



**MALBY LEARNING TRUST**

Exceptional Experiences. Successful Lives.



**Curriculum  
Intent  
Statement  
2025-2026**

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## Curriculum Statement

### Curriculum Intent

Every child is an individual with unique potential for learning. Our curriculum is designed to be creative and offer vibrant learning experiences tailored to meet the needs of each child. We aim for each child's experience at Maltby Manor to be memorable, engaging, and inspiring, developing a love of learning and enabling them to participate fully in society as responsible, self-confident citizens.

We believe that an effective curriculum is based on the acquisition of knowledge—both substantive and procedural—progressively building on what has been learned so that it can be applied in different contexts and subjects. By emphasising cross-curricular teaching, we make learning relevant, meaningful, and connected to real-world experiences.

### Curriculum Aims

At Maltby Manor Academy, we design a curriculum which is:

- **Unique:** We recognise that each child, class, and staff member brings their own interests, skills, and talents. Our curriculum is designed flexibly to meet the needs of these groups.
- **Engaging:** We aim for children to enjoy learning and embrace challenge. This high level of engagement supports progress and enthusiasm.
- **Enriching:** The curriculum is enriched through trips, visitors, real-world contexts, innovative and inspiring experiences, cross-curricular links, purposeful use of the environment, and collaboration between pupils and staff.

### Curriculum Implementation

The curriculum is structured so that students learn skills and concepts in a logical, progressive order. Each year builds on the foundations of the previous year, gradually increasing the complexity of content.

### Building on Prior Learning

We value students' prior knowledge and skills. Teachers use what students have already learned as a starting point for new learning. This ensures a coherent understanding of both substantive knowledge (facts and concepts) and disciplinary knowledge (skills and processes).

### Progression

Progression documents outline the specific skills, concepts, and objectives for each year. These act as a roadmap for teachers, ensuring systematic coverage and preparing students

for future learning. Our design balances both depth and breadth, ensuring students acquire knowledge, develop skills, and understand how all learning fits together.

## Lesson Structure

All lessons follow a structured approach to maximise learning and retention:

1. **Sharp Start:** Lessons begin with a retrieval focus, helping students recall prior learning from the previous lesson or related topics. This consolidates knowledge and prepares students for new learning.
2. **Explain:** New terminology and key concepts are explicitly introduced, ensuring children understand essential language and ideas.
3. **Example:** The teacher demonstrates or models the skill or concept, providing clear examples for students to understand the application.
4. **Attempt:** Students have the opportunity to attempt tasks alongside teacher support. This safe, scaffolded environment allows misconceptions to be addressed and understanding to deepen.
5. **Apply:** Students apply their knowledge independently, consolidating their learning through purposeful practice.
6. **Challenge:** Tasks are extended to deepen understanding and stretch thinking, encouraging critical analysis, problem-solving, and creativity.

## Curriculum Coverage

Our curriculum objectives are drawn from the Early Years Foundation Stage, the National Curriculum, and the locally agreed syllabus for Religious Education. Sequence, timing, and progression of knowledge are carefully selected to ensure age-appropriate and meaningful learning.

## **Core Learning Characteristics**

Through our curriculum, we aim to foster the complete development of each child, integrating both character and knowledge. In order to promote this, we have pinpointed six essential characteristics that we strive to instil in within our children. Every aspect of our approach is designed to foster the growth of these fundamental attributes, which we believe are pivotal in preparing our children to become well- rounded, well-educated individuals who are ready for success in their future educational endeavours.

Our core characteristics are:

### **1. The Resilient Child**

Our children will emerge as resilient learners who persist in the face of challenges. They will derive enjoyment from being pushed to their limits and will possess a repertoire of resources to overcome difficulties. They will recognise that failure is an integral part of the learning process and will adeptly discuss their setbacks in a constructive manner. Armed with these qualities, they will confidently confront any challenges they face head on. In order to achieve this, we will:

- Create an environment that embraces challenges and acknowledges the value of failure as a learning opportunity.
- Teach children conflict resolution and dispute resolution skills in a supportive manner.
- Offer a diverse array of experiences that encourage children to push their perceived boundaries and cultivate perseverance.
- Engage students in a wide range of competitive sports, pushing them to explore their abilities and surpass their limitations.
- Provide every child with the opportunity to learn a musical instrument during their academic journey.

