

# Intent, Implementation and Impact Statements

## Curriculum

### At Merton Junior School, our intent is:

- To provide a progressive curriculum which is exciting and challenging, where children experience the opportunity to learn in a wide range of contexts including using concrete and pictorial resources;
- To provide a stimulating learning environment which promotes the full potential of each child through an engaging curriculum which develops academic, social and emotional growth;
- To allow children to make connections through our project led approach which sparks curiosity by raising questions, applying previous learning and building upon progressive skills across the year groups;
- To make memories. This is at the heart of our vision ensuring that children have enriching, exciting and equal opportunities to explore the world in which we live and become life-long learners;

Every child at Merton Junior School is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values. We aim to provide exciting opportunities to engage learning and believe that all children should be actively involved and challenged within their learning.

Within our curriculum we recognise that the children need to value themselves whilst developing aspirations for their future and for their community. We are passionate that all children realise that it is a big and wonderful world out there and when they leave us they are ready for the next chapter of their journey.

In recognising the development of the whole child, the physical, mental and emotional wellbeing of the children is supported across the school to ensure that they are in a positive mind-set to be able to access the curriculum. The school has various systems, in and out of the classroom, which support the emotional and mental well-being of children and signposts parents to external support when necessary, seeking the involvement of a range of agencies. Our staff are particularly warm and nurturing; relationships across the school are exceptionally strong.

<b>INTENT</b>	<b>What are we trying to achieve?</b>	Exciting opportunities to engage, challenge and motivate learners, through visitors, creative activities, artefacts and external visits.	Chances for literacy skills to be applied through a range of contexts	Children to be actively involved and challenged within their learning	Memorable hands-on experiences and exploration to improve quality of writing and depth of learning		
		Clear progression across the key stage	Appropriately pitched tasks which build upon prior learning	Even coverage and focus of all subjects across the curriculum	Development of well-rounded, optimistic, tenacious individuals who are ready to attend secondary school, and beyond, with a secure background knowledge of each subject.		
<b>IMPLEMENTATION</b>	<b>How do we organise learning?</b>	Learning will happen through...	Lessons, first-hand experiences, trips, visitors into school, practical experiments, artefacts, research, teaching, exploration				
		Learning will develop these skills/dispositions/values...	Motivation, enthusiasm, respect, tenacity, optimism, nurture, independence, interdependence, creativity, problem solving				
		Learning will provide a broad and balanced mix of these subjects...	Literacy, History, Geography, Art, Music, DT, RE, Science, French, Computing, Maths, PE				
		School specific components...	Our curriculum provides hands on opportunities and creative learning accessible to all pupils no matter what their social and emotional backgrounds. Nurture and ELSA provision to support individuals within school. Learning will ensure that all children have access to relevant, exciting opportunities which they might otherwise not be able to access.				
<b>IMPACT</b>	<b>How do we judge our success?</b>	Internal progress and attainment data	Mobility (staff & pupils) – full/nearly full PAN	Pupil questionnaires and conferencing	Performance Management	External visitors (LLPR/advisors/HIAS etc.)	Leaders' Action & Impact documentation
		Boxall Assessments	Progress towards personal targets	Parental feedback/questionnaires	Community feedback (including govts)	External moderation (incl' KS2 SATs)	Leader & Subject leader monitoring (books/planning/learning environments)

Pedagogy

Personalised learning, individualised targets, flexible and fluid groupings, teacher/LSA intervention with lessons, differentiation tasks accessible for all learners, learning focused tasks, clear success criteria,

# Reading

<p>At Merton Junior School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. Reading is a skill that enables children to develop their learning across the wider curriculum to engage and enrich their experiences in school. We aim to foster a love of reading therefore enriching children's learning through carefully designed teaching activities that develop the children's fluency, word reading and comprehension. Our Reading Workshop sessions allow children to immerse themselves in a wide range of genres and thought provoking texts and to develop their reading through the eight reading domains: word reading and fluency, inference, themes and conventions, language for effect, select and retrieve, summarise, clarify and respond and explain. These domains will be revisited repeatedly during our sequences of lessons to ensure the learning is embedded and skills are successfully developed. It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina, which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is incredibly important.</p>							
INTENT	What are we trying to achieve?	To develop reading for pleasure across all year groups.	Appropriately pitched texts and tasks across each year group with a reading focus and not writing. Task design – a variety of engaging tasks.	Developing a deeper understanding and connections to books and their characters.	A more beneficial learning environment which promotes reading.		
		An increase in pupil progress and attainment.	A range of texts being read to the children, read by children and studied in reading workshop.	Teachers who share their enjoyment for reading and reading workshop lessons.	Children who read fluently and with expression, showing an understanding of how the text should be read.		
IMPLEMENTATION	How do we organise learning?	Learning will happen through...			A varied curriculum of texts, differentiated to meet the needs of all learners. Challenge for all abilities, stretching vocabulary and a deeper understanding of meaning beyond just the words on the page. Quality first teaching. Children being motivated to read at home. Authors visiting the school		
		Learning will develop these learning skills/dispositions/values...			Motivation, enthusiasm, respect, tenacity, optimism, nurturing, independence, collaboration, creativity, problem solving		
		Learning will provide a broad and balanced mix of these subjects...			Word Reading, Inference, Language for Effect, Themes and Conventions, Clarify, Summarise, Select and Retrieve, Respond and Explain		
		Subject specific components...			Our curriculum will provide the opportunity for all children to access a range of texts to develop their understanding of the literary world as well as the world around us through both fiction and non-fiction texts.		
IMPACT	How do judge our success?	Internal progress and attainment data  External moderation (incl' KS2 SATs)	Pupil questionnaires and conferencing	Leader & Subject leader monitoring (books/planning/learning environments) Particular focus on SEND, PP and GDS.	Progress towards personal targets	An inviting and exciting reading environment in each classroom and the school library	Spelling tests scores

