

LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



Curriculum Policy

January 2026 – January 2028





Lingey House Primary School Curriculum

Curriculum Underpinning

School Values

We want to instil in our children the core values of:

Respect

Resilience

Nurture

Kindness

Individuality

These values support the way in which all members of our school community can live and work together in a kind way. They underpin our school aims.

Our School Aims

Our simple, over-arching aim is to provide the highest possible quality educational experience for all our pupils, and nurture and support them to be the kindest, happiest and most academically successful versions of themselves that they can be!

We encourage and develop all our pupils to achieve this by:

- ensuring all our children are provided with an environment in which they are seen, safe, soothed and secure;
- providing equal opportunities for all children;
- nurturing the whole child by providing the support needed to succeed;
- creating a motivated ethos in which our children are challenged to become curious learners with a thirst for knowledge;
- empowering our children to make progress by knowing more and remembering more;
- teaching our children to be kind and have a sense of responsibility – showing respect for themselves, others and their environment;
- encouraging our children to have a positive view of their own self-worth, developing their self-esteem and establishing healthy attitudes and informed choices;
- increasing our children's awareness of spiritual and cultural issues by providing a range of experiences;
- enabling our children to feel a sense of belonging within their school and in their community by appreciating their heritage, taking pride in their locality and understanding their role in shaping the future of the wider world;
- helping our children to understand how to take their place safely and control their future journey in a rapidly changing world;
- inspiring our children to have the ambition and the aspiration to be the best version of themselves.

Appropriate Experiences

In order to shape our curriculum, deepen our children's knowledge and understanding and broaden children's vocabulary we recognise the need to:

- Provide a variety of enrichment opportunities including bringing visitors into school, visits to different places and residential stays and through outdoor play and learning (OPAL)
- Provide a variety of good role models for our children to develop their future aspiration and knowledge of the wide variety of career opportunities available to them
- Develop partnerships and collaborations within and beyond our local community and engage parents in the learning journey of their child(ren)
- Provide a literacy-rich environment; developing spoken English through good role models, developing vocabulary and developing a love of books and reading
- Provide a strong PSHE and RSE curriculum to support the safety, mental health and wellbeing of our children
- Engage parents in the learning journey of their child; building relationships and developing positive partnerships
- Provide opportunities to develop their talents outside of the classroom (e.g., sports competitions & festivals, after school clubs, themed weeks & days)
- Provide leadership experiences for pupils through annual election and training of Pupil Ambassadors for Mental Health, Reading, Play, Sport, Online Safety (Cyber), Rights Respecting, Safety and Class representatives.



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Curriculum Intent

Our school curriculum is designed:

- to enable our children to become respectful and successful adults in terms of being able to find employment in the future, to maintain healthy lifestyles and to be moral citizens
- to provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills

Curriculum Drivers

The following curriculum drivers underpin our school curriculum and allow us to deliver our school aims and values:

- Aspiration – to unlock hopes and develop ambition
- Wellbeing – to equip each child with the tools to maintain physical and mental wellbeing, resilience and a positive 'can do' attitude
- Pride- to develop a sense of pride in each child for oneself, their school, community, heritage and the place in which they live

Our academic curriculum is underpinned by our school aims and values and curriculum drivers and our academic curriculum follows the statutory EYFS or the National Curriculum as the basis for content and expectations.

EYFS Curriculum	National Curriculum	Additional Curriculum Subjects
<p style="text-align: center;">PRIME</p> <p style="text-align: center;">Personal and Social Development, Communication and Language, Physical Development</p> <p style="text-align: center;">SPECIFIC</p> <p style="text-align: center;">Literacy, Mathematics , Understanding the World, Creative Development</p>	<p style="text-align: center;">CORE</p> <p style="text-align: center;">English, Maths, Science, SRE</p> <p style="text-align: center;">FOUNDATION</p> <p style="text-align: center;">Geography, History, MFL, Music, PE, Art & Design, Design Technology, Computing & Digital Literacy</p>	<p style="text-align: center;">RE PSHE</p>

Our academic curriculum is structured providing for each key stage and year group:

- A clear list of what must be covered (see individual subject overviews and year group overviews)
- Progressive knowledge and skills which will shape children as, for example, scientists or historians
- Specific 'non-negotiable' expectations in the core areas of reading, writing and mathematics in recognition of our school context and the educational starting points of many of our children as lack of skills in these areas can impact upon future success.





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Curriculum Implementation

We have a statutory duty to follow the National Curriculum for KS1 and KS2 therefore, our curriculum has been designed with this in mind whilst understanding the needs of our children and community. The order in which skills and knowledge are taught, within subjects, has been carefully thought out to ensure we build on prior knowledge, skills and experiences and that we use the wealth of opportunities to enhance learning that our local area provides.

We are developing the design of our lessons and are working towards each foundation subject having the same lesson components:

- Lesson question
- Spaced Retrieval (e.g., What did we learn last lesson? What have we already learnt that could help us in this lesson?)
- Introduction of new vocabulary
- Teaching input
- Task
- Lesson review, including key vocabulary

At Lingey House, we endeavour to provide a consistently high standard of teaching and learning across school. Classroom interactions are both purposeful and positive between staff and pupils alike. To ensure a high standard of teaching and learning:

- There will be a continued focus on staff CPD to ensure high quality teaching and learning across curriculum subjects
- There will continue to be a well-managed budget with delegated sums to curriculum leaders to ensure high quality resources
- There will continue to be well-maintained and engaging spaces to learn in school
- We will continue to have a culture of high expectations and challenge for all children
- Time constraints will continue to be reviewed and managed through monitoring and effective timetabling

Curriculum Impact

The impact of the curriculum is evident in the outcomes of our children. They will be confident and able in a wide range of curriculum subjects, will be able to expand their knowledge, understanding and skills year on year and be able to take this with them on the next stage of their learning journey and beyond.

In order for our school curriculum to be effective, we will assess the impact it has on our children and whether they have mastered the subject-specific knowledge defined within our curriculum overviews. We understand that knowledge builds over time and children will only demonstrate effective learning when alteration has been made to their long-term memory. We will use a variety of assessment techniques and approaches including questioning, quizzes, recap summaries, spaced retrieval, and different feedback approaches to ensure we have a rounded picture of the impact of our school curriculum.



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Our Curriculum Subject Rationales

Our Art Curriculum

Intent

At Lingey House Primary School, our Art and Design curriculum is designed to enable all children to reach their creative potential. We believe that every child is entitled to develop their critical and creative thinking skills, and to build their knowledge and understanding of materials and techniques, developing their experience of how they can make a creative response to a variety of stimulus. We place an emphasis on encouraging exploratory journeys, working towards varied and individual outcomes. By offering a broad and rich curriculum where children can understand all discipline areas (drawing, painting, printmaking, sculpture etc), we can ensure that art at Lingey House Primary School is inclusive and accessible to every child.