### **2. The Curious Child**

Our children will be equipped with the capacity and tools to inquire about the world that surrounds them. They will pose questions and actively seek solutions, thereby enhancing their comprehension, knowledge, and aptitude for learning. In order to achieve this, we will:

- Implement a curriculum that emphasizes captivating and fascinating facts, conveyed through creative and innovative teaching methods.
- Expose children to immersive and thrilling learning experiences and settings that ignite their curiosity and encourage them to delve deeper into the subject matter.
- Ensure that the learning process is meaningful by providing practical contexts that enable learners to perceive the purpose behind their actions.

### **3. The Confident Child**

Children at Maltby Manor will develop a strong sense of confidence in their own abilities as well as in the abilities of their peers. They will encounter situations that offer them opportunities

to thrive and take pride in their accomplishments. They will cultivate an optimistic and positive self-image, possessing the self-esteem necessary to embrace challenges and explore their boundaries. In order to achieve this, we will:

- Create avenues for children to celebrate their talents, both within the school environment and beyond.
- Provide each child regular chances to perform in front of audiences, fostering their self-confidence.
- Ensure that every child experiences success and continues to build upon their natural talents within the curriculum.
- Provide diverse opportunities for learning in various settings and methods, including outdoor learning experiences.
- Equip children with the skills to communicate confidently and express their viewpoints effectively.
- Instruct children in the use of an extensive vocabulary and expose them to the richness of language.

#### **4. The Considerate Child**

Our children will not only cultivate empathy for themselves but also for others. They will encounter situations that provide them with the opportunity to show kindness and understanding towards their peers and the world around them. They will develop a compassionate and positive self-image, which will enable them to engage with others with empathy and consideration. In order to achieve this, we will:

- Create opportunities for children to demonstrate their thoughtfulness, both within the school community and beyond.
- Encourage each child to engage in activities that promote consideration and respect for others, nurturing their ability to understand and empathise.
- Ensure that every child has the opportunity to excel in areas that align with their natural talents and interests.
- Provide a variety of opportunities for children to learn and demonstrate empathy in various settings and contexts, both in and out of the classroom.
- Teach children effective communication skills, emphasizing the importance of expressing their thoughts and feelings with kindness and empathy.
- Help children expand their vocabulary and deepen their understanding of language, enabling them to communicate their empathy and consideration effectively.

#### **5. The Independent Child**

Maltby Manor children will develop the self-reliance and confidence to take initiative and manage their own responsibilities. They will be exposed to situations that encourage them to think and act autonomously. They will cultivate a strong sense of self and self-assurance, which will empower them to tackle challenges and explore their boundaries with independence. In order to achieve this, we will:

- Create opportunities for children to take charge of their tasks and decisions, both within the school and in their broader experiences.
- Encourage each child to develop self-reliance and the ability to make independent choices, fostering their decision-making skills.
- Ensure that every child has the chance to excel in areas where they can demonstrate their autonomy and resourcefulness.
- Empower children to become self-reliant, self-driven learners while fostering a deep passion for acquiring knowledge.
- Foster an environment where children can take calculated risks, helping them expand their horizons and develop a sense of discernment regarding acceptable risks.
- Teach children effective communication skills, emphasizing the importance of expressing their thoughts and ideas with confidence and clarity.

## 6. The Ambitious Child

We will foster ambition in our children, instilling in them an awareness of opportunities beyond their immediate surroundings, igniting aspirations and inspiring goal setting. They will be equipped with the knowledge of how to pursue their dreams and recognise the significance of hard work and self-motivation. In order to achieve this, we will:

- Broaden children's horizons and encourage them to reach beyond their perceived limitations by providing inspiring learning experiences and serving as exemplary adult role models.
- Maintain unwavering ambition for every child, regardless of their abilities or talents, tirelessly working to ensure that all children realise their full potential.
- Collaborate with parents, stakeholders, and other agencies to ensure that all children receive the support necessary to achieve their true potential and overcome any challenges they may encounter.

