



## Curriculum Overview – September 2025 (Review September 2026)

*Our curriculum ensures learning is effective, exciting and relevant to the needs of our children.*

All our pupils will leave Parklands with a very good education in both English and Mathematics that underpins a growing excellence in the other subjects of the curriculum. Our child-led and knowledge-based curriculum offers the full range of National Curriculum and other recommended subjects from Early Years to the end of Key Stage 2 (KS2). We believe in bringing children's learning to life, both indoors and outdoors, with the aim of all children being excited by a love of learning that prepares them for their future lives.

While great importance is placed on children learning the core skills of English and Mathematics, Parklands Primary School also places great value on developing the 'whole child' by providing a rich programme of study across all curriculum areas. This programme is enriched by an exciting range of visits to places of interest and importance, and visits from people of complimentary backgrounds who share their experiences and knowledge in exciting and interesting ways.

### **The Resource Provision (RP)**

The Resource Provision meets the complex learning needs of 25 children aged 4 to 11, all of whom have their own, personal curriculum and learning plan. These children are divided into 2 groups, each in their own home-room, and teaching is carefully matched to each child's abilities rather than their age. Thus, learning looks different for each of our children in the Resource Provision, as it is planned to meet their own identified needs.

Children who are academically, socially and emotionally able to learn through an academic curriculum are included in mainstream maths and cross-curricular lessons. The wider foundation subjects are taught through planning matched to their ability, that closely follows that taught in the rest of the school. This enables children in the RP to enjoy the same enrichment of the curriculum through visits and visitors that the main school experiences.

For other children in the RP, their curriculum is planned through direct experience and play-based learning across a range of rich and varied sensory experiences within their home-room, the sensory room and our outdoor environment.

All children in the RP enjoy daily outdoor activities, enriched physical education (PE) and weekly swimming lessons. The aim of Parklands Resource Provision is to enable all children to become successful and independent individuals as they grow, through their wide ranging, enriched curriculum.

### **The Early Years and Foundation Stage (EYFS)**

Our high expectations for all children in Parklands Primary School start in the EYFS, where it is our aim to provide a high-quality curriculum planned to meet the many different needs of our children and the community we serve. We are proud of the fact that we know our children and their families so well, and we use this knowledge to shape our curriculum which gives knowledge and enrichment

to our children's lives. We have high expectations for our children, aiming for them all to learn well and succeed as they grow and move through our school. Thus our curriculum is skilfully planned to meet the needs of all children and to make sure that there are no gaps in their learning and understanding, with planned assessment points throughout each year to ensure that every child is making expected or rapid progress to meet national expectations by the end of the Reception year.

In the Early Years, the child is at the heart of the curriculum and subject knowledge is matched to the interests and expected learning of the children. Curiosity, awe and wonder are inspired through real and rich experiences that engage the full interest of the children. We are committed to giving all children learning through real life-experiences such as seeing and touching live farm animals, observing and drawing the life-cycle of a caterpillar or washing, cutting and eating a wide variety of fruit, many unknown to our children. Weekly ARTIS sessions are also delivered to our Reception pupils as another method of promoting communication, language and literacy engagement.

Children in the Reception Year will enjoy a very busy curriculum in school. Learning in Reception takes the form of both planned discreet lessons that include English, phonics, mathematics and topic, and investigative learning both in the indoor and outdoor environment. Both the Reception curriculum and the learning environment are planned and designed in such a way as to make sure that every child makes good progress, whatever their starting points. This is based on skill development.

In Reception, the English curriculum is provided through 'Talk for Writing', which is a fun and interactive way for children to learn language structures and vocabulary through exploring and understanding stories and then planning and then innovating their own stories. It focuses on Literacy and Communication and Language acquisition. The framework of texts is planned across the year, which is supplemented by a story-spine of books known as the 'Fab 5 Stories', which are carefully selected for their content and enrichment that broaden children's experiences and expand the language opportunities.

At Parklands we strive to develop strong relationships with parents and carers. As primary carers, they are frequently welcomed into our Early Years setting, as we believe that when we all work in partnership together we can provide the best start for a child's learning journey. We provide many ways for families to join us, including a daily 'open door' policy where parents and carers can speak with their child's teacher both at drop-off and pick-up, weekly 'stay and play' sessions where carers are invited into the classroom to play with their child, look at recent learning and speak with their child's key staff and many termly events including 'Born to Read', parent meetings, craft mornings and other learning experiences.