# Writing

<p>At Merton we believe English is an essential life skill. Success in English enables children to communicate effectively at school, at home and in the wider community. The skills of speaking, listening, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. At Merton we strive to use our teaching environments to help immerse the children within text drivers, and aim to include vocabulary rich examples to help build their confidence as writers.</p> <p>Within lessons, high quality teaching drives learning forwards through teacher's strong subject knowledge to adapt, support and extend learners. For this to be successful all staff plan using the National Curriculum alongside the progressive writing overviews. These are tailored to each year group enabling children to flourish through opportunities to develop speaking and listening skills as well as a focus on vocabulary and grammar.</p> <p>Throughout the school, teachers endeavour to bridge gaps and monitor individual progress through their ongoing and varied use of assessment. At specific points in the learning journey, we differentiate through flexible grouped classes, using adults to maximise progression within every lesson. We expect children to utilise their learning environment and grow with independence as they develop their writer's voice through sentence structures.</p>					
INTENT	What are we trying to achieve?	Opportunities for cross curricular writing. Opportunities for increased extended pieces of writing to build up stamina.	Memorable hands on, exciting experiences to ensure good quality writing	Clear progression across each year group and the key stage	Children being responsible for their development as a writer.
		Clear adaption/variation of tasks for all abilities that build on prior knowledge Tasks will be suited to all abilities and skills covered from missed learning taught.	Clear pedagogy of writing across school. *All writing has a clear P.A.L (purpose/audience/layout) *Develop a variety of sentence structure usage.	Working walls for Writing in every classroom updated and accessed by all children.	Vocabulary lessons being explicitly taught. *Deeper immersion within a text through use of text drivers to enable children to use higher level vocabulary. *Tiered vocabulary is used, linking to the class text driver.
IMPLEMENTATION	How do we organise learning?	Learning will happen through...		Teaching, lessons, trips, research, marking, first hand experiences, up to date working walls, appropriate resources, spelling tests, apprentice & application pieces, ECC lessons, CPA lessons, cross curricular writing, reading of quality texts, talk, clear success criteria, individual target setting	
		Learning will develop these learning skills/dispositions/values...		Motivation, enthusiasm, respect, tenacity, optimism, nurture, independence, creativity, problem solving	

		Learning will provide a broad and balanced mix of these subjects...			Cross curricular writing links, writing evident in all subjects – same expectations as when writing in English lessons/books	
		Subject specific components...			Write a variety of genres, know their features & apply them creatively. Use a variety of sentence structures and high level vocabulary.	
IMPACT	How do judge our success?	Writing moderation – internal and external  Assessment data	Book monitoring – Do the outcomes in books reflect the learning journeys? Have groups been differentiated for suitably?	Learning walks – SEN, PP and GDS	Pupil conferencing – SEN, PP & GDS	When reading the Writing learning journeys – professional dialogues with colleagues about potential improvements and following pedagogy. Have the learning journeys been amended when resourcing and teaching? Have teachers planned separately for SEN?