### Core Curriculum

Within every topic, we believe that the core knowledge of English and Mathematics must be securely embedded and underpinned by strong conceptual understanding.

### English

In English, carefully chosen reading texts form the backbone of the curriculum, promoting a lifelong love of reading. Our selection is drawn from a broad canon of literature and includes high-quality, challenging texts by a range of well-known children's authors.

Children encounter a variety of genres, supplemented by unseen extracts that could include full novels, short stories, picture books, non-fiction texts, or poetry. Reading takes place daily, with pupils exploring vocabulary, analysing characters, making inferences, and deducing details through rich discussion, role play, and other interactive activities.

The study of these texts leads directly into purposeful writing opportunities across a variety of styles and genres. Grammar and language skills are taught within the context of writing, ensuring a clear link between reading, language development, and composition.

## Phonics

Phonics is taught daily using the Read Write Inc approach. In Nursery, phonics learning begins through practical, play-based activities. From Reception and Year 1, children are taught systematically and progressively. This teaching continues into Years 2–6 for pupils who require additional support, including those who have not yet met the Year 1 Phonics Screening Check expectations.

## Mathematics

At Maltby Manor Academy, we aim for all children to become fluent in the fundamentals of mathematics, to reason mathematically, and to solve problems with confidence.

In the Foundation Stage, mathematics is taught as part of the EYFS curriculum, with opportunities for children to develop understanding of number, measurement, pattern, shape, and space through varied and practical experiences.

Across school, mathematics teaching focuses on securing core skills and developing conceptual fluency. Planning is supported by the White Rose Maths framework, and follows a mastery approach. Pupils move through the concrete–pictorial–abstract sequence to ensure concepts are deeply understood and can be applied flexibly.

We are committed to ensuring that, before leaving our school, all children have mastered the basic skills in mathematics: number fluency, number bonds, times tables, and mental calculations. Weekly Maths Meetings from Years 1–6 provide targeted opportunities to develop mental arithmetic and fluency, allowing children to practise, secure, and apply these essential skills.

## **Early Years Foundation Stage Statement**

### **Intent**

At Maltby Manor Academy the Early Years Foundation Stage curriculum is designed to recognise children's prior learning; provide first-hand exceptional learning experiences; allow the children to develop interpersonal skills; build resilience; and become creative, critical thinkers.

Every child 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 basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be happy, investigative and inquiry based where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

### **Implementation**

Children in our Early Years Phase (Nursery and Reception) follow the Early Years Foundation Stage Curriculum. The EYFS 2021 Curriculum has seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy (Reading and Writing)
- Mathematics
- Understanding the world
- Expressive Arts and Design

A practical, playful approach to learning, based on the needs and interests of our children, is delivered mainly through Learning Journey based planning. We teach children individually, in small groups, in class bases and in whole cohorts. Through a combination of teacher-led and continuous provision opportunities, learning is planned to encourage children to develop their skills independently through exploration, challenge and quality interactions.

The Characteristics of Effective Learning and Teaching are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences that we plan for the children promote positive attitudes to learning and school-life which reflect the academy's curriculum core values and skills needed for future success.

Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Carefully selected resources promote a purposeful and calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently. Community involvement is an essential part of our curriculum as we celebrate local traditions and acquire new and meaningful skills to enable the children to learn the foundations of being a global citizen.

## Impact

Children achieving a 'Good Level of Development' is consistently above national expectations and all children fulfil their learning potential. Children transition seamlessly into Key Stage 1 with their learning behaviours well established and a hunger for further learning developed. The children leave the EYFS with a clear sense of belonging to Maltby Manor and a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

## **English Reading Intent**

At Maltby Manor, we value reading as a fundamental life skill and are committed to enabling our children to become lifelong readers. We have an ambition that all children will be independent, fluent readers by the end of Key Stage 1, as we believe reading is the key to overall academic success. We strive to promote a reading culture across the academy, with reading at the heart of our curriculum and high-quality daily reading experiences embedded in every classroom.