Implementation

EYFS

In the early years, art is encouraged from the very beginning of our children's school experience. Within EYFS, children are immersed in art in a child-initiated way, through Expressive Arts and Design. We allow children to explore the early skills of drawing, painting, sculpture, digital art and printmaking within continuous provision and adult led tasks. This enables the beginning of their 'art journey' developing their natural sense of wonder and curiosity about the world around them.



Key Stages 1 & 2

In Key Stages 1 and 2, our Art curriculum is sequenced in a way that builds on prior substantive and implicit knowledge and allows for the development of experimental knowledge by giving opportunity for repeated practise in new projects. Each unit of work is carefully structured so that children can meet both great and contemporary artists within the discipline, develop their substantive and implicit knowledge, explore and celebrate their art through evaluation and reflection. During each academic year, children will complete three units of art work relating to drawing and sketchbooks, surface and colour and working in 3 Dimensions. Please refer to Progression of Skills document.

Impact



Our children will value their individual creativity and embrace exploration. They will become creative and critical thinkers who are visually literate and able to interpret the world around them. They will understand that art serves a purpose to all our lives and will feel entitled to express and better understand themselves (and the world in which they live) through making and talking about art. Through this creative entitlement we will help nurture citizens who feel empowered to help shape community and society for the better. They will talk enthusiastically about their experiences in art and be able to share examples of their work which they are proud of.



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Our Computing Curriculum

Intent

At Lingey House Primary School all of our children are encouraged to be successful in an ever-changing world. Computing and technology are central to this. It is our intent that our school continues to evolve and keep up to date with changes in technology. In computing, we teach a progressive curriculum using a range of technology, apps and software. We deliver a high-quality computing education to enable pupils to use computational thinking and creativity to understand and make changes to the world. We also encourage discussion and activities that enable the children to think about how they use technology safely and respectfully in everyday life outside of the school environment. Furthermore, we encourage technology to be used as a tool across the curriculum enabling children to develop skills, knowledge and confidence ensuring that computing is a subject in which children can implement skills to enhance learning in other areas of the curriculum. This will lead to children being active participants in a digital world.

Implementation

Our computing curriculum is sequenced in a way that builds upon prior knowledge and acknowledges that children are exposed to modern computing every day in the home environment. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences.



Early Years

Children begin to learn about computing right from the beginning of their education at Lingey House. In Nursery and Reception, children are encouraged to safely use a range of technology including computers, tablets, cameras and remote control vehicles to help them develop their speaking and listening; fine and gross motor skills and number. We recognise that even our youngest pupils start school with an understanding of some of the technology around them.

Key Stage 1

In Year 1 and 2, the Computing curriculum encompasses the following categories:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions,
- Create and debug simple programs,
- Use logical reasoning to predict the behaviour of simple programs,
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



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Key Stage 2

Throughout Years 3, 4,5 and 6, children will also learn to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts,
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Impact

Our children at Lingey House will become confident in using a range of different apps, software and programmes. Children will become more confident using their computational thinking and enquiry skills as well as understanding how to keep themselves safe in an everchanging world. Children will be empowered enabling them to be active participants in a digital world.





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Our DT Curriculum

Intent

The Design and technology (DT) Curriculum at Lingey House Primary School aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our DT curriculum, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. We use Kapow Primary's Design and technology scheme of work in school, and this enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those in the national curriculum.

Implementation

The Design and technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition*



Kapow Primary's Design and technology scheme provides us with a clear progression of skills and knowledge within these five strands across each year group. Kapow's [National curriculum mapping](#) shows which of our units cover each of the National curriculum attainment targets as well as each of the five strands. The [Progression of skills document](#) shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:



- Mechanisms
- Structures
- Textiles
- Cooking and nutrition (Food)
- Electrical systems (KS2) and
- Digital world (KS2)



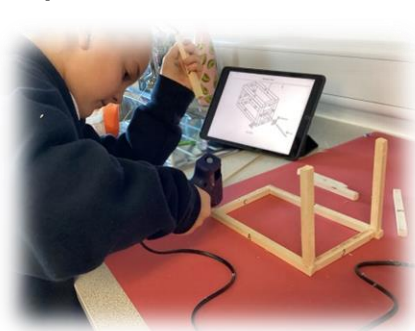
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Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons are taught weekly in alternate half-termly blocks to Art and Design and incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Topic snapshots for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Design and technology curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Impact



The impact of Kapow Primary's scheme is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. After the implementation of Kapow Primary Design and technology, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of our Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.



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Our English Curriculum

Intent

At Lingey House, English and the teaching of English is embedded throughout our curriculum. English at our school is not just a stand-alone lesson; instead we view it as a vital part of our children's whole development. We provide our children with many exciting, enjoyable opportunities and experiences to develop their English skills throughout all subject areas. Our curriculum is designed to ensure that all our children will be able to confidently communicate their knowledge, ideas and emotions through their reading, writing and language. We place great importance on providing our children with a variety of high-quality texts, which will inspire them to develop as life-long readers, writers and linguists. The texts which form our Reading Spine and drive our writing curriculum are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles, to broaden their wider vocabulary and interests.

We ensure that our children develop a secure knowledge base in English and set important foundations for spelling and grammar, following a clear pathway of progression from Nursery to Year 6, using the 2014 National Curriculum. We nurture a culture in which children can take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We place high standards on presentation and we follow the 'Penpals' scheme for handwriting to ensure that children develop a clear and consistent cursive script, preparing them for their secondary education. We value the importance of this alongside developing their basic skills in grammar, punctuation and spelling and regularly teach pupils how to refine and edit their writing over time, developing their independence and resilience to improve their own work. We recognise every child as an individual and we do not place ceilings on what they can achieve in English; we ensure that every child is supported to make progress along their school journey with us and we always celebrate their successes.

Implementation

Writing

Our English curriculum is derived around high-quality age-appropriate stimuli. This could include; texts, videos, images or music. We use these to generate 'buzz and excitement' in lessons, providing a purpose or a hook to develop our reading and writing skills. We aim to develop grammar and punctuation knowledge and understanding so children can use and apply a greater range of skills across the wider curriculum; explore the writing structure and features of different genres and identify the purpose and audience.

As stated in the National Curriculum 2014; the writing process, which the children will be taught is;

- plan
- draft
- evaluate/ edit
- proof-read
- present



We aim to develop children's ability to produce well-structured, detailed writing. To engross children in the writing process, children are given opportunities to write for a range of purposes; they are encouraged to think about and engage the intended reader. Particular attention is paid throughout the school to the formal structures of English; grammatical detail, punctuation and spelling.