### **Key Stage 1 (KS1)**

In KS1, children at Parklands Primary School continue their exciting learning journey through a wide and varied curriculum. Each morning, they learn English, including phonics and reading, and mathematics. In the afternoons they enjoy carefully planned topics that provide an interesting and exciting context for learning across the wider curriculum, as well as daily lessons covering the subject requirements for science, RE, PSHE, history, geography, computing and music. Art and DT are taught in weekly blocks across each half term. Wherever possible, cross-curricular links are identified to make learning more meaningful. PE is taught in timetabled morning sessions every week, by specialist coaches who are part of the fully trained school staff.

Throughout KS1 there are a range of support sessions in place for children with identified specific needs. These mainly take place through targeted work to address gaps in learning in phonics, English, mathematics and speech and language. These support sessions change across each half term, in response to the needs of the children. Each week, children in Year 1 enjoy weekly

performing arts lessons with Artis, which is linked to their current learning across the curriculum, and through which they further develop their speaking and listening skills.

Learning across KS1 is fun, interactive and relevant to the experiences of our children at Parklands Primary School, their environment and the wider world. Children are encouraged to be independent learners with enquiring minds and a love of learning in all aspects of their school life. They are supported to be the best that they can be, celebrating their differences, their joy and their cultures through their strengths and interests.

## **Key Stage 2 (KS2)**

Across the 4 years of KS2 at Parklands Primary School, we are committed to the importance of helping every child to develop as a whole person, happy and ready to take their next steps in both their education and wider life experiences beyond this school.

Each morning starts with Early Bird Arithmetic, which helps children to develop number skills through daily practise. This is then followed by whole class reading, wider mathematics, and English – which includes weekly spelling, grammar and handwriting. Children experience the wider curriculum through afternoon lessons in science, art, music, RE, PSHE, computing, history, geography, DT and Spanish. PE is taught by specialist coaches. In addition, children enjoy deep and meaningful learning through topic.

Our aim, across KS2 at Parklands Primary School, is for education to take part in exciting and interesting activities that explore and provide purposeful learning for each year group. This will be through a curriculum that fosters confidence, independence, co-operation and self-esteem so that all children leave our school with a wide range of learning and knowledge, and the self-belief to excel in their later lives.

Carefully planned interventions are provided for children identified as being in need of additional support, but we ensure that their provision does not lead to pupils missing out on the wider curriculum. In Year 4 all children access a daily 'Mastering Number' programme focussed on improving the recall of times tables. We also have additional 'Fresh Start' reading interventions for children in UKS2.

Children across KS2 further develop their academic, social and cultural skills through our carefully planned enrichment curriculum. This includes learning both within school and through termly school trips or workshops organised in each year group. The Year 6 pupils also celebrate the end of their primary school journey whilst at Yorkshire Camps – Netherside Hall, exploring their limits through outdoor adventure.

## **Subject Specific Curriculum Information.**

### **Mathematics:**

Early Bird Maths: starts each day from Y3 upwards. In KS1 children also access daily arithmetic practice in the afternoon to fit in with their early morning phonic sessions.

Mastering Number (NCETM) is delivered in Reception. This ensures coverage of all mathematical strands:

- Subitising
- Cardinality, ordinality and counting
- Composition
- Comparison
- Shape, space, measure and pattern

**White Rose Maths Curriculum (across KS1 and KS2):** Our maths curriculum ensures progression from concrete activity learning into numerical challenge and problem solving. A carefully structured programme that ensures number and skills fluency and leads to the ability to solve complex tasks. WRM is planned through a rigorous programme of small-steps with regular opportunities to revisit and consolidate learning.

**Penguin Jump** is a weekly session in KS1 and KS2 which is devoted to the improved recall and fluency of times tables or number bonds in KS1 across the school.

**Intervention in maths** is delivered via the Numberstacks intervention programme which is designed to specifically target gaps in children's understanding of the key skills within mathematics.

**English:**

Our systematic synthetic phonics scheme at Parklands is Read Write Inc Phonics. Reception and Year 1 experience a daily 20-minute lesson which follows the recommended revisit, review, teach, practise, apply structure of lively, fast and fun lessons. Following the end-of-year Year 1 National Phonics Test, consolidation and intervention take place in Year 2. Any child who has not completed the programme by the end of KS1 will continue with phonics in interventions at KS2.