# Maths

<b>INTENT</b>	<b>What are we trying to achieve?</b>	<p>At Merton, we aim for all children to learn maths through being mathematicians. Problem solving is used by all to drive pattern spotting, develop a bank of tools used to break problems down and build on previous learning. This is achieved through: questions that are crafted to achieve a specific outcome or unpick a common misconceptions; questions rooted in a context that allows children to apply their understanding; providing children with a bank of tools (maths tool kit) to tackle problems and make generalisations.</p> <p>Lessons begin by high quality teaching through teachers strong subject knowledge delivering child led and structured inputs, enabling children to ask questions, trial and improve methods and access a set of appropriately sequenced lessons built around a clear understanding of the children's prior knowledge. Assessment is seen as a crucial tool to delivering a concept successfully, ensuring that we build a holistic understanding of pupils and their individual needs. This is to ensure teaching is activating hard thinking. We differentiate through flexible grouped classes to using adult deployment to maximise progression within every lesson. Differentiation is also deployed through the use of practical resources, visual aids and effective questioning and modelling.</p> <p>We expect children to utilise their supportive environment and grow with independence as they develop their own 'maths toolkit'. The curriculum is planned to ensure that knowledge and skills build upon each other to support this progression. Each year group offers time for maximising opportunities to learn through small group or 1:1 intervention.</p>			
		Previous years learning objectives consolidated	Coverage of current year's learning objectives being taught consistently.	Interventions/ pre-teaching key concepts to support identified groups of need.	More mastery opportunities for children of all abilities.
		Counting skills taught prior to each maths lesson to support links with multiplication and pattern spotting. [Increase number of children that know all multiplication and division facts up to 12 times tables.]	GDS children applying their knowledge with a wider range of concepts and making links across maths units	Ensure children develop their mathematical vocabulary and have opportunities to 'talk'	Recap maths units through arithmetic to support 'spaced practise and retrieval'
		<b>IMPLEMENTATION</b>		Learning will happen through...	
Learning will develop these learning skills/dispositions/values...				Independence, resilience, enthusiasm, problem solving, working systematically	

	<b>How do we organise learning?</b>	Learning will provide a broad and balanced mix of these subjects...			Addition, subtraction, multiplication, division, fractions, decimals, percentages, shape, measure and problem solving		
		Subject specific components...			Subject knowledge, cutaway teaching, flexible grouping (where needed), progressive and catch up planning, practical resources deployed effectively, problem solving tool kit and sentence stem light bulbs, continuous AFL.		
<b>IMPACT</b>	<b>How do judge our success?</b>	Pupil progress meetings- internal data	Formative and summative assessment	Internal & external moderation/ monitoring including LLP/ governor visits	Pupil conferencing	Pupil progress meetings- internal data	Formative and summative assessment

# Phonics

INTENT	<p>At Merton, we believe that by the end of KS2, children should have a solid understanding of the sound and spelling system and use this to read and spell accurately. We enable our children to access texts that are inspiring and communicate their phonemic skills in a literary context. We build children's speaking and listening skills in their own right to prepare children for learning to read and spell confidently and accurately. Where gaps are identified coming into KS2, a highly structured and systematic synthetic approach to teaching Phonics is provided (taken and adapted from Rocket Phonics), which strives to give our pupils the very best oracy, reading and writing experiences from the moment they join us. This whole-language approach allows pupils to be taught the phonological awareness skills, which in turn aids them in becoming competent language users right from the start of their education at Merton and continues the work completed with Rocket Phonics within the feeder infant school. This foundation gives our children the basis to build from and is crucial to their understanding of spelling strategies introduced through the <i>No Nonsense Spelling</i> programme.</p>					
	What are we trying to achieve?	Quality first, effective phonics/ spelling teaching	Flexible groupings to meet the needs of learners	Confident and consistently strong teachers and LSAs	Ethos of try/ use known strategies when reading/ writing unfamiliar content.	Children will use phonemic decoding strategies first when reading or spelling unfamiliar words.
		Regular phonics/ spelling screening for those not meeting expected standard at Y1.	Fun and engaging tasks that are appropriate for our learners.	Skills from sessions consistently used in reading and spelling.	Children are familiar and use key terminology correctly.	Interventions that accelerate progress and retention of decoding skills.
IMPLEMENTATION	How do we organise learning? (See also lesson 'success criteria')	Learning will happen through...		Fast paced, daily lessons or interventions, flexible groupings, appropriate and relevant tasks		
		Learning will develop these learning skills/dispositions/values...		Strategies for reading, spelling and writing. Children will approach unknown vocabulary with confidence, non-decodable words are taught and used, and repertoire of strategies are embedded and consistently used.		
		Learning will provide a broad and balanced mix of these subjects...		Reading, writing, spelling, oral and written communication.		
		Subject specific components...		Grapheme-phoneme correspondence charts are widely used to aid the independence of children's spelling, reading and writing. Children are self-aware of their ability and understand how to support this further.		