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Each English unit has a high-quality text or piece of digital literacy, e.g. video or animation as the driver for the half term. Using assessment knowledge of pupils' needs, our teachers then plan a careful sequence of lessons to ensure pupils are taught the necessary grammar, punctuation and vocabulary knowledge and skills needed to apply within their writing. Each unit will contain regular opportunities to write in different genres either as mini writes to apply new learning or extended pieces of writing. In all year groups children end a unit completing the full writing process.

Our writing units include explicit opportunities to explore grammar and punctuation objectives from the National Curriculum. Our aim is that in lessons leading up to writing a final piece, these grammar and punctuation skills become embedded through a variety of approaches: spending time investigating vocabulary appropriate to the piece; comparing, contrasting and unpicking high quality examples; creating plans and writing collaboratively with peers. These grammar and punctuation skills are carefully matched to a writing purpose for children to apply them with a clear audience and purpose in mind: to entertain, to inform, to persuade and to discuss.

We aim to develop grammar and punctuation knowledge and understanding so that children can use and apply a greater range of skills across the wider curriculum; explore the writing structure and features of different genres and identify the purpose and audience.

To engross children in the writing process, children are given opportunities to write for a range of purposes; they are encouraged to think about and engage the intended reader. Particular attention is paid throughout the school to the formal structures of English; grammatical detail, punctuation and spelling.

If a child is confident within their year groups' curriculum, they will not move onto the next year but will master their current year group. This includes lots of opportunities to write from different perspectives and in older classes the opportunity to decide purpose and audience.

Spelling

For spelling, we follow the National Curriculum (2014), teaching the progression of spelling rules across the whole school. These are linked to our writing assessments and spelling objectives are taught linked to age-related expectations outlined in the Gateshead LA Writing Assessment grids (GAP). Each week, children are taught clear spelling rules/patterns and within spelling lessons have opportunities to investigate, practise and apply the rules/patterns taught.

To support children in practising their weekly spellings, parents are given suggestions of activities to help their child. In addition, we also use Spelling Shed as this provides an engaging game-style format for pupils to practise their spellings at different levels of challenge. Each week, children complete a short spelling quiz which assesses the children's ability to apply the spelling rules.



Alongside learning spelling patterns and rules, the National Curriculum outlines some statutory word lists for spellings which children are expected to know by the end of a year or phase. We encourage parents and carers' to help children to practise these words regularly, as many of them are high frequency words which children will encounter regularly when reading and writing.



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Handwriting

On entry, our Foundation Stage children are involved in varied activities to develop essential prewriting skills in line with the Early Learning Goals; there is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. To develop gross motor skills, children in Nursery and Reception use a range of tools and activities including: using spades, using throwing/catching toys, using pushing/pulling toys, spray water bottles, climbing, using rollers, big brushes, mops, ribbons and scarves.

We use regular 'Squiggle' and 'Dough Disco' sessions alongside a variety of other activities to increase muscle strength and develop fine motor skills, e.g. threading, peg boards, tweezers, snipping with scissors, manipulating pegs, and using fastenings such as buttons, zips and laces. Children are encouraged to mark-make using a variety of writing implements, e.g. pens, pencils, crayons, glitter pens, gel pens, Biro's, chalks etc.

At Lingey House, we follow the PenPals writing scheme. When children are introduced to the individual letters and the sounds they make, they are rigorously taught the correct letter formation identified in this programme. From the time that children are ready, they are taught to sit with a good posture and are taught to hold a pencil with the correct grip.

We teach handwriting twice per week from Year 1 to Year 6. We introduce joins in Year 2 and as children progress through school, there is an increasing focus on fluency, consistency and speed. All staff model the handwriting scheme when writing for any purpose within the classroom and promote high expectations of presentation.

Reading

At Lingey House Primary School, we believe that teaching children to read and be readers is, arguably, the most important role for primary education as reading unlocks a lifetime of learning, opportunity, enjoyment, empathy and understanding. It is therefore a central aim at Lingey House Primary School that all children should become competent, effective readers who decode accurately, read with comprehension and, most importantly, take enjoyment in reading.

We aim to develop children who not only 'can read' but 'do read'.

Through a lively, engaging reading curriculum we seek to:

- Develop children's positive attitudes to reading so that they are committed, independent readers by the time they leave our school
- Teach children the skills and strategies they need to be able to understand and read effectively, whether they are reading for pleasure or to find information
- Improve their understanding – and hence their enjoyment – of different sorts of text
- Introduce children to a wide range of high quality texts, both fiction and non-fiction, and to excellent authors and illustrators, in order to help them make informed choices for themselves about books they wish to read.

By explicitly teaching to these aims, we hope to achieve our objectives of:

- Raising standards in reading comprehension, so most children achieve the expected standard by the time they leave the school
- All children self-identifying as liking reading by the time they leave our school

At Lingey House, we want to ensure children have access to a wide range of texts. This may be through reading lessons, 1:1 reading, whole class novels or audio books. We want to immerse children in a language-rich environment. High quality, core texts have been carefully selected



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to challenge and inspire children's thinking and act as a driver for half-termly English units (see Reading Spine and long-term plan).

Phonics

At Lingey House Primary School, we recognise the importance of phonological decoding as the key strategy to developing early reading skills. Alongside a rich reading curriculum, our effective phonics teaching ensures that our children can apply efficient decoding skills to tackle unfamiliar texts in tandem with developing a love of reading.

At Lingey House, we use the validated phonics programme, Sounds-Write, to teach our children to read, spell and write.



Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

The words used in the teaching process and the conceptual knowledge of how the alphabet code works are introduced from simple to complex, in accordance with the fundamental principles of psychological learning theory. For example, at the start, simple, mutually implied (one sound, one spelling) CVC words (consonant, vowel, consonant) only are introduced. Pupils quickly learn to read and spell words such as 'mum', 'dog', 'jam' and 'sit'. When all the single-letter sound-spelling correspondences have been introduced and established, Sounds-Write initiates the concept that the sounds " ", " " and " " can be spelt with the two letter-spellings " ", " " and " ", respectively.

As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of VCC, CVCC, CCVC, CCVCC and CCCVC words, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'.

After this, pupils' understanding of the concept 'two letters - one sound' is further developed through the introduction of the most common consonant two-letter spellings: " ", " " and " ", in words like 'shop', 'chimp' and 'thin', for example.

Finally, two, three and four letter spellings of the vowels are introduced and pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

All of this is taught within a well-structured, incremental and coherent framework based on the knowledge - both conceptual and factual (see below) – on which the alphabet principle and thus the writing system is based and the three key skills needed to enable learners to use the principle effectively.

