



Coppice Junior School

# Curriculum Policy

**Policy ratified and adopted by Full Governing Body:** October 2022

**Review frequency:** Annually

**Policy due for renewal:** October 2023

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Headteacher                      Mark Knowles

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Date

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Chair of Governors              Jo Bromige

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Date

# 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society
- Our high expectations challenge every child to achieve at the highest possible level.
- Develop the growth mind set of every pupil to create confident learners.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject leaders will ensure that their subject is taught in accordance with this policy.

## **4. Organisation and planning**

At Coppice we have adopted a thematic approach and agreed a long-term plan for each year group. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis.

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans in each year group.
- RE is taught in line with Solihull's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Sex and Relationships Education (SRE) using the Jigsaw scheme. Parents may exercise their right of withdrawal from SE lessons, but can no longer remove their child from relationships education.
- English and Maths are taught in line with the individual subject policies.
- Coppice has adopted the Jigsaw scheme for the delivery of Spiritual, moral, social and cultural development of its pupils.
- British values and growth mind set values underpin all curriculum provision at Coppice.
- Short, medium and long-term planning is created to support teaching

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Teaching and Learning Governors' meetings
- Headteacher's termly teaching and learning reports to the governors
- Subject leaders reports
- School Visits

- Pupil meetings and School council meetings

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Moderation events

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by SLT, teaching and learning committee and at every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Homework policy
- Marking policy
- Pupil Premium policy
- English policy
- Maths policy



**Co-operation Independence Respect Compassion Perseverance Curiosity Creativity**

## **Science**

### **Intent**

Science teaching at Coppice Junior School aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

Practical work is used to enhance and embed conceptual knowledge and the five scientific enquiry approaches are embedded in each topic the children study, with disciplinary knowledge (working scientifically skills) progressing systematically from year 3 to year 6.

Topics are revisited and developed throughout their time at school. Topics, such as Plants, will be taught via our feeder school in Key Stage One and studied again in further detail throughout Key Stage Two. This model allows children to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding substantive knowledge into the long-term memory.

Coppice assists every student regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners. This compliments the school motto 'Dream, Believe and Achieve' and we also have a key focus on implementing Science Capital across the school.

### **Implementation**

The above intent will be implemented by all staff members inspiring and raising aspirations of learners through the use of exciting lesson 'hook', current contexts and links to the 'real' world, in particular climate change.

Numerous opportunities will be provided for enrichment including an after school club, trips throughout the year and engaging Science weeks to enhance children's learning.

There is an encouragement of learning about cross-curri themes and issues through cross-curricular projects and by ensuring that each subject scheme of learning contains specific reference to these priority themes and issues.

Staff receive ongoing CPD to improve their practice and to help their confidence in developing children's skills of research, analysis, synthesis and evaluation of information.

### **Impact**

Coppice provides opportunities for learners to make and show progress with their knowledge and skills. The effect of the curriculum across all learners (including those who are disadvantaged and have low attainment) is regularly reviewed.

The school provides the preparation and opportunities for learners to progress onto the next stage of their education or employment as there are clear links to the work of local employers.

The impact of learning is consistently reviewed by analysing evidence of learning feeding into the future planning and development of the curriculum. Curriculum development is cyclical and consists of continuous development, implementation, evaluation and revision.

## **History**

### **Intent**

The History curriculum is spread across the year groups to allow for the development of skills and to link with topics across the year groups.

Early periods are studied in lower school (Stone Age, Iron Age, Bronze Age) and Ancient Non-British Civilisation in year 4 and 5 to allow for links to British History already studied and develop knowledge of the wider world.

Anglo Saxons and Vikings were moved to Year 5 as there was too much content in Year 3.

Year 6 undertake an extended chronological study of the local area since 1939 and a detailed study of the impact of WWII.

The History topics have been largely linked to the English curriculum and Guided Reading books link where possible to the Historical periods being studied.

Historical skills have been mapped out for each historical topic studied and progression statements for each year group identified.

History is generally taught under the 'topic' umbrella and is on average given an hour a week. Some year groups choose to 'block' teach History whereas others teach the subject on a weekly basis.

One of the main strengths of History is the sense of enjoyment across the school. Many educational visits or visitors are arranged around the History curriculum. Pupils can talk about the topics they have studied well.

The main weakness is the lack of the obvious progression of skills across the school and ensuring that skills are being taught rather than just knowledge about a particular historical period. We need to develop our use of historical enquiry style questioning.