<b>IMPACT</b>	How to judge our success?	Monitoring and learning walks	Feedback on planning	Assessment by VH (Screening)	Assessment by intervention lead (INSIGHT objectives)	Cross curricular link and evidenced through reading/writing	Pupil conferencing
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# Science

INTENT	What are we trying to achieve?	<p>At Merton, we aim for all children to learn science through being scientists. Questioning is used by all to drive curiosity, develop the application of knowledge and nurture critical thinking. This is achieved through: experiences and opportunities that emulate how science works in the 'real world'; offering a problem solving ethos where enquiry is at the heart of our lessons; providing children with new opportunities or skills whilst exploring overarching questions linked to their topics.</p> <p>Lessons begin by teachers imparting just enough scientific content needed for all children to confidently explore and investigate for themselves. We differentiate through removing scaffolds that support children's enquiry and helps develop their scientific skill further. Recordings and notes are made by children when it enhances their understanding of practical enquiries made.</p> <p>We expect children to become progressively better at tackling scientific problems that they are faced with. This may mean they face problems from wider contexts or more challenging problems requiring the application of more sophisticated ideas and skill. The curriculum is planned to ensure that knowledge and skills build upon each other to support this progression. Time is also set aside, within the curriculum, to follow children's lines of enquiry, thus promoting learners' that seek out answers to their own questions or understanding.</p> <p>Each year group offers time for 'rich investigations' and longitudinal studies that: fosters excitement and a sense of wonder for science; encourages deeper thinking of taught content; enables children to make links between prior knowledge, experiences, data and the disciplinary or substantive skills being taught.</p>					
IMPLEMENTATION	How do we organise learning? (See also lesson 'success criteria')	Learning will happen through...		Enquiry based lessons that excite and ask children to question for more detail, practical learning, quality first teaching, trips, visitors, life experiences that bring the children's learning back to 'real-life contexts'.			
		Learning will develop these learning skills/dispositions/values...		Motivation, Optimism, Tenacity, Enthusiasm, Respect, Independence, Collaboration, Creativity, problem solving, critical thinking of what they think and analysing.			
		Learning will provide a broad and balanced mix of these subjects..		Cross curricular opportunities; Maths, Geography, Music, English, DT, History, PE.			
		Subject specific components...		Children will have the experience of hands on learning, planning, discussing, experimenting, enquiring, questioning, concluding – children will explore these key ideas/ skills through their enquiries.			
IMPACT	How to judge our success?	Action plan	Learning journeys will be progressive, exciting and challenging	Book monitoring	Support colleagues when planning projects and designing tasks – confidence will grow	Understand how to judge our success' and what ARE in Science looks like.	Impact plan

<b>INTENT</b>	<b>What are we trying to achieve?</b>	Exciting opportunities to engage, challenge and motivate learners, through visitors, creative activities, artefacts and external visits.	Chances for literacy skills to be applied through a range of contexts.	Children to be actively involved and challenged within their learning.	Pupils with: * an understanding and knowledge of aspects of life that they are not necessarily exposed to or experience in their day to day life. *social and emotional skills and the opportunity to explore the ‘big’ questions in life within a safe and secure environment. *the opportunity to explore the significance of religious and non-religious world views and their impact on the lives of individuals, communities and societies. *the opportunity to be independent in both thought and action and to live successfully as part of society.
		Clear progression across the key stage in Christianity and in Hinduism in Years 3-4 and Islam in Years 5-6.	Appropriately pitched and linked tasks which build upon prior learning especially related to the 4 golden threads of Love, Special, Belonging and Community.	Pupils who can DISCERN by considering and understanding: <ul style="list-style-type: none"> <li>• what is important for them in their own lives</li> <li>• what is important to others and why</li> <li>• what it means to live a religious life both individually and corporately</li> </ul>	
		Development of well-rounded, optimistic, tenacious individuals who are ready to attend secondary school, and beyond, with a secure background knowledge of the subject.			
<b>IMPLEMENTATION</b>	<b>How do we organise learning?</b>	<b>Learning will happen through...</b>		Lessons, first-hand experiences, trips, visitors into school, artefacts, research, teaching, exploration.	
		<b>Learning will develop these learning skills/dispositions/values...</b>		Respect, tolerance, compassion, empathy, understanding of democracy and equality, enquire, communicate, apply, contextualise, evaluate.	
		<b>Learning will provide a broad and balanced mix of these subjects...</b>		Good and Evil, Angels, Divine, Belief, Sacred, Symbol, Prophethood and Leadership, Holy, Pilgrimage, Ritual, Peace, Identity & Belonging, Prophecy, Messages, Resurrection, Rituals, Water, Interpretation, Stewardship, Freedom, Rites of Passage.	
		<b>Subject specific components...</b>		At Merton we seek to introduce children and young people to what a religious way of looking at, and existing in the world, may offer in leading one’s life, individually and collectively. The skills of	

					tolerance and respect for all will be explicitly taught through open discussions, lesson content and examples.		
<b>IMPACT</b>	<b>How do judge our success?</b>	Internal progress and attainment data	Progress towards personal targets	Pupil questionnaires and conferencing	Book monitoring of marking feedback	Internal progress and attainment data	Progress towards personal targets