Our approach teaches the conceptual understanding needed to become an effective reader:

- that letters are spellings of sounds: visual language is a representation of spoken language
- that a spelling can contain one, two, three, or four letters - examples are: s a t, f i s h, n i g h t and w e i g h t
- that there is more than one way of spelling most sounds: the sound 'ae', spelt as in 'name', can be represented as in 'table', in 'rain', in 'eight', in 'play', and so on
- that many spellings can represent more than one sound: can be the sound 'e' in 'head', 'a-e' in 'break', or 'ee' in 'seat'



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Within this conceptual framework, we teach the factual knowledge required to become an effective reader and speller: the approximately 176 spellings that represent the 44 or so sounds in English, starting with the most simple one-to-one correspondences.

Reading and spelling also requires expertise in the skills necessary to make use of the alphabet code and pupils need to be able to:

- segment, or separate sounds in words
- blend, or push sounds together to form words
- manipulate sounds: take sounds out and put sounds into words

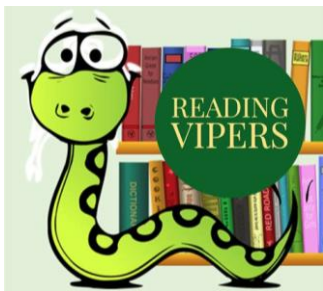
Sounds-Write provides opportunities for practising these skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling.

Teaching of Reading Comprehension Skills

Our children complete three whole class reading sessions per week to develop higher level comprehension skills such as inference, analysing the effectiveness of a text and developing vocabulary. Within these sessions, our teachers model reading strategies using high quality, age-appropriate core texts which have been carefully selected by our staff. These are read to or with the children and provide an opportunity to teach children specific reading skills to widen their vocabulary and develop their levels of comprehension, as outlined in the National Curriculum.

Questions and activities are planned by teachers in advance to help children develop a greater understanding of a range of reading materials including fiction, non-fiction and poetry materials.

In our reading lessons, we use reading **VIPERS** (based on materials from 'The Literacy Shed') to help support our pupils to understand what a good reader looks like and how to approach answering reading questions covering the different reading content domains as outlined in the National Curriculum.



VIPERS is an acronym which stands for:

- V** – Vocabulary
- I** – Inference
- P** – Predict
- E** – Explain
- R** – Retrieve
- S** – Sequence (KS1) Summarise (KS2)

This covers the key comprehension skills in line with the content domains from the National Curriculum (2014). Reading skills lessons may focus on one or more specific question types or be more general as appropriate to the needs of the children. The mnemonic VIPERS is used to ensure children understand the purpose of questions when reading.

Reading for Pleasure

At Lingey House Primary School, we encourage reading for pleasure. Every classroom has an engaging reading area, including books matching both the ability and interests of the children. Each year group has a dedicated box of 50 high-quality books called our 'Recommended Reads'. These books have been carefully selected for children to read at home or at school and



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span across different genres and include a range of topics. Classes also have access to two innovative school libraries (KS1 and KS2) containing a vast range of fiction and non-fiction books.



Staff nurture a love for books through enthusiasm and enjoyment, promoting wonder and curiosity while exploring a new book. We also plan for regular opportunities throughout the year to focus on books, e.g. World Book Day, Roald Dahl Day and World Poetry Day. Books are used to enhance our curriculum in all subjects. Adults share stories daily within their classes and in Key Stage 2, classes enjoy reading a class novel.

Individual Reading

In Reception and KS1, children will have a reading book linked to the Phonics unit they are studying that week which has been carefully selected by a member of staff. Once children have finished the extended code, they move onto Accelerated Reader (AR) books. To ensure children can select a book they want to read rather than have to read, those on Accelerated Reader choose which book they read from their wide-ranging Zone of Proximal Development range (ZPD) which is identified through an online assessment. Reading at home is an essential part of learning to read. We highly encourage our children to read frequently at home and record any home reading in their reading records. We encourage children to share and discuss their books with parents and carers. This not only develops reading skills but aims to build self-esteem, vocabulary, feed imagination and improve a general love of reading. Children are rewarded for reading at home through incentives developed within each class and whole-school AR certificates and prizes. Children will read to an adult, in school, each week. Children who need extra support will be listened to more frequently.

Speaking and Listening

Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher-level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Impact

When children leave Lingey House, they will be confident, fluent readers. Learners will read to further their learning but also read for pleasure. Children will be confident writers who are able to express their ideas coherently making careful choices of vocabulary and grammar suited to their form and purpose. The diverse range of texts that children are exposed to throughout school will see children developing as respectful, inclusive individuals.

We strive to ensure that our children's attainment is in line, or exceeds, their potential when we consider their varied starting points. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment, or from their starting point in Nursery. As children move on from us, they will be academically prepared for life beyond primary school and their creativity, passion for language and high aspirations will travel with them and continue to grow and develop as they do.



Lingey House Primary School Curriculum

Our Geography Curriculum

Intent

The Geography Curriculum in our school aims to inspire pupil curiosity about their world and to engage them in outdoor learning and geographical enquiry. By the end of Year 6, we intend for our pupils to be confident geographers who have a good understanding of place and locational knowledge and an awareness of how both physical and human processes have shaped the world that they live in. We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Gateshead and the wider county of Tyne & Wear so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Furthermore, we recognise that the world is rapidly changing around us and we want our children to be aware of issues including global warming, population growth and diminishing resources.

Implementation

The curriculum has been sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global world, building on their knowledge as they progress through school. Key questions have been implemented for each topic to allow learners to consider how the world around us shapes and enriches our lives.

Early Years

In EYFS the children will recognise similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1

In KS1 the children focus on their immediate surroundings at school and local area whilst gaining a brief overview of the world around them including the UK, continents and oceans, and the hot and cold regions of the earth, and begin to make comparisons between them.

Key Stage 2

In KS2, the children's place knowledge extends from investigating Gateshead through to learning about other regions of the UK, Europe and the world. These studies provide opportunities for in-depth comparisons of physical and human features and how they impact the world that we live in.

Threaded through our curriculum in both KS1 and KS2 are opportunities to develop key geographical skills through use of physical and digital maps and atlases, educational visits and field work and digital resources to explore key regions. Significant technical and geographical vocabulary is mapped and used throughout; allowing children to build a rich bank of geographical language.

Impact

Our children will become confident geographers with:

- An enthusiasm for their local area and a curiosity for the world around them and the people who live there.
- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- The ability to reach clear conclusions and explain their findings.
- A growing understanding of how humans affect the planet and ways in which we can help.

We want children to question the impact of their learning and have posed the question 'How does the world around us shape and enrich our lives?'