By the end of Year 6, pupils are expected to be able to have a detailed understanding of the political, social and economic impact of WWII on the local community. They are expected to be able to independently plan and carry out a historical enquiry based on the impact of War on families in the local area.

SEND pupils are supported through differentiated resources and adult and peer support.

### **Implementation**

As a school, we have participated in Local Authority training based on the 2014 Curriculum.

The History and Geography Lead has attended a Local Authority Middle Leaders course.

We have participated in collaborative staff meetings with other local schools, discussed the curriculum and shared good practice.

Teachers subject knowledge is generally good. The majority of teachers spend time researching and developing their own subject knowledge. There is a staff meeting allocated to History once a year. Updates are emailed when appropriate.

A lot of teaching is memorable through it being practical and arts based. Teachers use artefacts, drama and art as a medium to teach about the historical periods. IT is used regularly as well. Educational visits and visitors to the school as well as 'dress up days' and experience days all add to the pupils' enjoyment of the subject.

A new system for assessment is being implemented this year. Teachers need to acknowledge the level of attainment by highlighting the MT planning (Red / Orange / Green). This will inform their planning for the next block of History teaching whether that be in the current year or the next academic year.

The teachers need more support in implementing historical enquiry. This is now a priority.

### **Impact**

Pupils enjoy History. They enjoy learning about different cultures and making links between the topics studied.

The curriculum is effective because it delivers a wide content range and allows the children to build on the previous knowledge and skills taught and make links across Historical periods.



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### **Geography**

#### **Intent**

The Geography curriculum is spread across the year groups to allow for the development of skills and to link with topics across the year groups.

Volcanoes are studied in Year 3 then Earthquakes in Year 6, this is to enable the progression of the development of map reading and compass reading skills.

The Geography topics have been linked to the English curriculum and Guided Reading books link where possible to the Geographical periods being studied.

Geographical skills have been mapped out for each Geographical topic studied and progression statements for each year group identified.

Geography is generally taught under the 'topic' umbrella and is on average given an hour a week. Some year groups choose to 'block' teach Geography whereas others teach the subject on a weekly basis.

One of the main strengths of Geography is the sense of enjoyment across the school. Some educational visits are arranged around the Geography curriculum. Pupils can talk about the topics they have studied well.

The main weakness is the lack of field study work. This is being addressed in Year 4 and 5 this year with an Environment Week where the Geographical field work elements will be addressed.

By the end of Year 6, pupils are expected to be able to use 6 figure grid references, OS Maps, Digital mapping resources, 8 points of a compass and discuss and compare physical and human features across the world in different climate zones.

SEND pupils are supported through differentiated resources and adult and peer support.

#### **Implementation**

As a school, we have participated in Local Authority training based on the 2014 Curriculum.

The History and Geography Lead has attended a Local Authority Middle Leaders course.

We have participated in collaborative staff meetings with other local schools, discussed the curriculum and shared good practice.

Teachers subject knowledge is generally good. The majority of teachers spend time researching and developing their own subject knowledge. There is a staff meeting allocated to Geography once a year. I email updates when appropriate.

A lot of teaching is memorable through it being practical and arts based. Year 3 make physical volcanoes and 'erupt them'. Teachers use IT, drama and art as a medium to teach Geography through.

A new system for assessment is being implemented this year. Teachers need to acknowledge the level of attainment by highlighting the MT planning (Red / Orange / Green). This will inform their planning for the next block of Geography teaching whether that be in the current year or the next academic year.

The teachers need more support in implementing field work. This is now a priority.

#### **Impact**

Pupils enjoy Geography. They enjoy learning about different areas of the world and using atlases and globes. They are able to make links between the topics studied.

The curriculum is effective because it delivers a wide content range and allows the children to build on the previous knowledge and skills taught and make links across Geographical topics.



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## **Art and DT**

### **Intent**

At Coppice Junior School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**The national curriculum for art and design aims to ensure that all pupils:**

1. Produce creative work, exploring their ideas and recording their experiences.
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
3. Evaluate and analyse creative works using the language of art, craft and design.
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Implementation**

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design are often taught in a block week, termly, which allows children the time to fully focus on an art or design project. Art involves studying existing pieces or examples of art, sketching these, with a particular focus on the necessary skills, before completing a final piece. The evidence of their work is collected within the art sketch book which follows the children through the school. Photographs of larger, group or 3D pieces are also kept within this book and displayed in classrooms and corridors

### **Impact**

Our children enjoy the self-expression that they experience in both Art and Design Technology.

