



Mathematics at Heath Intent Statement

At Heath Primary School we endeavor to promote joy, wonder and curiosity within mathematics. Staff lead children to question the world around them and develop their creativity within mathematics so that they appreciate its beauty and power and are able to spot patterns, make connections and apply these skills across the curriculum.

We ensure that pupils acquire mathematical fluency and are able to recall and apply knowledge rapidly and accurately so that they are able to calculate efficiently.

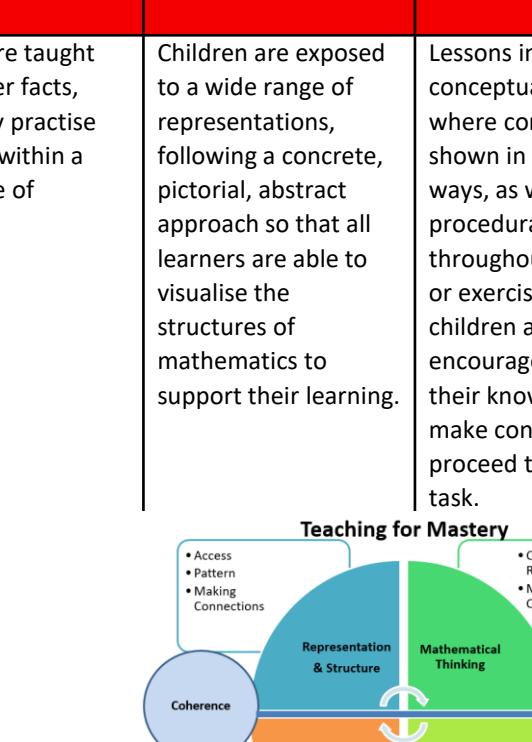
We enable children to develop an understanding of mathematical language, so that they are able to use this to communicate their understanding of mathematical concepts.

Teachers empower children with the skills necessary to problem solve, reason and justify about their mathematics and apply this to the world around them, both now and in their future lives.

By the end of their Primary School experience, children are equipped with the skills necessary to be financially literate and have the skills required for future employment.

Learning is tailored around the 5 Big Ideas of Teaching for Mastery:

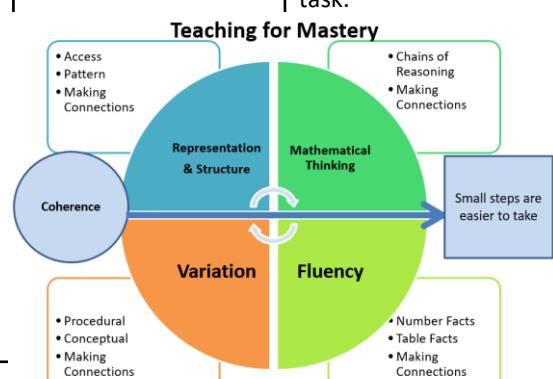
Small coherent steps	Making Connections	Fluency	Representations	Variation
In order to allow all children to achieve, scaffolding is necessary. All children are able to engage with the lesson as small steps are carefully engineered to guide them through their learning, leading them to conclusions and generalisations which, through careful teacher-led questioning and lesson design, they discover for themselves.	Units of learning are built upon prior learning and connections are made throughout the learning journey. Longer time is spent on each mathematical concept so that there is time for depth of understanding and children are able to make their own generalisations as well as reasoning about their maths and using their knowledge and understanding to solve problems.	Children are taught key number facts, which they practise and apply within a wide range of contexts.	Children are exposed to a wide range of representations, following a concrete, pictorial, abstract approach so that all learners are able to visualise the structures of mathematics to support their learning.	Lessons include both conceptual variation, where concepts are shown in a variety of ways, as well as procedural variation throughout a lesson or exercise in which children are encouraged to apply their knowledge and make connections to proceed through a task.