Once children have completed the Read Write Inc (RWInc) programme, they transition to reading lessons in class. These lessons are carefully structured to ensure children continue to develop fluency, vocabulary, comprehension, and critical reading skills in a systematic and progressive way.

Our reading curriculum aims to provide a language-rich environment through oracy that promotes a culture of reading and writing. We aim to develop a love of reading in all pupils and to promote high-quality literature that supports learning across the curriculum while enriching their lives beyond the classroom. Additionally, we seek to continually develop children's understanding and enjoyment of texts, fostering an interest in words, their meanings, and building a growing and varied vocabulary.

Our Reading Aims:

- To provide a language rich environment through oracy that promotes a culture of reading and writing.
- To develop in pupils a love of reading and promote high-quality literature that will not only support their learning across the curriculum but also extend beyond the classroom environment and enrich their lives.
- To teach reading skills throughout the academy that continually develop children's understanding and enjoyment of texts.
- To foster in pupils an interest in words and their meanings and to develop a growing vocabulary.

## **Implementation**

### **The Teaching of Phonics**

At Maltby Manor, systematic phonics is taught in EYFS and Key Stage 1 using the Read Write Inc. scheme. Children are initially taught the first forty sounds in groups and learn to blend Set 1 sounds to read CVC words. As children gain confidence, they progress to Set 2 and Set 3 sounds, and eventually learn to read digraphs, trigraphs, and tricky graphemes whilst developing their fluency and pace.

To inspire early reading, children initially take-home picture books to share with adults as well as initial blending books, encouraging them to retell the story through the illustrations. As they learn sounds, they begin reading books with words that are matched precisely to their reading level, enabling them to read confidently and demonstrate their developing skills at home.

Children follow the RWInc teaching sequence, taking home both a RWInc class book and a 'book bag book' tailored to their reading level. Pupils are encouraged to use phonics as the primary strategy for decoding unfamiliar words. Within school, children also practice answering questions about their group text and developing understanding of new vocabulary.

All children begin their RWInc journey in Foundation Stage and continue until they pass the phonics screening check in Year 1, or until they have mastered all sounds and become confident, fluent readers. While the majority of children complete the scheme by the end of Key Stage 1, some may continue into Key Stage 2 alongside targeted interventions if additional support is required. Leaders prioritise the daily delivery of RWInc lessons, ensuring fidelity to the scheme through coaching, mentoring, tailored practice sessions, and ongoing professional development for teachers and leaders.

### **The Teaching of Reading**

All children from Year 2, including those still accessing RWInc, participate in daily class reading lessons. Reading lessons are planned on a weekly cycle, with four lessons focused on a linked text, followed by one lesson applying skills to an unseen extract. This structure ensures that children are consistently exposed to fluency practice, vocabulary development, and a variety of reading strategies.

Within lessons, children develop key reading skills including predicting, clarifying, inferring, questioning, and summarising. Teachers select high-quality texts from our Canon of Literature, including novels, picture books, non-fiction, extracts, poetry, and both modern and classic authors. Daily teaching incorporates techniques such as echo and choral reading to embed reading skills. Children who are not yet fluent access additional daily fluency groups to further secure their reading ability.

### **Impact**

The impact of our reading curriculum at Maltby Manor is evident in the progress, confidence, and enjoyment demonstrated by our pupils. Children leave the Read Write Inc. programme as fluent, confident readers who can decode unfamiliar words independently and access a wide range of texts with understanding. As they transition into class reading lessons, pupils continue to develop strong comprehension skills, a growing vocabulary, and an ability to apply a range of reading strategies across genres.

To ensure consistency and foster a shared reading culture, each day a class novel is read aloud to the children. This daily exposure to high-quality literature promotes listening skills, develops vocabulary, models fluent reading, and encourages a love of storytelling.