# PE

<b>INTENT</b>	What are we trying to achieve?	<p>At Merton Junior School our aim and vision for physical education and sport is that every child should take part in physical exercise and activities regularly as well as becoming more confident and competent in their abilities. Our mission is to improve and increase the quality and quantity of high quality PE for pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school. We offer children with sporting opportunities to fit all needs and desires, this hopefully supports children developing a love for sport and carry this on throughout their lives. Our aim is to provide children with at least 2 hours of engaging and exciting active PE lessons per week to keep children fit and healthy.</p> <p>The goal is to also create an environment in which children are active for at least 30 minutes daily by offering sporting activities during breaks and lunchtimes as well as after school clubs. This supports their understanding on having a healthy, balanced lifestyle.</p> <p>At Merton, we believe every child should have the same opportunities and take part, which is why we offer clubs for free for all children during their time here. These clubs offer a range of different activities from street dance to capture the flag to golf.</p> <p>We also believe that children should have the opportunity to compete in a variety of competitions during school and represent Merton at local events. This supports children to develop greater confidence, team work and learning to win and lose with grace and sportsmanship, something Merton do very well.</p> <p>It is also of paramount importance that we create sporting leaders during the children's time at Merton. We aim to offer lots of children the opportunity to lead sporting activities, organise games and learn to lead by example. By emphasising leadership, we hope the children learn the importance of communication, organisation, team work, resilience, perseverance and a respect for our rules.</p> <p>PE and Sport are a proud part of the Merton experience and we hope that this continues to grow in the future and prepare our children for life after Merton Junior School.</p>					
	<b>IMPLEMENTATION</b>	How do we organise learning? (See also lesson 'success criteria')	Learning will happen through...	PE lessons, School sports day, theory, inta/intra competitions, independent learning, teamwork			
Learning will develop these learning skills/dispositions/values...			Motivation, respect, competitive, team work, resilience				
Learning will provide a broad and balanced mix of these subjects...			Invasion, net & wall, gymnastics, dance, strike & field, athletics, health & fitness				
Subject specific components...			Represent Merton Junior School and have good sportsmanship in and out of school				
<b>IMPACT</b>	How to judge our success?	Confident learners	Confident teachers	Attendance of sports competitions	Action & Impact document	Respectful learners	High levels of club attainment

# PDL

INTENT	What are we trying to achieve?	<p><u>Healthy Schools Award</u> The Healthy Schools committee believe it is better to focus on developing the expectations across the school before going towards the award due to change in subject leadership in Summer term and again in September. It has been researched and appears to be a very positive move for the school going forward.</p>	Children to have a greater understanding of similarities and differences between people and how to accept and celebrate those differences	Appropriately pitched tasks which build upon prior knowledge/understanding using the PDL overview to evidence progression	Memorable hands on experiences (first aid), charities, assemblies, circle times, visitors
		SRE planned and taught across all year groups	Clear progression across the key stage with evidenced differentiation where necessary	Raising awareness of life issues/current affairs through PSHE/P4C lessons & assemblies	Children are well rounded and are able to understand themselves and other people (emotions, opinions, values, relationships) etc
IMPLEMENTATION	How do we organise learning?	Learning will happen through...		Lessons, quality first teaching, assemblies, circle times, first hand experiences, visitors in school, exploration, discussions	
		Learning will develop these learning skills/dispositions/values...		Emotional intelligence, <b>mutual respect</b> , health, <b>nurture</b> , independence, responsibility, understanding, <b>resilience</b> , safety, <b>respect</b> , <b>tenacity</b> , social & moral awareness	
		Learning will provide a broad and balanced mix of these subjects...		PE, Science, English, History, Geography, RE, Computing	

		Subject specific components...			Accessible to all pupils. Awareness of specific backgrounds – SEMH, PP, EAL. Ensuring all children have access to relevant exciting support and opportunities		
IMPACT	How do judge our success?	Achieving the Healthy Schools Award in 2022/2023	Monitoring of SRE/PSHE across year groups – book monitoring, pupil conferencing & learning walks	Parental and staff feedback -Working with Nurture and ELSA	Children making healthy choices – snacks/lunches / lifestyle and exercise choices	Children will openly discuss similarities and differences between people and beliefs and will accept that everyone is different	Children will talk openly about issues from around the world and acknowledge how everyone plays a part in the community, county, country, continent, world