The diagram illustrates the 'Teaching for Mastery' framework, centered around the concept of Coherence. It features five interconnected components arranged in a circle:

- Coherence** (Blue circle): Associated with Access, Pattern, and Making Connections.
- Variation** (Orange circle): Associated with Procedural, Conceptual, and Making.
- Mathematical Thinking** (Green circle): Associated with Chains of Reasoning and Making Connections.
- Representation & Structure** (Blue circle): Associated with Access, Pattern, and Making Connections.
- Fluency** (Green circle): Associated with Number Facts, Table Facts, and Making.

A central blue arrow labeled 'Small steps are easier to take' points from Variation towards Representation & Structure, indicating the flow of learning progression.



Our EYFS staff lay the foundations of mathematical understanding upon entry into our two year provision and our nursery unit, where children are exposed to counting and are taught to subitise in a variety of contexts. Number songs and rhymes are embedded daily. Children begin to develop their understanding of numbers 1 to 5 and begin to use mathematical vocabulary to compare amounts or objects. Children are introduced to pattern and shape and develop their ability to recognise and replicate these in their play and exploration. Problem solving is entwined throughout the children's mathematical experiences: they begin to solve real life problems involving numbers up to 5.

This knowledge is built upon when the children move into our reception class. Here, they extend their counting and number recognition beyond 10: counting objects and sounds, subitising to 5 and placing numbers from 1-20 in the correct order. Children build upon their pattern spotting, noticing and correcting repeating patterns and beginning to apply this to number, exploring the one more/one less relationship. Mathematical language is extended further and children begin to explore partitioning and recombining, using concrete equipment: laying the foundations for calculation in subsequent year groups.

As children move into Year One, their learning is planned in line with the National Curriculum, based upon the NCETM Professional Development materials, which teachers use to design their lesson sequences.

In mathematics lessons across the school, teaching will look like:



A recap of prior learning at the start of the lesson.

This helps children to make connections and helps to embed the 'sticky' knowledge.



All children to move at broadly the same pace.

This helps children to make connections and helps to embed the 'sticky' knowledge.



Questioning is considered in lesson design and used throughout the lesson.

This can be a scaffolding technique to support learners as well as a way to deepen the understanding of those who have grasped a concept quickly.



Assessment for learning is ongoing throughout the lesson.

Both Teachers and Teaching Assistants will move around the classroom, supporting pupils and intervening at the point of crisis.



Metacognitive Talk is used to model reasoning and problem solving strategies.

This helps to narrate thought processes, making them explicit to children.



Worked examples are modelled.

These will later be used as a support structure and put on the working wall.



English at Heath Intent Statement

We believe that through communication which includes, speaking and listening, reading and writing pupils develop their power of imagination, inventiveness and awareness of the world. By helping them to gain a secure understanding of English, we are empowering our pupils to take pride in their abilities and presentation in both written and oral form and to communicate effectively and imaginatively, allowing them to engage with others in school and the wider society.

Our intention is to support pupils to become lifelong readers who have enquiring minds and are confident, independent learners and to develop knowledge of themselves and the world in which they live. By establishing an appreciation and love of reading, we are enabling our pupils to gain knowledge across the curriculum and develop their comprehension skills. We are committed to providing vocabulary rich reading material.

Key Learning				
	Appreciation	Analysis	Creation	Evaluation
Speaking and listening	Curiosity about language. Rhyming. Likes and dislikes therefore forming an opinion. Opportunities for experience of live or recorded drama.	What makes a good speaker and listener? Intonation Tone of voice Eye contact	Opportunities for drama and role play. Using new vocabulary in context. Opportunities to perform to an audience.	Reflecting on your performance and that of others.
Reading and Writing	Read and listen to a wide variety of quality text in different genres. Identify the rich vocabulary used and the effect it has on a reader.	Define the meaning of new vocabulary and analyse how authors use words to create effect. Form personal opinions about text and take inspiration from the authors techniques.	Use knowledge of different authors to write in similar styles. To write in different genres for different purposes. To use new vocabulary from reading in own writing.	Proof reading Editing and redrafting Using precise vocabulary.