**Reading:** Once pupils have completed the phonics programme, reading is taught through daily Whole Class Reading sessions. These sessions last 45 minutes and are delivered in addition to a daily 15-minute reading time, ensuring sustained and meaningful engagement with texts. Reading is regarded as sacred within our school; we believe that being a confident, enthusiastic reader unlocks opportunities for wider learning and lifelong success. Texts are carefully selected to reflect a diverse range of authors, themes and perspectives, combining high-quality modern texts with classic literature. Our reading spine remains flexible, allowing for the inclusion of new and popular releases that reflect children's interests, while also ensuring clear progression across Key Stage 2 through increasingly challenging concepts, themes and vocabulary. Within Whole Class Reading, two lessons per week focus on the class novel, enabling pupils to develop depth of understanding, stamina and appreciation of high-quality literature. The remaining three reading lessons are carefully linked to learning across the wider curriculum, reinforcing the principle that pupils are learning to read *and* reading to learn. Through this approach, reading is used purposefully to deepen knowledge, extend vocabulary and support understanding across all subject areas.

**Writing:**

In Reception, children are taught 'writing' in a variety of ways. At Parklands we balance this teaching through English lessons and teaching and consolidation in the classroom environment. We advocate Pie Corbett's 'Talk for Writing' in Reception, which is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). We find this strategy to teaching writing very successful for our children, which gives children an understanding of the structure and elements of written language. The story telling, regularly seeing adult modelled writing, proves extremely successful in sparking children's imaginations and love for writing too. It also promotes excellent opportunities for developing communication, language and vocabulary as well as promoting confidence through performance.

The classroom environment in Reception is carefully thought-out and set up in such a way that throughout continuous provision, both inside and outside, provide many opportunities for children to mark make and write. Presenting writing resources in different areas of provision enables children to learn to write for a variety of purposes. Practitioners are skilled in recognising when to suggest mark making opportunities, for example: making road maps and labelling them in the construction area and writing shopping lists in the home corner. They often arise from successful interactions

during play. Most importantly, we celebrate and display our children's mark making and writing around the classroom, and specifically on children's individual WOW WALL.

In Key Stages 1 and 2, we begin each school year by teaching and embedding the Place Value of Punctuation and Grammar (PVPG) approach, developed by Grammarsaurus. This provides children with a clear and structured understanding of how punctuation and grammar build progressively, much like numbers in place value. Children learn how punctuation and grammar work in sequence, ensuring their writing develops logically and accurately. The PVPG framework helps children recognise the "value" of each punctuation mark and grammatical structure, supporting their ability to use them confidently and purposefully.

By focusing on these fundamentals early in the year, we equip pupils with the essential tools to structure sentences, organise ideas, and write with clarity and precision. This consistent approach ensures that all children are provided with the building blocks they need to become confident, creative and successful writers throughout the year.

Once PVPG objectives have been met, children move on to following the school's long-term writing plan, which is integrated with the Grammarsaurus PVPG and spelling scheme. This ensures children use new spellings in context immediately, reinforcing learning and retention. The writing curriculum consists of units of work aligned with the National Curriculum.

Spelling is taught through the Spelling with Grammarsaurus scheme from Years 2-6. The scheme uses a morphological approach, moving beyond basic phonics to teach spelling by focusing on meaningful word parts (morphemes like prefixes, roots, and suffixes) to build confidence with longer words, complement phonics, and improve writing, using resources like flashcards and assessments to ensure a connected, research-informed curriculum.

Handwriting is taught using the Letter -join scheme with daily lesson in EYFS and KS1 and lessons 3 times a week in KS2. Children are taught the cursive style of handwriting from Year 2.

#### **Science:**

Children across the school follow a carefully sequenced science curriculum that supports progression and deepens learning. They work as practical scientists, investigating questions and carrying out hands-on enquiries both in the classroom and across the school's extensive grounds. Regular cross-curricular trips throughout the school provide further opportunities to explore scientific concepts and broaden pupils' experiences.

In Reception, science learning is taught within the area of *Understanding the World*.

Participation in British Science Week each year offers an exciting and challenging opportunity for pupils to work scientifically.