Our structured, progressive approach ensures that children not only achieve fluency but also develop critical thinking skills through questioning, summarising, predicting, and clarifying. Exposure to high-quality literature fosters a lifelong love of reading and encourages children to engage with texts beyond the classroom, supporting academic success across the curriculum.

By the end of Key Stage 2, children are equipped to read with confidence and enjoyment, articulating their understanding and personal responses to texts. They demonstrate the ability to analyse, interpret, and evaluate a wide variety of literature, showing curiosity, creativity, and independence as readers. The cumulative impact of systematic phonics, daily class reading lessons, daily shared reading of a class novel, and exposure to high-quality texts ensures that Maltby Manor pupils are prepared for the next stage of their education and for lifelong engagement with reading.

## English Writing Intent

### The Writing Rationale

The Maltby Manor approach to writing is fundamentally underpinned by the EEF guidance documents: Preparing for Literacy, Improving Literacy in Key 1 and Improving Literacy in Key Stage 2. Other evidence-based research has also been considered in developing this approach, including but not limited to: Alex Quigley 'Closing the Writing Gap'. Beck and Co 'Bringing Words to Life', Judith Hochman 'The Writing Revolution', Tom Sherrington 'The Learning Rainforest', Rosenshein's Principles of Instruction and Ofsted's Summary Report.

The research recognises that the approach needs to encapsulate improving pupils' handwriting fluency, securing accurate spelling, a focus on the craft of sentence composition, refining the teaching and learning of grammar, enhance pupil's ability to edit and review their writing, establish writing in the subject disciplines, develop effective modelling in the classroom, have a systematic assessment of writing and ensure that as a school we invest in a sustained professional development on teaching writing.

### Intent

Our intent for writing is to ensure that children become competent writers while fostering a love of creativity. We aim for pupils to master the fundamental skills for their year group, with these skills carefully sequenced across the school to ensure progressive development.

The English curriculum at Maltby Manor is designed to be progressive, building on prior knowledge and skills to ensure continuity and depth of learning. Lessons are structured to allow pupils to develop writing, grammar, vocabulary, and oracy in a systematic way, with opportunities to apply these skills in meaningful contexts. This approach ensures that the curriculum is consistently delivered, supports all learners, and enables children to thrive as confident and capable writers.

### Implementation

At Manor, writing is taught through a carefully structured and progressive approach from Year 1 to Year 6, designed to equip pupils with the knowledge, skills and confidence to communicate effectively. Writing is delivered through a two-week (or three-week) teaching cycle, ensuring pupils have sufficient time to immerse themselves in a text type, develop grammatical accuracy, build vocabulary and apply skills through extended writing.

#### Year 1

In **Year 1**, the focus is on securing the **fundamentals of writing**, ensuring all pupils develop the essential foundations before progressing. These include:

- Accurate **application of phonics**
- **Correct letter formation** and orientation on the page
- Use of **basic coordination** (e.g. "and")
- Use of **capital letters, full stops, question marks** and **exclamation marks**

- Ability to **write simple dictated sentences**
- **Orally compose and record sentences**
- **Sequence sentences** to form a short narrative

Throughout Year 1, teaching places a strong emphasis on **transcription skills** (handwriting, spelling and sentence construction). Pupils are consistently supported to **orally rehearse** before writing, helping them develop sentence fluency and confidence. Vocabulary is explicitly taught, and pupils are encouraged to make thoughtful word choices.

## Writing Cycle in Year 2 – Year 6

From **Year 2 onwards**, pupils follow a **structured 2–3 week writing cycle** for each text type, with genres progressively mapped across **Key Stage 1 and 2** to ensure full curriculum coverage and increasing challenge. Across each cycle:

### 1. Immersion in the text type

- Pupils explore a **model text** that exemplifies the target genre (e.g. narrative, letter, report, explanation).
- Features of the genre are identified and discussed.
- Texts are analysed at sentence and word level for structure, impact and language choices.