Lingey House Primary School Curriculum

Our History Curriculum

Intent

At Lingey House, our History curriculum has been designed to engage and enthuse our children with the people and events of the past and to develop meaningful skills as historians, enabling them to understand how the past has helped to shape the world they live in today.

Across our History curriculum, we aim to:

- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop chronological understanding and nurture the children's interest in the past.
- Develop their skills in enquiry, analysis, evaluation, and argument whilst enabling them to interpret and understand the past and communicate historically.
- Develop their knowledge of inspirational and significant historical figures and themes from our local area to illuminate history, increase pride of our heritage and raise aspiration.

Implementation

Our planning for History has a deliberate approach to sequencing the curriculum and the choice of content focus. At all stages, the curriculum links to previous content and concepts and identifies later links with opportunities to revisit key periods of time. At its heart, is how the events of the past have shaped the region and country we live in today.



Early Years

In EYFS, the focus is on the child's immediate living memory and developing an understanding of old and new, past and present and identifying change. History is encouraged from the day our children start school –when they are encouraged to talk about their own life and their family's history. Our children will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes in times have an impact on what activities they can do (sleep, eat, play, home, holidays etc) as well as what they wear and what they celebrate. We encourage children to share all of their thoughts and knowledge and this can act as a springboard for independent exploration and discovery. This in turn will give them a natural curiosity about what has happened in the past and begin to make sense of their own life and other significant people in their lives.

Key Stage 1

In KS1, the sequence of learning moves from history within the child's living memory to looking at familiar features in the recent past and then gradually beyond living memory. The achievements of significant individuals including those in the North East add a further dimension. Pupil's prior knowledge is built upon and helps lay the foundations for future learning. Our KS1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will develop and use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and



Lingey House Primary School Curriculum

understand key features of events. Our children will understand some of the ways we can find out about the past and identify different ways in which the past can be represented.

In Key Stage 1, our pupils are taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

A history topic is explored every term. The children have an opportunity to delve into a new area of learning and develop their historical enquiry skills. Wherever possible, the children have access to artefacts and primary and secondary sources. They will begin to gain a chronological understanding.

Key Stage 2

In KS2, our curriculum extends the children's knowledge and understanding of British and world history in line with the National Curriculum. Alongside this, a thread of local history continues to allow the children to uncover how their home became the place it is today. Children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

In Key Stage 2, our pupils are taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Impact

Our children will become confident historians with an enthusiasm for the past and a clearer understanding of how this has moulded their lives today. They will become more confident using their enquiry and literacy skills whilst becoming more respectful of other nations, cultures and traditions. We also want children to question the impact of their learning and have posed the question 'How did people in the past shape our world today?'

Our Maths Curriculum



Lingey House Primary School Curriculum

Intent

At Lingey House Primary School, teachers hold and share the belief that all children can achieve in mathematics, and we provide a maths curriculum which caters for the needs of all individuals. We develop mathematical skills in three fundamental areas: fluency, reasoning and problem solving. Teachers ensure that key facts are taught in a well-developed sequence, building on prior skills and learning. Children will become fluent in the fundamentals of mathematics through frequent and varied practice developing the ability to recall and apply knowledge rapidly and accurately. We incorporate sustained levels of challenge through varied and high-quality activities to develop children's reasoning and problem-solving skills across all areas of maths learning and we ensure that lessons foster deep, conceptual understanding. Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge with differentiation being through depth, not acceleration. Children are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and children are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience and acceptance that struggle is often a necessary step in learning. We provide excellent opportunity for mathematics to be applied across all areas of the curriculum and in 'real life' contexts. Our children's mathematical development begins in Early Years through the EYFS curriculum and from Year 1 onwards our curriculum follows the National Curriculum Programmes of Study for Key Stages 1 and 2.

Implementation

Early Years

Throughout their time in EYFS, children are given opportunities to count reliably and to secure their number knowledge from 0 – 10, place numbers in order, subitise numbers and know some number bonds. They will develop a mathematical vocabulary through play and talk. Activities are provided both indoors and outdoors and will include exploring containers in sand and water; beanbag numbers games; jigsaws; lotto; dominoes; counting songs and rhymes and many more play based and open ended tasks. Children are taught maths daily in EYFS and are encouraged to explore their growing understanding of number and mathematical vocabulary across all areas of learning.

Key Stages 1 and 2

At Lingey House, we follow the 2014 National Curriculum for mathematics which aims to ensure that all children:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Children are taught mathematics daily covering a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics.

Due to the interconnected nature of mathematics, we aim to teach maths in both a cross-curricular manner as well as discretely to ensure the practical application of mathematical skills. We focus not only on the mathematical methods but also on mathematical vocabulary. All classes complete a daily retrieval task in addition to the maths lesson which aims to review and consolidate maths skills that have previously been taught. These retrieval tasks help our pupils to develop automaticity and



Lingey House Primary School Curriculum

fluency with key number facts and arithmetic methods that pupils need to draw on when learning new maths concepts. In essence we want children to learn more and remember more.

In order to ensure curriculum coverage and provide staff with a robust base for the delivery of the curriculum, we use Whiterose Maths in school. Planning is derived from here and teachers draw from a range of high-quality resources such as NRich and NCETM to expose children to a variety of reasoning and problem-solving opportunities. Concrete, pictorial, and abstract approaches are used to develop conceptual understanding. Teachers make clear links to real-life contexts to further broaden children's ability to apply their mathematical knowledge. In addition, pupils receive a daily mental maths/arithmetic session (Quick Maths) which is used to revisit learning and to develop fluency. Quick Maths is taught separately to the main lesson, but lessons equate to at least 60 minutes each day.

Times tables are taught discretely in all year groups with a particular focus in Year 2, Year 3 and Year 4 to ensure the children have met the curriculum objectives by the end of Year 4. To support the children with their multiplication practice, we use 'Times Table Rockstars' as an online and fun learning platform which also offer resources to be used in the classroom.

Learning Links

At Lingey House, our children will have the opportunity to make links with learning in other subject areas. For example, they will draw on their mathematical skills when interpreting and analysing data in a range of subjects, including Science, History and Geography. Particular mathematical concepts may be drawn upon across the curriculum, for example, symmetry and pattern in art and using their knowledge of time to improve their performance and speed in PE. In addition, the reasoning and problem-solving skills they develop in mathematics are applied across the curriculum, for example when justifying opinions or explaining their knowledge.

Impact

Children at Lingey House Primary are given every opportunity to achieve their full potential in Mathematics to prepare them for the next stage in their learning and for the world of maths beyond education. We use both formative and summative assessment information to help staff to ensure our children make exceptional progress; interventions are wisely used to support every individual.