This year, Parklands is taking part in the Primary Science Quality Mark (PSQM) as a *control school*. This means the school is contributing to the national evaluation of the programme by reflecting on current science practice, without making changes required by the award at this stage. This involvement supports future development and ensures any improvements are informed by evidence and best practice, as the school prepares to work towards the PSQM in the future.

#### **Computing Curriculum Overview**

At Parklands, our computing curriculum follows the **Primary Teach Computing** programme, ensuring full coverage of the National Curriculum while building pupils' confidence, creativity and computational thinking. From Key Stage 1, pupils develop a strong foundation in digital literacy through exploring technology around them, digital creativity, and early programming concepts such as sequencing and algorithms. As pupils progress into Key Stage 2, learning becomes increasingly structured and challenging, with a focus on programming, data and information, digital media, and computer systems and networks. Knowledge and skills are carefully sequenced so that pupils revisit and build on prior learning, allowing them to deepen their understanding over time.

By upper Key Stage 2, pupils apply their skills in more complex and purposeful contexts, including game design, data handling, spreadsheets, databases, physical computing, and creating digital content such as video, audio and webpages. Logical reasoning, problem-solving and resilience are embedded throughout, enabling pupils to evaluate and improve their work. The curriculum prepares pupils for the transition to Key Stage 3 by developing transferable skills, digital independence and a secure understanding of how technology works and how it impacts the wider world.

## **Online Safety**

Online safety is taught through the **Project Evolve** curriculum and is woven throughout computing and the wider curriculum. Pupils learn how to use technology safely, respectfully and responsibly, with teaching structured around age-appropriate strands: Self-Image, wellbeing and lifestyle, Online reputation, Online relationships, Online bullying, Managing online information, Privacy and security and Copyright and ownership

Lessons are revisited regularly so that key messages are reinforced and developed as pupils mature. This approach ensures pupils are equipped with the knowledge, strategies and confidence needed to stay safe online, make informed choices, and seek support when needed.

## **History:**

The aim of History lessons at Parklands is to engage, inspire and stimulate children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in a modern multicultural society and, by considering how people lived in the past and understanding past events, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how our country has developed into a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events to develop skills of enquiry, analysis, interpretation and problem-solving.

The key concepts of the National Curriculum for history have been mapped out through the school's history curriculum, to ensure progression through effective teaching and revisiting of key skills, knowledge and substantive concepts.

EYFS – History is taught through topics in which children learn from experiences in their own lives and that of their family, and changes within living memory. This is under the umbrella of 'Understanding of the World'.

KS1 – Children are taught about aspects of British History beyond living memory, significant events such as ‘the Great Fire of London’ in Y2 and the lives of significant people such as Queen Victoria and Neil Armstrong.

KS2 – Children are taught through topics which cover aspects of British History and these are taught in chronological order: Stone Age, Romans, Anglo-Saxons & Vikings and World War 2. Each year group is also taught about an Ancient Civilisation. In addition, Year 6 is taught a thematic topic ‘Trade and Transport’ which is a review of their learning in British History and has a focus on the locality of Yorkshire and Leeds.

### **Geography:**

The key concepts of the National Curriculum for geography – with adaptations to reflect the locality of Parkland’s Primary School - have been mapped out through the school’s geography curriculum, to ensure progression through effective teaching and revisiting of key skills and knowledge. Pupils learn appropriate geographical vocabulary and fieldwork skills whilst using a wide range of resources including maps, atlases, globes and compasses. By the time our children leave primary school they have developed a good understanding of the complexity of our world and an appreciation of the diversity of cultures that exist across the continents.

EYFS: Our ‘Understanding of the World’ curriculum guides our children in exploration of our locality, through opportunities to explore, observe and find out about people, places and the environment.

KS1: Children study 3 main aspects: 1) The United Kingdom, its 4 countries, their capital cities and the seas around them. 2) 2 contrasting locations, through studying Leeds as a small area of the United Kingdom and Mumbai, as a small area of India. 3) Children study the geography of the world, naming its 7 continents and 5 oceans, and compare the similarities and difference between hot and cold localities.