They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.

By the end of their time at school learners will be competent in using the formal elements: line, shape, form, tone, texture, pattern, colour and composition. They will have learnt a variety of painting, printing, sculpting, drawing and mixed media techniques and be in the process of developing their personal style.

The children's artwork is celebrated across the school, being displayed for all to see in the corridors around the whole building.





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### **Computing**

#### **Intent**

Computing teaching at Coppice Junior School understands the immense value technology plays in supporting the Computing and whole school curriculum, day-to-day life of our school and also the increasing role it plays in our pupils' lives as they grow older. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aim is for all our pupils to develop their computational thinking skills and creativity. At the core of the Computing curriculum lies computer science. Our children are able to build on their knowledge using information technology skills and by becoming computer literate. The use of Purple Mash across the school underpins the curriculum needs for all of these areas.

Coppice assists every student regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners.

#### **Implementation:**

Our discrete Computing lessons use Purple Mash as a foundation for teaching, we also enjoy the flexibility of using Computing to enhance other curriculum areas and further engage the pupils in leading their own learning. They are able to use technology imaginatively and creatively whilst also becoming efficient learners and critical thinkers. Cross-curricular teaching helps enthuse and equip children with the capability to use technology throughout their lives. We believe that this transference of skills can aid in teaching pupils the strategies and knowledge necessary to enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

All Computing lessons begin with the children acknowledging the on-line safety rules which are adhered to across the school community.

#### **Impact:**

Progress is measured through regular teacher assessments. These take place at the end of each unit of work taught and data is subsequently analysed. Evidence folders are kept to provide hard-copy samples of pupil's work in each class and work done through Purple Mash is saved electronically in the children's personal document folders.



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### **Religious Education**

#### **Intent**

At Coppice Junior School, we offer a broad and rich RE curriculum to allow for coverage of the areas prescribed by Solihull SACRE whilst enabling pupils to explore, learn about and develop their understanding of other religions, their own communities, and build their spiritual and moral sense of identity and well-being.

Our belief is that by using an enquiry based model for learning, children develop critical thinking skills, increased motivation to learn, more meaningful knowledge and understanding, and deeper empathy with people and their beliefs, both religious or otherwise.

This will deepen their respect and tolerance, promote an ambition to enquire and evaluate, facilitate personal growth and development, and provide cultural capital and understanding of the wider world.

The development of such skills are in line with our values at Coppice Junior School, SMSC development and will prepare pupils for modern life in Britain.

Coppice Junior assists every student regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners.

#### **Implementation**

In order to ensure children are receiving high quality Religious Education day to day in class, a new RE scheme of work is to be introduced in the academic year 2020-21: Discovery RE.

Detailed medium term planning ensures coverage of a broad curriculum which complies with the agreed syllabus of Solihull SACRE.

The medium term planning allows each year group to focus on Christianity and one other world religion, with 3 alternating units of each across the year (one per half term). In returning to the same religions across the course of an academic year, students revisit prior learning and deepen their development of knowledge in greater detail, more effectively remembering what they have learnt.

Coverage of Christianity plus one other world religion for each academic year, also facilitates the process of training and empowering teachers with the detailed subject knowledge required to help pupils learn most effectively. With implementation of a new SOW this year, training will be a focus.

The scheme of work is enquiry based with each unit of work following the same detailed 4 step sequence. Commencing with a key question, lesson 1 focusses on children's existing knowledge. Step 2 is a series of lessons, investigative in nature, where pupils develop knowledge, understanding and skills. Step 3 asks them to evaluate and reflect upon the evidence they have collected in order to answer their enquiry question, necessitating application of their knowledge and skills. Finally step 4 is a lesson focussed on spiritual development and personal growth where pupils express an individual response to what they have learnt with a SMSC lens of focus.

High quality resources, artefacts, visitors and trips enrich and engage, facilitating the learning process; however, Covid-19 will require provision of risk assessment and guidance in terms of utilising these valuable learning tools during this academic year. In addition, it was hoped to focus on S&L as a major tool for curriculum delivery; this ambition will also need to be moderated in light of Covid-19 for this academic year.

#### **Impact**

The impact of our effective intent and implementation will be visible in the students of Coppice Junior School. They demonstrate a positive attitude towards people with different beliefs, religious or otherwise, and show an understanding of cultural beliefs different to their own. They also demonstrate respectful behaviour to all and this behaviour is transferable outside of school in the wider community and beyond.