Staff use assessment information daily to inform their planning and develop next steps in the children's learning. This enables the staff to provide the best possible support to cater to all children's educational needs, including providing appropriate support and challenge for those with special educational needs and/or disabilities and our more able children.

Through high quality teaching and learning in maths, our children will:

- Be enthusiastic and confident in discussing their learning and experiences in maths.
- Show a clear understanding of the skills and knowledge needed to be a mathematician.
- Be able to use the correct mathematical vocabulary to articulate their learning and experiences as a mathematician.



Our MFL Curriculum



Lingey House Primary School Curriculum

Intent

At Lingey House, we offer Spanish as our modern foreign language curriculum. Children begin formal learning in KS2 in line with the National Curriculum expectations but are often introduced to some basic Spanish words in KS1. Through our teaching of Spanish, it is our intention to develop our children's knowledge and skills when reading, writing, speaking and listening in a foreign language. We understand how language learning can prepare children for future employment and broaden their horizons in the future. Spanish is studied due to it currently being the fourth most common language spoken across the world and the language spoken within common holiday destinations (e.g. Spain, the Balearic Islands and the Canary Islands). We feel this language could broaden our children's opportunities and enrich their lives as they are more likely to visit a Spanish-speaking country on holiday allowing them to rehearse and utilise their Spanish skills in real-life situations.

Across KS2, we aim to:

- Acquire basic Spanish language skills across KS2 focused on the three curriculum areas of reading, writing and speaking and listening. Our children will be able to use simple sentences including everyday nouns, verbs and adjectives when conversing, reading and writing.
- Broaden the horizons for our children and equip them with the tools to go far. Our children will further develop their knowledge of Spanish speaking countries and their cultures, developing a sense of wonder.
- Develop a respect for other languages, cultures, people and places through our curriculum work. Children have opportunities to question and consider and identify similarities and differences between languages, cultures, people and places.
- Develop a strong sense of resilience and a 'can do' attitude in our children, which will help to lay the foundations for future language learning. Learning Spanish will provide children with the tools to excel in MFL learning during their secondary years and beyond.

It is intended that by the end of KS2, children have acquired an understanding of both spoken and written Spanish, confidence to speak Spanish with others and recognise how important other languages can be later in life.

Implementation

Throughout KS2, our children have weekly Spanish lessons. To support teaching and learning in Spanish, we use a program called 'Language Angels'. This is an interactive program which engages our children, allows them to hear the correct pronunciation of Spanish words and phrases and use these words across a range of games and activities. This not only engages children with the learning of Spanish but also ignites a life-long passion for learning a language.

There is a strong focus on developing a knowledge and understanding of Spanish phonics and grammar as well as developing a wide Spanish vocabulary. Children are presented with regular opportunities to listen to spoken Spanish, speak in Spanish, read Spanish words and produce writing in Spanish.

The units covered are progressive, building on the vocabulary and concepts previously taught and offering an opportunity to rehearse and apply this previous learning to new topic areas.

Impact

Through high quality teaching and learning in Spanish, our children will become confident when speaking and listening, reading and writing. They will develop the knowledge and skills to converse in another language or utilise their skills when looking at a variety of authentic sources. We want the children to discover and develop an appreciation of media, such as writing, songs and poems, in the language they have studied. We also want children to question the impact of learning a modern foreign language, both now and in the future, and have posed the question '*How can learning Spanish broaden my opportunities?*'.

Our Music Curriculum



Lingey House Primary School Curriculum

Intent

At Lingey House, we aim to enrich children's lives through music and believe that our Music curriculum should inspire a love of music. We want to develop their appreciation of a range of music across different time periods and genres. We encourage all children, no matter ability, to participate in a variety of musical experiences. Our curriculum is based on the fundamentals of music education: listening and appraising, composing, and performing. Teaching will focus on developing children's ability to understand rhythm and follow a beat, learning about the structure and organisation of music, as well as technical vocabulary. Children will have the opportunity to listen to and appreciate different forms of music as well as the works of great composers and musicians. Our music curriculum will also give the children at Lingey House Primary School opportunities to express themselves through singing and composing music on their own and with others. We will also provide opportunities for children to learn how to play a musical instrument and begin to read and follow simple musical notation.

The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Our curriculum meets the aims and programmes of study for the National Curriculum and the English Model Music Curriculum guidance through the use of *Charanga's Model Music Curriculum*. This scheme allows non-specialist teachers to deliver comprehensive and fun lessons to our pupils. We believe that Music should be fun and enjoyable, and keeping lessons practical and interactive enables us to ensure that children are engaged in teaching. Our teaching of music theory is done through a range of video, games and interactive learning. Our Music curriculum offers a wide range of genres and opportunities to explore music together and by incorporating the new Model Music Curriculum into our teaching, we are giving our children access to the aforementioned varied repertoire of music from a wide range of genres, which is embedded through both listening and appraising music, and singing in both lessons and assemblies. As well as singing, our children are given the opportunity to learn tuned instruments in both whole class and small group settings. We currently offer whole class teaching on the recorders, keyboards and ukuleles.



Early Years



Lingey House Primary School Curriculum

In the Early years, music is woven into daily life. Children are taught traditional songs and rhymes, whilst also being offered opportunities for experimentation and shared musical experiences. Children are given the opportunity to experience, listen, sing and dance to music. Children demonstrate musical expression, preference and confidence when creating their own musical experiences.

Key Stage 1

Music is planned to expose children to the foundations of music. Diving into beat, rhythm, pitch, tempo and dynamics. We pride ourselves in our carefully mapped out music progression to support our children's development throughout the curriculum. Children are encouraged to use these skills to express their individuality through music and gain a sense of achievement through demonstrating these skills, whether that be through a listener or a performer. Throughout KS1 children will focus upon percussion and be introduced to following simple graphic scores, preparing children for later in their Lingey House journey.

Key Stage 2

Music is planned to carefully build upon the prior knowledge and skills learnt and apply these skills to the recorder and ukulele. We pride ourselves in continuing to encourage musical expressions both in groups and as individuals, enabling our children to display their individuality and musical preferences. We pride ourselves in offering our children opportunities to develop notation, appraise various genres of music, play a range of melodies, create scores on Garage Band and share original compositions. Our Music curriculum nurtures confident, resilient and ambitious musicians.

Impact

Through our carefully mapped curriculum and high-quality teaching, our children will have obtained the key foundation skills of music. They will have experienced a wide range of music, percussion, wind and string instruments, key vocabulary, song writing and composition skills. When our children leave Lingey House, they will have gained the skills to work both in groups and independently, while gaining the skills of confidence, creativity and resilience to express themselves as musicians.