KS2: 1) Children expand their learning from the United Kingdom to include Europe and South America. They study the location and characteristics of a range of the world’s most significant human and physical features. 2) Knowledge of the world is extended through study of the Northern and Southern Hemispheres and the Lines of Latitude and Longitude. Children investigate climatic zones of the world, and significant geographical features including earthquakes, volcanoes and The Water Cycle. 3) Understanding of contrasting localities is further developed by comparing Leeds with a region in Europe (Andulasia, Spain) and the United Kingdom with countries in South America.

### **PSHE and Personal Development:**

‘The One Decision Programme’ is followed throughout the Reception Year of the school. The ‘You, Me, PSHE’ Scheme of Work provides the curriculum for KS1 and KS2. Through these 2 very thorough and well-planned progressive programmes, children develop strong personal awareness, including emotions, relationships and their bodies; social awareness including behaviour, respect and making choices; and health education awareness, including hygiene, mental health and body development and awareness. All year groups study the most sensitive and crucial aspects that include anti-bullying, mental health, internet safety, consent and ‘Speak Out, Stay Safe’ (NSPCC).

At Parklands Primary School, we not only focus on academic growth and achievement but also on personal strength of character. They learn through our values of ‘Nurture, Grow, Succeed’. These values are celebrated through both school assemblies and our commitment to both pupil voice and representation on the School Council.

Our personal development curriculum is carefully designed to support pupils’ emotional, social and moral growth alongside their academic learning. Through a planned and progressive programme, children develop self-awareness, resilience and confidence, learn how to build positive relationships,

and understand how to keep themselves healthy and safe. The curriculum promotes respect, empathy and responsibility, helping pupils to recognise their own strengths, manage emotions and make positive choices as they grow into thoughtful, active members of the school community and wider society.

In partnership with the Education Endowment Foundation (EEF), we are committed to strengthening our approach to social and emotional learning to ensure it has a positive impact for all children. Guided by EEF research and evidence-based practice, we have focused on improving the quality and consistency of teaching strategies that support emotional regulation, social skills and wellbeing. This work has helped us embed a whole-school approach to social and emotional learning, ensuring that every child is supported to thrive both academically and personally.

#### RE:

The Leeds Syllabus ‘Believing and Belonging’ 2024-2029 provides a broad and balanced programme for RE throughout school, from Reception to Year 6. It is designed to cover the content of RE through six learning pathways. These are:

1. The nature of religion and belief
2. Expressing belief
3. A good life
4. Personal journey
5. Influence and authority
6. The big picture

This syllabus ensures that **all** religions/ worldviews are taught across the key stages which will support the understanding of specific faiths/ main religious traditions so that all learners build substantive knowledge sequentially. The syllabus emphasises the importance of pupils encountering the lived experience of people in order to understand diversity within religions and worldviews.

#### PE:

At Parklands we use the ‘Get Set 4 PE’ scheme of work to deliver our Physical Education curriculum across the primary phase, starting in Early Years.

Our PE curriculum strives to inspire our children to:

Enjoy physical activities and exercise and know why it is important, show respect and follow rules in games, sports and their wider lives, be reflective learners who can improve their performance through evaluating themselves and others and work collaboratively as a team. Our high-quality PE curriculum offers a wide variety of activities both in and out of curriculum time. Our children learn that being active is fun and an essential part of a healthy lifestyle. At the beginning of their school life our children learn and explore basic movement skills, they develop these skills throughout their time at Parklands Primary and leave as confident movers able to play a wide range of sports.

The curriculum is planned to be inclusive to enable all children to feel successful at their own stage of physical development. All children take part in competitive sports in a safe environment where they can take risks and learn the value of teamwork. We deliver lessons to teach children how to take part in physical activities in a safe and fun way where they develop good habits and practice to use in their current and future lives. Changes and adaptations can be made to activities and specific tasks to ensure all learner are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.

Our PE lessons include:

- Warm up and introduction to teach children about how to prepare their bodies for exercise to stay physically healthy
- Knowledge of skills learning and exploring new skills, practising fundamentals and revising previously taught skills, within games, practice, performance and competitive sports on their own, with a partner and in teams
- Cool down to teach children about what happens to their bodies during and after exercise and the importance of allowing their body to recover effectively and safely from physical activity.

In the Early Years and year 1, there is an initial focus on embedding fundamentals to ensure children are ready for the next stage of the PE journey.