Humanities at Heath Intent Statements

Our Geography intent at Heath is to inspire pupils with a curiosity and fascination about the world. Geography is, by nature, an investigative subject, which develops respect for global issues as well as an understanding of concepts, knowledge and skills. Through geographical investigation children learn appreciate the connection between the near and far, the Earth's key physical and human processes, people and environments, the economic and the social. Geographical skills are transferable to other curriculum areas by enabling children to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. Moreover they also promote their spiritual, moral, social and cultural development. Crucially, the geography curriculum also needs to engender the excitement, creativity and critical thinking about the world that will equip young people to make their own way in it. Our geography curriculum therefore offers a uniquely powerful way of seeing the world and creating geographers and empowered, responsible global citizens in the real world today.

Key Learning		
Knowledge of the world	Geographical understanding	Enquiry and Investigation
Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments	Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs Understand environmental issues and inequalities that have an effect on the world	Increasing the range and accuracy of investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry

In Early Years, children begin to develop prerequisite skills for Geography through the specific area of EYFS - Understanding the World from the People, Culture and Communities and the Natural World (vocabulary of physical and human features). The children learn to make sense of the immediate and then the greater world around them, contrasting and comparing different environments.



Humanities at Heath Intent Statements

They will learn to explain some similarities and differences between life in this country and life in other countries. Children will also learn to understand some important processes and changes in the natural world around them, including the seasons.

In EYFS this is implemented through:

Books, stories, maps

Walks and visits (walk around immediate environment noticing physical and human features)

Artefacts (globes, maps)

Photographs

Short film

Continuous provision (small world – farm, city, book area, weather charts, role play, puzzles)





Humanities at Heath Intent Statements

Our History intent at Heath is to engage children's interest and understanding through stimulating themes and topics. We ignite the children's natural curiosity and create opportunities for them to investigate past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem-solving. We teach children an awareness of chronology, and through this they develop a sense of identity, and a cultural understanding based on past and present events in their lives and their historical heritage. Through History, we encourage our children to value and respect their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. Our History curriculum makes a significant contribution to citizenship education by teaching about the manner in which Britain has developed as a democratic society and the significant people, events, societies and changes that have shaped the present world we live in today. Through historical enquiry and collaboration children learn from the past to become critical thinkers and develop a responsibility for their future.

Key Learning		
Chronological Knowledge and Understanding	Historical enquiry - Using evidence/Communicating ideas	Interpretations of History
Historical Concepts		
Develop an awareness of the past and be able to make connections across time Gives a framework for understanding the sequence of events	Children are given the opportunity to ask and answer questions and follow their own line of enquiry (collaboratively or independently) Research information from a range of sources Share their learning confidently and effectively	To understand there are different versions of the past dependent of the source To be objective and voice their opinions giving reasons and explanations



Humanities at Heath Intent Statements

In Early Years, children begin to lay the foundation for History by accessing Understanding the World. The children learn to make sense of their own life story, their own family's history and immediate community; understanding past events (within their and their family's experiences) and changes that have happened.

In EYFS this is implemented through:

Books and stories

Walks (to see the street furniture, houses, church)

Visitors (Firefighters, Police Officers, Nurses, family members, care home workers)

Artefacts

Photographs

Short film



PE at Heath Intent Statement

Our intent of teaching PE at Heath is to create and inspire an active generation to embrace physical activity, making a life-long positive impact on their own physical health and well-being.

All children will develop the fundamental skills, understanding and passion to enable them to progress physically through an inspirational, unique and fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals.

Our curriculum will challenge and promote self-esteem through the development of physical confidence and problem solving. It will teach children to cope with both success and failure in competitive, individual and team based physical activities. All children will develop the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

We aspire for children to be physically active and adopt a positive mind-set, believing that anything can be achieved with determination and resilience in a safe and supportive environment. Children will flourish through a dynamic, varied and stimulating program of activities which is essential in supporting their physical, emotional, spiritual, social and moral development.

Key Learning			
Do	Think	Feel	Reflect
Developing the key physical skills needed to participate and compete in a given sport or activity.	Through being an analytical and thoughtful learner, children will understand the rules, tactics and disciplines within an activity and identify the importance and benefits of an active and healthy lifestyle.	Development of personal, emotional and social values promoting positive attitudes and respect towards themselves and others.	Reflect on the outcomes of themselves and others to identify improvements on their own learning journey, setting personal goals and next steps.