# Music

<b>INTENT</b>	At Merton, we hope to develop and foster a life-long love of music. We focus on developing skills, knowledge and understanding across the key stage so that we ensure children become confident performers, composers and listeners. We aim to introduce the children to music from around the world, and across different generations, allowing them to respect and appreciate music from different communities and traditions.						
	What are we trying to achieve?	Exciting opportunities to engage all children	Appropriately pitched lessons across the key stage	Clear progression across the key stage	Children to be actively engaged in lessons –hands on		
Expose children to a variety of music genres & musicians that they might not otherwise experience		All children to have opportunity to learn to play an instrument	Develop the understanding and use of music related vocabulary	Confident performers			
<b>IMPLEMENTATION</b>	How do we organise learning?	Learning will happen through...			Teaching, lessons, occasional specialist teacher, first hand experiences, visitors, assemblies, performing and celebrating music		
		Learning will develop these learning skills/dispositions/values...			Motivation, creativity, independence, collaboration, respect, resilience, tenacity		
		Learning will provide a broad and balanced mix of these skills...			Listening, composing, appraising, performing, singing		
		Subject specific components...			Hands on opportunities to learn an instrument; create pieces; perform as an individual, in groups to an audience (out in the community and in school)		
<b>IMPACT</b>	How do judge our success?	Action & Impact plan	Internal data	All children will perform & all learn an instrument in year 4	Pupil conferencing	Work Sampling	Pupil reports

# MFL

<b>INTENT</b>	At Merton, we aim to enabling our children to be aware and appreciate different cultures as they gain knowledge and the skills to communicate with those who speak another language. Our MFL curriculum focusses on immersion and curiosity into another culture through songs, conversations, reading and writing activities as they relate their lives to those of others', helping them to deepen their understanding of the world. We expect the children to become more confident with attempting to have a go at the unknown and speaking among or in front of their peers as they express their own ideas and thoughts about another language. We aim for our children to engage in their learning through all the elements of lessons whether they are interactive, listening or reading and writing activities to ensure they are able to access the modern world.							
	What are we trying to achieve?	Children who are tolerant of other people including languages	Children to be able to hold simple conversations in French	Children who are actively engaged within their learning	An increase in confidence of delivering and learning French			
		A curriculum that is developed over time to build on previous knowledge	Developing well rounded, enthusiastic pupils who can access the modern world	Appropriately pitched tasks in order for all children to access the curriculum	A consistent understanding of what ARE/GDS French looks like			
<b>IMPLEMENTATION</b>	How do we organise learning?	Learning will happen through...			Lessons, first-hand experiences, discussions, games, conversations, videos and audio resources			
		Learning will develop these learning skills/dispositions/values...			Enthusiasm of the staff, creativity in task, collaboration skills, independence, problem solving activities, games			
		Learning will provide a broad and balanced mix of these subjects...			Dialogue, games, repetition, conversations, written tasks, books, video cues, songs, speaking, listening and writing			
		Subject specific components...			Our curriculum will allow each child to access a modern foreign language weekly. The lessons are designed to be practical and conversationally based to develop the speaking and listening skills before applying this to the written word.			
<b>IMPACT</b>	How do judge our success?	Teacher assessment	Progress made against set curriculum targets	Pupil conferencing	Leader's action and impact documentation	Monitoring of lessons and workbooks	Monitoring of engagement and learning behaviours	

# History

<p>What are we trying to achieve?</p>	<p>At Merton, we aim for all of our pupils to learn history by becoming historians. High quality questioning throughout the projects allows staff to encourage the children to think more deeply as well as use facts and resources to support the. The use of real life artefacts and experience such as visitors in, allows the children to become immersed in the history of the period and enquire for themselves how our world has changed and developed over time. By using overarching questions throughout the project, the focus for the children's learning is clear and using retrieval support, the children can make connections about the past they may already have prior knowledge about. Support is providing through a range of scaffolds and questions to ensure that all children can access the curriculum at their level and can be independent learners when necessary. The children can then apply these skills and knowledge across the curriculum, making links with English and geography to name a few. Building on links, we are developing our history progression to ensure that each unit covers an important figure from black history to ensure that diversity and equality is taught across our curriculum. We aim to make our lessons memorable and engaging so that the children go on to remember the opportunities and knowledge that were provided to them. We aim to foster excitement and build on the children's inquisitiveness to always want to know more.</p>				
<p>INTENT</p>	<p>What are we trying to achieve?</p>	<p>Exciting opportunities to engage, challenge &amp; motivate through visitors, creativity, artefacts and visits</p>	<p>Improving all children's chronological understanding &amp; historical vocabulary</p>	<p>Chances for literacy skills to be applied to History based writing</p>	<p>Improve children's enquiry skills when provided with the opportunities of</p>
		<p>Clear progression across the key stage</p>	<p>Appropriately pitched tasks which build on prior learning</p>	<p>Children enjoy the content of the History curriculum</p>	<p>All classrooms to provide an environment that promotes understanding and a love for History</p>
<p>IMPLEMENTATION</p>	<p>How do we organise learning?</p>	<p>Learning will happen through...</p>		<p>Lessons, first hand experiences, trips, visitors into school, artefacts, research, quality first teaching, exploration, home learning</p>	
		<p>Learning will develop these learning skills/dispositions/values...</p>		<p>Motivation, enthusiasm, respect, tenacity, optimism, nurturing, independence, interdependence, creativity, problem solving</p>	
		<p>Learning will provide a broad and balanced mix of these subjects...</p>		<p>Chronological understanding, use of historical vocabulary, historical perspective, opinion/fact, historical enquiry, using evidence, devising and answering questions</p>	