Following that, in key stage 1 and 2, PE is taught within set units which are: gymnastics, games (including striking and fielding, net and wall and invasion), athletics and dance. We follow the national curriculum objectives to ensure children acquire the essential knowledge for their next stage of education. Lessons are adapted to suit the needs of our children and our Parklands Primary curriculum intent. During their time at our schools, all children will also take part in swimming and outdoor and adventurous activities.

Alongside these key areas and units of work, we have also identified 6 main fundamentals that children will have the opportunity to master throughout our PE curriculum. These are: Running, Jumping, Throwing and Catching, Balance, Agility, Co-ordination. We believe that these are the building blocks required to form more generalised, specific sports skills as seen in our progression map below. Through mastering the fundamental skills, children will be able to link these together to form more complex movement patterns throughout our PE curriculum and within their later life.

The health and wellbeing of our children is a priority, and we promote regular physical activities in addition to PE lessons.

#### **Art:**

The Parklands Programme for Art offers a broad and balanced curriculum, which is the expectation reflected in the national curriculum. A good art education improves students' skills to appreciate, interpret, communicate, and create, making it both mentally and creatively rewarding.

EYFS: Children investigate and experiment with a range of media, building their confidence, skills and language. This is under the umbrella of 'Expressive Arts and Design'.

KS1 and Lower KS2: Children develop techniques for working in a range of media within the 3 areas of learning: sculpture, modelling media and a variety of 2-dimensial work, including painting, sketching and collage, using a range of media.

Upper KS2: Children work both independently and collaboratively on termly 'Art and Design Briefs', making their own decisions on media and tools to produce original and creative work.

#### **DT:**

The Parklands Primary School DT curriculum ensures children throughout the school develop the skills of exploring the way things are made, how they work, what they are used for and how the materials are chosen and constructed. Pupils learn and apply their skills through projects that include: food technology, textiles, mechanics, electronics and structures. They learn to test, make and evaluate their own designs, working towards critical thinking and problem solving as they mature.

The curriculum includes the study of the history of design as well as modern day designers and inventors to ensure that the world of design is relevant to our students.

**EYFS:** Children design, make and evaluate D&T projects linked to their topic, under the umbrella of 'Expressive Arts and Design'.

#### **Music:**

The Parklands Curriculum for Music nurtures a passion for music throughout the school, bringing joy to learning in every aspect of the children's lives. Our progressive curriculum encourages children to explore and develop their abilities across the three vital areas of performance, composition, and appraisal.

Singing holds a special place in our school culture. Pupils participate in singing assemblies and are provided with numerous opportunities to enhance their singing skills during music lessons and performances. Our after-school choir plays a crucial role in supporting all school shows, reflecting our belief that every child deserves the chance to sing.

In addition, we offer composition workshops for every class three times a year. These workshops provide children with the opportunity to become music creators, allowing them to build compositions both in groups and as soloists. They also develop the skills needed to record their ideas through notation, further deepening their understanding and appreciation of music as an expressive art form.

As children progress through the school, they experience a wide range of instruments and musical styles, from the rhythm of drums in EYFS, through the xylophone in KS1, to the ukulele in KS2. Throughout this journey, pupils develop essential skills in performance, notation, creation, and evaluation as they engage with each of these areas annually. Our curriculum fosters a deeper love and understanding of contemporary music, which pupils are encouraged to compare and contrast with music from the ancient world.

Through these diverse and enriching experiences, Parklands nurtures confident and creative musicians, who carry a lifelong appreciation and love for music.

#### **MFL:**

The 'Language Angels' scheme steers the Parklands MFL Curriculum for Spanish across Key Stage 2. Spanish is delivered weekly by our subject lead teacher. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

We aim to ensure that pupils of all abilities develop solid foundations in Spanish - properly preparing them for the next stage of their language learning journey. Our Spanish curriculum is carefully planned to develop our children's ability to understand what they hear and read and enable them to express themselves in speech and writing in Spanish. We extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. This also helps strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

#### **EAL:**

The Parklands Curriculum for English as an Additional Language ensures that all children learn in an inclusive and supportive environment with a priority for learning English whilst learning in English, and understanding the culture of our country. Children develop their skills of speaking, understanding and learning in English as they study across the curriculum in all other subjects, through a carefully planned and sequenced programme that leads to cultural understanding and successful integration into the school, the wider community and beyond.