Our PE Curriculum



Lingey House Primary School Curriculum

Intent

At Lingey House we are passionate about raising sporting achievement and improving the health and wellbeing of all our pupils. Our aim is to deliver a high-quality Physical Education (PE) curriculum, as well as offer a wide range of extra-curricular activities. We believe that a rich and varied PE curriculum can improve attainment, attendance and behaviour. In addition, we want to inspire a love of sport in order to raise the level of physical activity of our pupils outside of school. Through our PE provision we aim to develop the skills and attitudes needed for every child to have a lifelong participation in physical activity and healthy living.



Implementation

Early Years

The EYFS provision offers play opportunities and experiences which support the development of children's Fundamental movement skills (FMS). These are the skills which support children's co-ordination and movement and the building blocks for movement. Our EYFS environment enables the children to develop all aspects of the Physical Development Prime Area of the Early Years Profile, and there are also planned opportunities which focus on the Expressive Arts and Design.

The children also have access to an outdoor area which is well equipped to develop their gross motor skills and gives them space for energetic activity. They have timetabled hall sessions which are used to access large space for running safely, adjusting speed, basic gym and dance, ball skills and movement sessions.

Key Stage 1 and 2

Pupils receive two hours of PE timetabled per week as set out in the National Curriculum. Children are given the opportunity to swim during KS2 and we aim for all pupils leaving the school to be able to swim at least 25m. Staff use Getset4PE planning and assessment guidelines to deliver their PE lessons. Lessons focus on one of these key areas:

- **Athletics** – Pupils in Y1-Y6 take part in an athletics unit each year, focusing on the three key areas: running, jumping and throwing. Correct techniques for all areas are taught and a focus is placed on both team and personal competition within lessons.
- **Dance** – Within dance, focus is placed on composition, performance and appreciation. Children respond to a range of stimuli to explore different movement patterns, performing with increasing confidence and developing their choreography skills.
- **Games** – Pupils regularly focus on games units within PE lessons. Games encompass net, wall and court games; striking and fielding games; and invasion games. Within these units, we focus on a progression of key skills required such as throwing, catching, hand-eye coordination, batting and developing an understanding of tactics in game situations. Ball control, spatial awareness, shooting, marking and teamwork are also developed. A key focus within games is also on developing the cooperation and leadership skills needed to be part of a team.
- **Gymnastics** – All children take part in regular gymnastics lessons. Focus is placed on flexibility, strength, technique, control, balance and sequencing. They work as individuals and pairs in lower school, progressing to group work by year 6.
- **Outdoor Adventurous Activities (OAA)** – Children work both individually and as a team within OAA lessons. They cover three areas of physical activity: orientation, communication and problem solving. Pupils have to use logical thinking skills to complete tasks
- **Swimming** – Pupils in KS2 swim at Heworth Leisure Centre. Pupils in Y6 then receive top up lessons at the end of the academic year.



Lingey House Primary School Curriculum

- **Fitness** – Children will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.

Additional Opportunities

In addition, the school is keen to provide a wide range of extra-curricular clubs for children throughout the year. The children enjoy the opportunity to work with coaches and have the chance to try new sports. Children are given opportunities to identify the types of clubs they would enjoy. We utilise local coaches and businesses where possible to ensure pupils can participate outside of school if desired. We promote these clubs via leaflets and on social media. We encourage the sharing of sporting success stories in our weekly praise assembly.

Pupils are regularly given the opportunity to participate in a range of tournaments and sports festivals both within school (Intra-competitions) between year groups and with other schools (Inter-competitions). A high percentage of our pupils attend these and demonstrate their key skills.

We want to instill a love of watching sport and hope this will inspire our children. We are passionate about providing opportunities to watch elite sport in the local area and have recently offered enrichment opportunities such as free Gateshead FC tickets, subsidised tickets and transport to watch England Women's National Football Team, discounted Newcastle Eagles Basketball tickets and the opportunity to perform as a cheerleader at the Newcastle Eagles match.

We have implemented the Outdoor Play and Learning (OPAL) Programme in school to revolutionise our break and lunchtimes. Children can access most of our grounds in most weathers and a large amount of the activities provided encourage children to be active. Children have the opportunity to play traditional sports and team games, play with a wide range of sports equipment and take part in a range of activities which develop fundamental skills needed in PE and sport, e.g. resilience and teamwork in den building.

Sports Ambassadors

Lingey House School's Sports Ambassadors are a group of children across KS2 who play a very important role in PE at the school.

Appointed in September for the whole academic year, Sports Ambassadors are responsible for:

- Promoting sporting events at Lingey House
- Encouraging other children to take part in physical activity
- Leading sporting activities
- Supporting staff with sporting events, e.g. setting up equipment, score-keeping
- contributing ideas for whole-school sport events

Sports Ambassadors have to apply for their positions and must be able to demonstrate a commitment to PE and sport, as well as the School Games values of honesty, teamwork, self-belief, respect, passion and determination.

Impact

As a result of strong teaching and learning in PE, children will recognise the importance of physical activity on their physical and mental wellbeing. The pupils at Lingey House will have good skills and attitudes leading to a lifelong love of sport equipped with the skills and knowledge to enable them to lead a healthy lifestyle.





Lingey House Primary School Curriculum

Our PSHE Curriculum

Intent

At Lingey House, we offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. We want our children to become 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. It develops the qualities and attributes children need to thrive as individuals, family members and members of society as well as the global community. PSHE is delivered throughout the school from Nursery – Year 6 on a weekly basis and as a school, using the Jigsaw PSHE programme. Through our whole-school approach to PSHE, our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures.

Implementation

EYFS

In the Early Years, PSHE is referred to as personal, social and emotional development. This area of learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social skills and a positive disposition to learn. Children will learn to form positive relationships that support mutual respect and understanding and that celebrate and acknowledge differences. With adults as guides and role models, children will gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image. Role play, stories, films and songs are used to help children explore their own culture and appreciate the similarities and differences in those of others. A positive self-image and high self-esteem will be encouraged to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them. Children will learn about different kinds of relationships. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote social success. Children are encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.

Key Stage 1 and 2

The teaching of PSHE is a whole school approach and not just an individual subject; therefore, the PSHE curriculum is covered in school in many ways. Discrete lessons are taught weekly using the Jigsaw programme to enhance our PSHE curriculum. This resource will support our school to provide a comprehensive programme that combines the new statutory content for Relationships Education and Health Education and Sex Education. The class teacher will usually be responsible for teaching PSHE to their own class. The class teacher will know the children in their class and this will ensure that the curriculum content meets the needs of the children. It will also enable the class teacher to extend and enhance the children's knowledge, skills and understanding throughout the school year and make reference to current and previous learning as necessary when opportunities arise across the school day.



Lingey House Primary School Curriculum

There will be half termly assemblies which will introduce the new focus to the whole school.