### 2. Explicit teaching of grammar in context

- Grammar objectives are taught **directly within the context of the model text**.
- Sentence structures are rehearsed and practised through **short burst writing**.
- Pupils apply grammar knowledge purposefully in preparation for their final piece.

### 3. Planning

- Pupils plan their writing with support from frameworks such as story maps, boxed-up planning or writing frames.
- Time is given for **spoken rehearsal** to develop coherence and fluency.

### 4. Writing

- Pupils compose their writing over several sessions.
- Teachers model and scaffold writing, demonstrating effective vocabulary choices, sentence variation and author voice.

### 5. Editing and Improving

- Structured editing lessons help pupils review spelling, punctuation, grammar and content.
- Pupils use success criteria and peer feedback to improve accuracy and clarity.

## Progression and Consistency

- Text types are mapped progressively from Year 1 to Year 6, ensuring increasing complexity.
- Moderation grids and a whole-school writing progression document ensure consistency and high expectations across classes and phases.

- Writing outcomes are regularly moderated across non-statutory year groups to ensure accurate assessment and shared understanding of standards.

## Handwriting and Presentation

Handwriting remains a whole school focus. To support this:

- High-quality writing books with handwriting guidelines are used.
- Books are carefully matched to year groups to support handwriting development.
- Expectations for presentation are reinforced in every lesson to promote pride and clarity.

## Vocabulary Development

Rich vocabulary teaching underpins the writing curriculum. Pupils encounter Tier 2 vocabulary in every unit and are supported to use this accurately in their own writing. Oracy is embedded, giving pupils opportunities to articulate ideas and refine language choices before writing.

## Impact

Our structured approach to writing ensures that all pupils make strong progress and develop as confident, articulate and purposeful writers. Through a clear learning journey from Early Years to Year 6, pupils build secure transcription skills, develop grammatical accuracy and grow as creative thinkers who can write for a range of audiences and purposes.

Across the school, pupils demonstrate:

- **Secure writing fundamentals** – By the end of Year 1, pupils apply phonics accurately, form letters correctly and write coherent sentences using appropriate punctuation. Early writing routines such as oral rehearsal, sequencing and simple editing enable pupils to write with growing independence.
- **Strong progress across Key Stage 1** – Pupils develop control of sentence structure and punctuation and show improved presentation through the use of high-quality handwriting books. Their growing vocabulary and grammar knowledge result in increasingly fluent and meaningful writing.
- **Confidence and purpose in Key Stage 2** – Pupils write with increasing fluency and control across a wide range of genres. Their writing demonstrates growing stamina, cohesion and an awareness of audience and purpose. Oracy plays a vital role in shaping writing, enabling pupils to rehearse language, share ideas collaboratively and refine vocabulary choices.

Because teachers use formative assessment effectively, writing is responsive and adaptive. Learning gaps are addressed immediately through targeted feedback and in-the-moment intervention, accelerating progress for all pupils, including those with SEND and disadvantaged pupils. Writing is inspired by meaningful contexts—such as high-quality core

texts, educational visits and curriculum hooks—which result in purposeful outcomes and enthusiastic engagement.

Moderation is embedded across all phases to ensure consistency and accuracy of assessment. Termly key stage moderation, alongside support from our Local Authority accredited Year 6 moderators ensures secure professional judgments and supports progression across year groups.

As a result of our writing curriculum:

- **Attainment improves year on year**, with pupils meeting the expected standard.
- **Progress is strong** for all groups, continually monitored in termly Pupil Progress Meetings.
- **High expectations are consistent across the school**, as seen through moderation evidence, writing outcomes and pupil voice.
- **Vocabulary development and grammar mastery** are clearly embedded in pupils' writing.
- **Pupils leave Manor as confident writers**, equipped with the skills to express their ideas clearly, creatively and accurately in the next stage of their education.

## **Mathematics Intent**

### **Intent**

At Maltby Manor Academy, our vision for mathematics is to develop confident, capable, and enthusiastic learners who are fluent in the fundamentals of maths, able to reason logically, and skilled in solving a wide range of problems. We aim to foster a genuine enjoyment of mathematics, ensuring all children are inspired, engaged, and able to see its relevance in the world around them.