		School specific components...			Hands on opportunities for all pupils including; visitors, visits and artefacts. A secure chronological understanding of historical periods		
<b>IMPACT</b>	How do judge our success?	Pupil questionnaire & conferencing	Learning walks	Assessment data	Monitoring of planning/learning journeys	How do judge our success?	Pupil questionnaire & conferencing

# Geography

What are we trying to achieve?	<p>Across their time at Merton, children are encouraged to be active thinkers and within the subject of geography there is no exception. The world is an enormous place and there is still so much to learn in this ever-changing place. Teaching children to think critically about what has happened, how the world moves and what impact humans have on our planet is one of the stepping stones to encouraging a generation who are knowledgeable and want to make a change. We encourage children to question and investigate the changing scenery and develop a global understanding of human and physical geography. This is being done through the use of high quality planned opportunities to view the world, including a Virtual Reality session and fieldwork lessons which aim to get the children involved and what they are learning. From understanding the geographical needs of the local environment to exploring the mountains of the Andes, the children are given the chance to explore and question our world. Through P4C opportunities as well, we are encouraging children to understand how humans have impacted the planet and how issues such as climate change is and will continue to affect our futures. We want our children to become the generation that sorted out the predicament we are in but in doing so, we need to ensure that they are given the opportunities to experience the world as many will not have left England in their lifetime, some may not have left Hampshire.</p>				
INTENT	What are we trying to achieve?	Clear progression across key stage	Appropriately pitched tasks	Children engaged and actively involved in their learning Active leaning in classroom, playground and on field.	Memorable experiences Virtual Reality day for year 5, virtual fieldwork for all year groups and practical lessons including resources and practical 'making' lessons.
		Increased amount of fieldwork Virtual fieldwork and 'in school' fieldwork ideas.	Increased locational knowledge	Application of fieldwork skills and knowledge in the classroom	Develop understanding and use of geographical vocabulary
IMPLEMENTATION	How do we organise learning?	Learning will happen through...		Practical lessons, fieldwork, trips, investigating, questioning, exciting tasks. Virtual fieldwork and 'in school' fieldwork ideas.	
		Learning will develop these learning skills/dispositions/values...		Investigations, enquiry, problem solving, motivation, resilience, tenacity	
		Learning will provide a broad and balanced mix of these subjects...		Field work, map work, locational knowledge, compass work. Virtual fieldwork and 'in school' fieldwork ideas.	
		Subject specific components...		Exciting opportunities (getting outside), memorable learning. Active leaning in classroom, playground and on field. VR days. On site fieldwork in every topic, off site fieldwork once a year.	

IMPACT	How do judge our success?	Action & Impact plan	Pupil questionnaire & conferencing	Internal progress and attainment data INSIGHT data looked at and teachers emailed to update this.	Book monitoring – do tasks match progression of skills	How do judge our success?	Action & Impact plan
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# Design & Technology

<b>INTENT</b>	At Merton, we aim to give our children the multitude of skills and knowledge to help them throughout the rest of their lives. Our Design and Technology curriculum enables all children to be inspired as they are practical and interactive with their learning. We intend for all of our children to be creative and use their imaginations to design and make products that solve real-life, relevant problems which may include some challenges of varied needs. Where possible, we create strong cross-curricular links with other subjects such as: mathematics, science, computing, art and engineering. Our children are then provided with the opportunities to reflect and evaluate their work. Design Technology enables our children to take risks under supervision, enabling their visions to become realities as they solve problems.			
	What are we trying to achieve?	A curriculum that is developed over time to build on previous knowledge.	Developing well rounded, enthusiastic pupils who can access the modern world.	Appropriately pitched tasks in order for all children to access the curriculum.
		To give pupils the knowledge and skills to experiment, invent and create. i.e: <ul style="list-style-type: none"> <li>To produce creative work</li> <li>To explore their own ideas</li> </ul> To record their experiences		Children who are actively engaged within their learning through linking
<b>IMPLEMENTATION</b>	How do we organise learning?	Learning will happen through...		Lessons, first-hand experiences, discussions, videos, practical tasks, designing and developing creations. Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
		Learning will develop these learning skills/dispositions/values...		Textiles – sewing skills Inc. stitches and applique. Food Tech – understanding healthy diets, balanced meals, food preparation, knife skills, understanding how to prevent cross-contamination, following a recipe, adapting a recipe. Electrical systems – circuits, buzzers, lights and switches and how to incorporate these in purposeful products.