Impact

As a result of strong teaching and learning in PSHE as well as a progressive curriculum of skills and knowledge, we are providing our children with the lifelong skills and knowledge to:

- Act as kind, socially intelligent and resilient members of the community, who contribute to society.
- Show empathy, respect and value to everyone, maintaining successful relationships with others.
- Develop both enjoyment and skill in their areas of interests.
- Work successfully alongside others in a range of situations.
- Develop the relevant knowledge and understanding of how society functions and why.
- Display our school values and British values.
- Articulate themselves with confidence, listening well to others and holding effective conversations.
- Show awareness and vigilance to stay safe, both in the online and offline world.
- Use social media responsibly and safely.
- Know (and make use of) ways of keeping physically and mentally well.
- Work with curiosity and creativity in all they do.
- Take pride in their achievements and successes but act reflectively by finding ways to improve themselves.
- Challenge themselves in all they do, facing setbacks and hardship with resilience.
- Aspire to be the best they can be and feel success in all they do.





Lingey House Primary School Curriculum

Our RE Curriculum

Intent

At Lingey House, the role of Religious Education (RE) is to help prepare and equip all pupils for life in contemporary Britain by enabling them to acquire a good level of religious literacy. This means to gain an understanding of the diverse beliefs and religious practices of our faith communities, to understand the non-religious view held by a number of people in our society, and to respect the right of all people to make these very personal choices. Through an enquiry-based approach, children will become critical thinkers and able to identify, investigate and respond to a variety of issues and religious questions.

Implementation

We follow the Gateshead Agreed RE Syllabus (2018) and use the Discovery RE planning guidance as recommended by the local authority which allows our children to explore, engage and reflect on principal religions and their practices. Lessons take an enquiry-based approach to teaching and learning through key questions. Each key question for enquiry is such that it requires an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in

itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development. In addition to curriculum time, we have external visits to various places of worship and visits in school from different faith leaders which provide the children with valuable experiences. We have the philosophy that children are free to make their own choices and decisions concerning religion and belief. It is our aim to ensure we inform and develop the skills with which evaluation can take place.



EYFS

In the Early years, Religious Education is a key aspect in developing our children's personal, social and emotional development and understanding of the world. During the Early Years, children begin to explore the world of religion in terms of special people, stories, celebrations, events, places and objects. They begin to ask questions and reflect on their own feelings and experiences. Through exploring, observing and finding out about different religions and practices, they use their imagination and curiosity to develop a wonder of the world in which they live.

Key Stage 1

During Key Stage 1, our children are introduced to some of the beliefs and features of Christianity, Judaism and Islam and they begin to use subject specific vocabulary. Children are given the opportunity to raise questions and express their views simply. By encountering a variety of sources, children develop their enquiry skills to find out about religious and non-religious beliefs, practices and their impact on individuals and communities. Lessons take an enquiry approach with key questions being the driver to explore the overall unit question. Children are regularly given opportunities to consider what they can learn from the religious and non-religious worldviews and practices for their own lives.



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Key Stage 2

During Key Stage 2, our children are encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Building on their learning from Key Stage 1, our children extend and deepen their factual knowledge of religious beliefs and practices and begin to recognise local, national and global contexts. They extend their subject specific vocabulary, form their own reasoned opinions, identifying relevant information and using examples to back up their ideas. Children continue to be given opportunities to reflect on their own feelings, experiences, ideas, beliefs and values in relation to the religious material studied. During their time in Key Stage 2, children are taught about Christianity, Judaism, Islam, Hinduism and religious diversity. As such, by the time children leave our school in Year 6, they have encountered four of the world's six principal religions (Sikhism and Buddhism are taught at Key Stage 3).

Impact

As a result of strong teaching and learning in Religious Education, our children will have a sound knowledge and understanding of the principal religions they have studied, how many of the beliefs and values are interconnected, the impact that religion has on the lives of individuals and communities and the key religions present in their local community. Through this knowledge and understanding, children will celebrate difference and diversity, show respect for others with different beliefs to their own and have the self-confidence to debate their own opinions when discussing religion with others. We also want children to question the impact of their learning and have posed the question, 'What impact can beliefs have on the lives of individuals and communities?'





Lingey House Primary School Curriculum

Our Science Curriculum

Intent

At Lingey House Primary School, we recognise the importance of Science in every aspect of daily life and as one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires. The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence so that children think 'like scientists'. We aim to foster a lifelong love of science for our pupils and an understanding of the many careers associated with this subject.

Implementation

Early Years

In the Early years, science is taught through the children learning about the world around them in their learning through play. The focus in EYFS is about developing scientific language from an early age with an aim that children can use this scientific language confidently and accurately. They will also have lots of opportunities to investigate independently and as part of adult focussed activities. These investigations will be designed to develop enquiry skills and spark children's interests.

Key Stage 1 and 2

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school. Children have weekly lessons in Science throughout Key Stage 1 and 2 and are taught in topic blocks.

Link to curriculum overview

At Lingey House, we embed 'working scientifically' skills into our topics and these are introduced to the children through our Science Superheroes. Children are given opportunities to use these skills to discover the answers to a range of enquiry questions and experience problem solving opportunities that allow children to find out for themselves.

Children will:

- Use scientific vocabulary with confidence
- Work scientifically
- Observe patterns over time
- Identify, classify and group
- Research
- Collect and analyse data
- Apply mathematical skills when analysing data and new vocabulary and challenging concepts are introduced through direct teaching.





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The curriculum has been carefully planned and sequenced so that children are able to reactivate their prior learning from previous year groups and units which increases their enthusiasm for their learning whilst embedding this procedural knowledge into the long-term memory. All year groups start with the 'Animals including humans' topic and other topics are sequenced according to the time of year and prior learning. Specialist Scientific vocabulary is taught and built upon; we strongly encourage all pupils to use scientific vocabulary that is appropriate for their year group, so that they are exposed to a vocabulary rich curriculum.

Learning & Local Links

Throughout KS1 and KS2 children will have the opportunity to make links with other topics like using electricity within a design and technology project or extend their knowledge such as using their knowledge of rocks and soils when learning about mining. As much of the learning, where possible, will be practical. We will use our school grounds to teach some our studies. Additional opportunities are provided in Science, such as celebrating Science Week, whole school science workshop afternoons and educational visits linked to the science curriculum, such as visits to the Centre for Life.

Impact

As a result of strong teaching and learning in Science, the pupils at Lingey House will have a sound understanding of how Science works in the world around them, what it is to be a scientist and they will have the skills to investigate scientific questions, answering them in an accurate and systematic way.





Lingey House Primary School Curriculum

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Approved by Curriculum Committee 27/1/2026