To support this vision, we implement a concrete–pictorial–abstract (CPA) approach to teaching. This ensures that all pupils, regardless of learning style or ability, are given equitable access to mathematical concepts and the opportunity to develop a deep and secure understanding.

Our curriculum enables children to make meaningful connections between mathematical concepts and real-life contexts, helping them better understand the world around them. This is underpinned by consistent use of high-quality resources.

Mathematics is mapped carefully across the academy to ensure clear progression in line with age-related expectations. Challenge is built in for all learners. Those identified as underachieving or with SEND are fully supported through targeted scaffolding, structured intervention, and opportunities to revisit learning as needed.

We place a strong emphasis on developing pupils' mathematical vocabulary, enabling them to articulate reasoning, explain their thinking clearly, and engage meaningfully in mathematical discussions.

Assessment is used continuously and purposefully—both formatively and summatively—to identify gaps, inform planning, and ensure every child is making progress. Teachers adapt their practice in response to assessment insights, ensuring that support and challenge are provided where needed.

Children are encouraged to recognise the value of mathematics beyond the classroom—through its connection to everyday problem-solving, financial literacy, and future career pathways. Our approach to teaching maths also supports the wider school ethos by promoting resilience, independence, and a growth mindset.

Ultimately, our aim is to equip all children with the mathematical confidence and competence they need to thrive in their education and beyond.

### **Implementation**

At Maltby Manor Academy, our mastery approach to mathematics is designed to systematically develop pupils' knowledge and understanding of key mathematical concepts, beginning in the Early Years Foundation Stage (EYFS) and continuing through to the end of Year 6.

## Mathematics in the Early Years

Mathematics in the Foundation Stage is taught as part of the EYFS curriculum and focuses on two key strands:

**Number** – This includes developing a deep understanding of numbers to 10, exploring number composition, subitising, recalling number bonds and doubles.

**Numerical Patterns** – This involves recognising counting patterns, comparing quantities, understanding the concepts of 'greater than' and 'less than', and representing patterns in various ways.

These concepts are delivered through a balanced combination of adult-led and child-initiated activities. Children engage with mathematics daily through exploration, investigation, and problem-solving across all areas of provision. A range of concrete resources and early recording methods are used to help children make meaningful connections between both strands and lay strong foundations for future learning.

## Mathematics in Key Stages 1 and 2

From Year 1 to Year 6, the mathematics curriculum follows the White Rose Maths Scheme, which is aligned with the National Curriculum. This scheme is structured around the core principles of fluency, reasoning, and problem-solving, and promotes a consistent mastery approach across all year groups.

The curriculum is carefully sequenced into small, manageable steps, allowing concepts to be introduced gradually and securely. Teachers are encouraged to adjust the pace of learning when needed, spending additional time on specific steps to ensure depth of understanding. Flexibility within the scheme enables teachers to tailor their teaching to meet the needs of all learners.

### High-quality teaching is underpinned by:

Effective questioning that encourages mathematical thinking,  
Carefully chosen resources to support conceptual understanding,  
Daily opportunities for fluency, reasoning, and problem-solving embedded within every lesson.

### Impact

The impact of our mathematics curriculum is evident in the way pupils understand the relevance and application of mathematics in real-world contexts. We have created a positive learning culture where mathematics is engaging, challenging, and enjoyable, and where making mistakes is recognised as an essential part of the learning process. Pupils are encouraged to see the journey toward finding a solution as equally valuable as the answer itself.

### Assessment and Progress Monitoring

Mathematical attainment is rigorously monitored through both statutory and internal assessments:

Statutory assessments are completed at the end of Key Stage 1 and Key Stage 2, with outcomes benchmarked against national standards and shared with the Governing Body.

In Year 4, the Multiplication Tables Check (MTC) provides a key measure of pupils' fluency in times tables.

