • Develop a love of music. • Confidently improvise and compose for a range of purposes. • Play a range of instruments. • Play and perform in solo and ensemble contexts confidently. • Develop an understanding of the history of music, knowing about great musicians and their contributions. • Develop a wide vocabulary to understand and talk about music	• Practice • Performance • Beat • Style • Musical structure • Musical dimension • Scales	• Carousel	• Proportion of children participating in extra-curricular music. (piano, iRock) • Music through extra-curricular provision-assembly, school performances • Teacher Assessment Tracker Grids - Arbor
Languages- French	• Understand and speak Spanish with accurate pronunciation and intonation.	• Accent / pronunciation • Intercultural understanding	• Role play in pairs and groups –spoken language • Games and activities • Themed days	• Proportion of children participating in extra-curricular Spanish • Language rich culture around the school • Cold and Hot tasks

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Design and Technology	As designers we will: • Use a wide range of tools and equipment to perform practical tasks • Have a good understanding of the design, make, evaluate process • Develop a wide vocabulary to understand and talk about design technology	• Product evaluation • Design • Make • Evaluate	• Units built around the Chris Quigley Curriculum (interwoven) • Chris Quigley – Learning behaviours/Royal Red Crowns • Chris Quigley B.A.D learning • Design learning cycle • Continuous provisions (tinker tables and sketching/observation easels) STEM Project inspire teaching and learning opportunities.	• Displays around the school • Ethos – a science rich STEM school • Learning cycle evidenced in sketch books • DT days/weeks • Teacher Assessment Tracker Grids – Arbor • End of year expectations
Computing	As technicians we will: • Know how to use technology safely, respectfully and responsibly • Recognise common uses of information technology beyond school • Understand and apply the fundamental principles and concepts of computing	• Simple programs • Algorithms • Protecting data – safety on the Internet • Debugging	• Units built around one question	• Regular use of the ICT suite • Evidence of work in IT platform – PPA Cover • End of year expectations
Safeguarding	• Know how to stay safe in the local community • Know how to stay safe online • River safety – River Thames	Road safety River safety Internet safety Mental health and well-being	Jig-Saw – PSHE curriculum SACRE – RE syllabus Science Assembly Emotional Literacy support Bubble boxes – time to talk Anti-bullying weeks	• Children's voice • Written logs – CPOMS • Children's questionnaires