French at Heath Intent Statement

To develop a love of languages through the delivery and participation of an interactive, practical and engaging curriculum to inspire pupils to want to learn further languages later on in their education and lives for pleasure.

To acquire the knowledge and vocabulary required in French to build the foundations to have the basic ability and confidence needed to communicate across French speaking countries.

To appreciate and learn about different cultures to inspire pupil's curiosity to explore the world and give them the drive to want to travel, study or work in other countries. Pupils will learn to communicate in a variety of ways effectively to give them an insight and analyse different cultures and values. Pupils will develop a curiosity and understanding of the wider world.

Key Learning			
Appreciation	Analysis	Creation	Evaluation
<p>Identify and enjoy different aspects of different cultures- e.g. food types.</p> <p>The desire to explore other countries.</p> <p>Appreciation of other people's life styles/values...</p>	<p>Analysing different cultures that go on to inspire travel.</p> <p>Analysing different methods of communication fit for purpose.</p> <p>To analyse what is being spoken in a different language to be able to respond appropriately.</p>	<p>Use knowledge and skills of vocabulary to effectively communicate in a different language with confidence.</p> <p>To use oral and written methods of communication.</p> <p>To be able to listen to other and respond effectively.</p>	<p>Reflect on ability to effectively communicate and recall of learnt vocabulary.</p> <p>Use skills and vocabulary learnt to develop fluency over time.</p> <p>Reflect on different cultures around the world and how they will inspire your lifestyle with regards to life style, work choices, holidays, food etc.</p>



RE at Heath Intent Statement

To foster an excitement and interest in other people's spiritual, moral, social and cultural beliefs whilst understanding the relevance and impact of faith in the modern world.

Promote inquisitive minds in order to forge respect, tolerance and understanding of views, cultures and ways of life (both religious and non-religious) for all those around them including themselves.

Giving children the breadth of knowledge and opportunities to explore faiths within their community and the wider world in order for them to form their own views and opinions and recognise its relevance in their own lives.

Inspire and enthuse children through an expressive cross-curricular approach to the teaching of RE.

Key Learning			
Appreciation	Analysis	Application	Evaluation
Being exposed to other views and cultures (both religious and non-religious) Being inquisitive about other people's way of life and showing respect for differing viewpoints.	Systematic enquiry into big questions. Identifying their own opinions. Investigating belief systems and world-views. Developing skills to think logically about spiritual issues.	Develop responses of their own to a variety of issues. Express their own ideas and opinions in various forms. Formulate their own set of guiding principles to live by.	Reflecting on different faiths and ways of life of others and themselves. Being able to identify and appreciate similarities and differences between themselves and others. Evaluate their own position on SMSC values.



Music at Heath Intent Statement

Music connects us all. We recognise it is a performing art tool which inspires creativity, is a means of self-expression and steers children on their musical journeys as well as giving them opportunities to connect with others.

It is a universal language that allows us to connect across the world, encouraging diversity and multicultural understanding. Giving children an understanding of creative developments over time.

We encourage children to adopt a life-long love and enjoyment by exposing them to a wealth of musical experiences and igniting a passion for music.

Music affects emotions and is beneficial to our well-being. It forms our identity, promotes a sense of community and belonging. It enhances self-esteem and self-discipline, nurturing transferable skills.

Key Learning			
Appreciation	Appraisal	Composition	Performing
Identify in music, cultural or historical influences and have opinions about these in the context of the world. Appreciate different tastes in music and value the opinions of others.	Analyse music to identify techniques, musical elements and instrumentation to enable children to become a discerning listener.	Use and apply knowledge of a wide range of techniques to confidently create pieces of music, express themselves and communicate with others.	With courage, perform to an audience to enable confident and collaborative working. Celebrate success at all levels. Perform with others, building resilience and teamwork.



Science at Heath Intent Statement

Science is a spark of wonder that ignites curiosity that takes us on a journey of discovery. By following the footsteps of scientists from the past, children will learn how to make their own impact in the future.