Assessment will take place to ensure realisation of the intent for the subject. Each teacher will select an SEN, WT, EX, and GD pupil (one of whom will also be PP) for focussed assessment using the Discovery RE end of unit learning outcome statements and the RE Skills Ladder Assessment document. Teachers review learning and adapt lessons in accordance to best meet learners needs.

Progression of skills across the curriculum will be monitored by sampling and comparing the learning outcomes of each year group (Y3-Y6) for the Christmas Unit in the Autumn 2 term. This unit is thematically identical across the key stage, thus facilitating analysis. Teacher assessment data will also be collated annually.

A sample of pupil views will be taken at two points within the academic year in order to give voice to their experiences of:

- The effectiveness of the introduction of the new scheme of work (do they like the format, is it working, are they learning well, etc.)
- The effectiveness of the intent for the subject of RE (do they feel they are developing greater enquiry and evaluation skills, do they have the opportunity to develop and share views, do they feel they have a deeper understanding about people and their beliefs, is RE helping them to better understand themselves, etc.,)

Teaching staff will also be consulted and provided with opportunities to give feedback regarding their experiences of RE provision, resourcing, delivery and learning.

Consultation of teachers and learners will allow the subject leader to adapt provision of resourcing, content and training, so as to better support and improve confidence, enjoyment, and learning, with the end goal of further raising standards in the RE curriculum.

Curriculum development and provision remains cyclical, and will continue to consist of continuous development of intent, enablement of implementation, evaluation of impact and revision in accordance.



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## **PSHE**

### **Intent**

PSHE teaching at Coppice Junior School aims to provide all children with a comprehensive Personal, Social, Health Education curriculum that gives the relevant context to build skills, attitudes, self-esteem, resilience and confidence, all of which are taught explicitly as well as nurtured implicitly, thereby demanding a well-structured, progressive framework.

The spiral progressive curriculum focuses on the revisiting of 6 themes each year thus building on and enhancing learning. The Coppice Curriculum fulfils all of the elements for the statutory Relationships and Health education required for September 2020.

Coppice assists every student regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners.

### **Implementation**

The above intent will be implemented in all classrooms through direct teaching using resources from Jigsaw and Peacemakers. In line with the Peacemakers curriculum we use circles that promote self-esteem and empower children to be aware of their own thoughts and feelings and know how to manage and regulate these. The Jigsaw program promotes positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. The program ensures not only physical health but has a strong focus on mental health and emotional literacy throughout.

Coppice values every child and so takes inclusivity as a given, promoting acceptance of individuals for who they are and who they will become. All teaching is in line with the 2020 relationships curriculum.

Coppice embraces restorative justice as a tool for repairing relationships between peers and all staff use it to settle issues. Reoccurring themes can be identified through this process and addressed in whole class circles.

The peacemakers lead teacher is providing a high level of CPD for all teachers to ensure the curriculum is delivered well.

### **Impact**

The Coppice PSHE curriculum ensures that all pupils social, emotional, mental and health needs are met. Children have good self-esteem and are confident and caring towards others. Relationships Education, Sex Education and Health Education are all covered by this PSHE curriculum.

Curriculum development is cyclical and consists of continuous development, implementation, evaluation and revision.



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## **French**

### **Intent**

At Coppice Junior School, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning.

Coppice assists every student regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners. This compliments the school motto 'Dream, Believe and Achieve' and we also have a key focus on implementing Science Capital across the school.

### **Implementation**

Our MFL curriculum has been designed to progressively develop skills in French. We are currently using the Salut scheme to deliver our French lessons. These ensure children acquire a bank of vocabulary organized around topics. They ensure development is progressive as they build on previous knowledge from units already studied.

### **Impact**

Coppice provides opportunities for learners to make and show progress with their knowledge and skills. The effect of the curriculum across all learners (including those who are disadvantaged and have low attainment) is regularly reviewed.

The school provides the preparation and opportunities for learners to progress onto the next stage of their education or employment as there are clear links to the work of local employers.

The impact of learning is consistently reviewed by analysing evidence of learning feeding into the future planning and development of the curriculum.

Teachers assess French throughout lessons using 'assessment through learning'. This helps teachers plan for future lessons.



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## **Music**

### **Intent**

At Coppice Junior School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Coppice assists every student regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners. This compliments the school motto 'Dream, Believe and Achieve' and we also have a key focus on implementing music across the school.

### **Implementation**

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

### **Impact**

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At Coppice Junior School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.