					Structures – sawing, attaching, reinforcing and joining materials for strength and reliability.		
		Learning will provide a broad and balanced mix of these subjects...			Children will work in an interactive process of designing and making. They will be creative in a range of relevant contexts (products for home, culture, environment leisure...). As part of their work with food, pupils will learn how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.		
		Subject specific components...			Our curriculum will allow each child to access a design and technology skill. The lessons are designed to be practical, purposeful and engaging, linking to real life skills.		
<b>IMPACT</b>	How do judge our success?	Book Monitoring – evidence of differentiation	Teacher Assessment - Insight	Pupil Conferencing	Leader’s action and impact documentation	Book Monitoring – evidence of differentiation	Teacher Assessment - Insight

# Computing

<b>INTENT</b>	At Merton, we aim to prepare our children to be digitally literate and ready for their future by giving them the opportunities to gain knowledge and the skills that will equip them for an ever changing digital world. Our computing curriculum focuses on a progression of skills in five different categories: coding, technology use in our lives, data handling, multi-media and online-safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing will also support children's cross curricular learning to engage and enrich their experiences in school. Not only do we want them to be digitally literate and competent end-users of technology but through our computer science lessons we want them to develop creativity, resilience and problem-solving and critical thinking skills. We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.						
	What are we trying to achieve?	Clear progression across key stages.	Appropriately pitched tasks building on any prior learning – computing teaching.	Develop a greater understanding of computing skills and safety – children to be computer responsible – raise parental awareness.	Introduce and develop a variety of age appropriate up to date software		
		Make full use of the WWW for communication and developing knowledge (research)	Devise cross curricular opportunities for computing	Children will use computers safely and be able to present and evaluate effectively	Children will have a secure knowledge of different aspects of computing and will be secondary school ready		
<b>IMPLEMENTATION</b>	How do we organise learning?	Learning will happen through...			Hands on progressive computing teaching. Quality first teaching, exciting opportunities, visitors, experience days.		
		Learning will develop these learning skills/dispositions/values...			Independence, respect, honesty, problem solving, critical thinking, motivation, resilience, enthusiasm		
		Learning will provide a broad and balanced mix of these subjects...			Accessible to all pupils no matter their social or emotional background		
		Subject specific components...			Learning will provide access to relevant software and hardware to which the children may not otherwise access at home		
<b>IMPACT</b>	How do judge our success?	Action and impact plan	Progress across the key stage – progression of skills developed and being followed	Work samples – online folders of children's work (portfolio)	Pupil questionnaire/conferencing	Learning walks	Data
					Supporting colleagues with planning and delivering lessons	Data on insight	

# Art

INTENT	What are we trying to achieve?	To develop human creativity by engaging, inspiring and challenging all pupils through a range of artistic and creative learning opportunities.	To give pupils the knowledge and skills to experiment, invent and create. i.e.: To produce creative work To explore their own ideas To record their experiences	To become proficient at drawing, painting and sculpting and to acquire general art, craft and design techniques.	To develop pupils who can think critically and have gained an understanding of art and design.		
		To develop pupils who can reflect on the part that art has played in history and its contribution to culture, creativity and the 'wealth' in both the UK and other countries.	To provide opportunities for pupils to evaluate and analyse creative works of their own and others using artistic language.	To ensure that pupils know about great (notable) artists, craft makers and designers.	Clear progression across the Key Stage, with appropriately pitched tasks that build on prior learning.		
IMPLEMENTATION	How do we organise learning?	Learning will happen through...			<ul style="list-style-type: none"> <li>• Completing a range of art projects linked to and independent from their half termly projects</li> <li>• The systematic development of skills and techniques</li> <li>• Being given opportunities to evaluate and analyse their own and the creative works of others using specific technical and artistic vocabulary</li> <li>• Engaging in the study of national and international artists, craft makers and designers</li> <li>• Visiting galleries and exhibitions</li> <li>• Working alongside visitors/artists</li> </ul>		
		Learning will develop these learning skills/dispositions/values...			Concentration, observation and technique		
		Learning will provide a broad and balanced mix of these subjects...			Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Texture (textiles, clay) Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Printing (found materials, fruit/veg, wood blocks, press print, string) Pattern ( paint, pencil, textiles, clay, printing)		
		Subject specific components...			An understanding that art is a form of pictorial or graphic communication and can have a powerful impact of the ideas, emotions and values of the viewer. An appreciation of the beauty, wonder and impact created by a range of different artistic representations		
IMPACT	How do judge our success?	By the end of the key stage, all pupils will be expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	Through the monitoring and execution of planning	Through pupil conferencing and the monitoring of sketch books	Through evidence, across the school, of developing confidence and skills when using a range of media	An obvious enjoyment, by the children, of the creative and artistic aspects of learning	The quality of outcomes displayed around the school