Science at Heath Primary School should promote and nurture curiosity and wonder. Children are encouraged to generate their own questions as well as the approaches to finding the answers. Learners are encouraged to make mistakes on the path to discovery. Practical investigations create opportunities to develop enquiring minds in search of answers. Children develop respect for the natural world and our position in it, recognising that science impacts all aspects of our lives.

Key Learning				
Curiosity	Journey of Discovery	Impact & Understand	Respect	
What do I want to find out?	I will use my senses I will explore	What do my findings tell me?	We are very small in the bigger picture	
What do I think will happen?	I will get things wrong I will learn from my mistakes	What do I know now that I didn't know before?	Where does my new and existing knowledge fit in?	
Where do I need to look?	I will test fairly	What do I still need to find out?	What can I do with my new knowledge?	
Why is it important to find out?	I will make meaningful observations	How will I find out more?	Can I make a difference?	
What do I need to help me answer my questions?	I will argue I will listen I will respect the views of others I will explain	Where can I find similar evidence? Where can I find contrasting evidence? How do I feel about my findings?	How valuable is my knowledge? How do I share my knowledge?	



Computing at Heath Intent Statement

Through our Computing curriculum we aim to give our pupils the life-skills that will enable them to become creators not just consumers of digital content. We want them to find a greater appreciation of the work that goes into creating the content they consume on the internet. We want them to be able to understand the creative process, then attempt to replicate content made by creators and designers.

We recognise the growing importance of technology in the modern workplace and want our pupils to gain an appreciation of the significance of technology; when and where it is used and how it benefits society. It is our intention that all pupils will develop their digital literacy across a range of devices, so that they can comfortably undertake everyday tasks choosing appropriate software.

We aim to build our pupil's knowledge of coding while showing them real-life examples. We want to give them a platform to build from and help them to discover aspects of computing that they may not have known before.

Pupils will learn to troubleshoot technical problems both in software and hardware, allowing them to feel independent. We want them to feel confident applying this knowledge to new applications using problem solving skills and experience with prior applications.

Throughout our pupil's Computing experience, we are not only aiming to cover statements from the national curriculum but to allow children to navigate the digital landscape safely, identifying our digital footprints and knowing that not all sources can be trusted. Our pupils should be aware of how and when to report concerns both to trusted adults in their community and support services.

Key Learning			
Use(Digital Literacy)	Understand	Creation	Evaluation (throughout)
To be able to choose appropriate software. To be able use a range of apps, programs or pieces of software that are designed to fulfil a particular purpose independently.	To understand how apps, programs or software work and be able to explain how. To understand the concept of algorithms (they only do what you tell it to). To understand how to stay safe in the digital landscape.	To create and manipulate programs using pre-existing software. To create common document file types; (eg. word, powerpoint, publisher)	Reflect on work created, by self or others, to identify logical (step-by-step) approach to creating. To aid problem solving by learning how to identify and alter areas to improve their own digital literacy.



Art at Heath Intent Statement

Art is much more than painting and drawing, it is both an expression but also a fundamental part of the world we live in.

In Art every child will be given the opportunity to develop confidence, enjoyment and the ability to express themselves creatively. Children will be encouraged to share and celebrate their successes, talents and experiences both within school and the wider community surrounding Heath.

It is important for them to acquire experience of different art forms both cultural and historic, evaluating these so that they can confidently express their opinions in a supportive environment which encourages open exchange of ideas and individual taste.

Through a creative curriculum, children will embark on a journey which will inspire and provide them with the skills and knowledge to identify any creative and artistic challenges they may face in the future. It will allow them to experiment and create individual pieces that reflect their own learning and ideas.

Each child will develop and use variety of materials and techniques effectively so that they may apply these when creating their own original work for pleasure, well-being or for commercial purposes.

The children will leave with an abundance of enjoyable memories, diverse creative experiences and an understanding of the importance of Art in a variety of settings globally.

Key Learning			
Appreciation	Analysis	Creation	Evaluation
<p>Identify in works of art cultural or historical influences and have opinions about these in the context of today's world.</p> <p>Identify in works of art what they find pleasing.</p>	<p>Analyse works of art to identify techniques, materials and effects in order that informs personal opinions and may inspire personal creation.</p>	<p>Use knowledge of different art and skills taught to express their own ideas in works of art.</p>	<p>Reflect on work created and identify what they find pleasing and effective and how work could be further improved.</p>



DT at Heath Intent Statement

DT gives children the skills and abilities to engage positively with the designed and made world and learn how designing, making, using and evaluating products can inspire improvements to the world around them. In DT every child will be given the opportunity to develop confidence, enjoyment and the ability to express themselves creatively. Children will be encouraged to share and celebrate their successes, talents and experiences both within school and the wider community surrounding Heath.

DT at Heath provides children with a real life context for learning. Each DT project follows the design, make and evaluate cycle and each stage is rooted in technical knowledge. The skills learned in DT also help with learning across the curriculum. DT gives a context for embedding literacy, maths, science, art, PSHE and ICT. It also provides opportunities for problem solving, making decisions and practical activities.

Each child will develop and use variety of materials and techniques effectively so that they may apply these when creating their own original products for pleasure, well-being or for commercial purposes.

The children will leave with an abundance of enjoyable memories, diverse creative experiences and an understanding of the importance of DT in a variety of real life settings.

Key Learning			
Appreciation	Analysis	Creation	Evaluation
Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. They should carry out thorough research, show initiative and ask questions to develop a detailed knowledge of users' needs.	Analyse ideas, designs and products to identify techniques, materials and processes that will inform personal opinions and may inspire personal creation.	Apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art to express their own ideas in making a range of products.	Critique, evaluate and test their ideas, products and the work of others against design criteria. Identify what they find pleasing and effective and how work could be further improved.



PSHE/RSHE at Heath Intent Statement

PSHE/RSHE is a vital tool to ensure all children are equipped with the ability to show resilience and integrity at the heart of all that they do. By supporting the whole child we allow them to flourish both personally and academically.

PSHE/RSHE not only helps children stay healthy (emotionally and physically) and safe (on and offline), it also prepares them for life's challenges and growing up in an increasingly complex and diverse world. Children are more prepared for modern life; from dealing with friendship fallouts, making responsible decisions about alcohol and smoking, to taking their first steps into the working world.

PSHE lessons help children develop the knowledge and attributes needed to make profound and sometimes life changing decisions and to allow them to thrive in society.

Children are encouraged to talk about their own thoughts and feelings with a view to understanding that these are normal and are all part of good mental health. Children are shown that when times get tough, they know how to manage these feelings and which trusted adults are there to support them and that sometimes, it is ok not to be ok.

Key Learning			
Appreciation	Analysis	Application	Respect
Knowledge of online and offline safety, health and relationships. Key vocabulary when talking about these ideas in order to keep themselves safe from harm.	Tackling issues which may be a barrier to their learning/wellbeing. Knowing which trusted adults to turn to in times of crisis. What are healthy and unhealthy relationships and what might these look like in real life?	Develop responses of their own to a variety of issues (such as saying no, not being exploited in any way) Using the required vocabulary for these responses.	Frontline of child protection. Knowing when they may need a little support, that it is ok not to be ok sometimes. Understanding and acceptance of differences including LGBT, religion, culture and needs.



PSHE/RSHE at Heath Intent Statement

In Early Years, children begin to develop PSHE skills through PSED – Personal, Social and Emotional Development.

PSED focusses on building children's awareness of the world around them, the other people in that world and the way they feel about it and themselves. **PSED** is important for children's social and emotional development, but the topics are often used to target other key skill areas too.

Within PSED EYFS the three main ELG are:

Self-confidence and self-awareness - Children are willing to attempt new things, to explain why they do and do not like things, they can speak in group settings or one-on-one and about their own thoughts and ideas.

Managing feelings and behaviour - Children feel comfortable talking about their feelings and other's feelings, they recognise some behaviour is appropriate and inappropriate, they can moderate their behaviour with regard to others.

Forging relationships: Children playing together, taking turns, taking each other's ideas and feelings into account.