In Years 3 to 5, NFER assessments are administered termly, and outcomes are tracked using scaled scores to monitor individual and cohort progress.

Termly Pupil Progress Meetings allow teachers to discuss individual pupil achievement, identify those needing targeted intervention, and plan appropriate next steps in teaching and learning.

### **Evidence of Impact in Learning**

Pupils' books provide clear evidence of progress and depth across the three key areas of mathematics: fluency, reasoning, and problem-solving. Work is consistently well-presented and demonstrates a range of strategies, independent thinking, and application of mathematical concepts.

Our approach to feedback and intervention is timely and purposeful, ensuring that misconceptions are addressed and learners are continually supported to meet or exceed age-related expectations. As a result, a growing proportion of pupils are on track or above national standards.

Pupils are encouraged to be independent and reflective learners, selecting appropriate resources and strategies to support their thinking. They are increasingly able to reason mathematically—verbally, pictorially, and in written form—and to explain their methods and thinking with clarity and confidence.

### **High Expectations and Rigorous Standards**

We maintain high standards in all aspects of mathematics. Regular internal and external moderation of pupils' work ensures consistency and accuracy in teacher assessment. This rigorous approach contributes to strong pupil outcomes and prepares children well for the next stage of their education.

## **Science Intent**

### **Intent**

At Maltby Manor, we recognise science as a fundamental subject that shapes our understanding of the world. As one of the core subjects in primary education, we prioritise high-quality teaching and learning in science to develop pupils' knowledge, skills, and curiosity about the natural world.

Our science curriculum is designed to promote enquiry-based learning, enabling children to develop essential working scientifically skills alongside substantive scientific knowledge. We nurture children's natural curiosity, encourage respect for living organisms and the physical environment, and foster critical thinking through evidence evaluation.

We aim to equip every pupil with the confidence and motivation to build on their scientific knowledge and skills as they progress through their education and into life beyond school.

### **Implementation**

Science at Maltby Manor involves the systematic acquisition of knowledge, concepts, and skills that build positive attitudes toward the world. Our curriculum ensures progressive development of scientific knowledge and enquiry skills from EYFS through Year 6, enabling pupils to confidently select and use equipment, conduct investigations, interpret data, and draw evidence-based conclusions.

We use detailed progression grids to map prior knowledge, vocabulary, and skills, ensuring clear continuity and progression year on year. These grids guide teachers in structuring lessons and embedding both new and prior learning, building pupils' scientific vocabulary and conceptual understanding over time.

EYFS: Science learning is integrated within 'Understanding the World' and 'Communication and Language,' with teaching grounded in first-hand experiences and exploratory play. Our indoor and outdoor environments, including weekly Forest School sessions, provide rich opportunities for sensory exploration, observation, and inquiry, fostering awe, wonder, and scientific thinking from an early age.

KS1 and KS2: Science is planned using comprehensive subject overviews aligned with the National Curriculum. Each unit is centred on enquiry questions that promote meaningful, real-world scientific investigation and enhance Science Capital. Lessons are highly practical and designed to engage learners through hands-on activities, problem-solving, and opportunities to apply oracy skills for questioning and discussion.

Teachers follow a structured lesson format: starting with a 'sharp start' to recall prior learning, introducing new vocabulary and concepts through high-quality resources, providing scaffolded examples, enabling pupils to explore enquiry questions through investigation, and concluding with challenge tasks to deepen understanding. Regular live assessment through

precise questioning allows teachers to identify misconceptions and adapt teaching to ensure all pupils keep up.

This approach ensures a coherent and progressive delivery of the science curriculum throughout the school.

### **Impact**

Our science curriculum empowers pupils to become confident, independent, and inquisitive learners who understand and can explain scientific concepts relating to biology, chemistry, and physics. Pupils leave Maltby Manor with strong scientific enquiry skills, enabling them to ask questions, gather and interpret evidence, and reach well-reasoned conclusions.

Assessment in science is ongoing and multifaceted, combining formative teacher judgements with summative assessments at the end of each unit. This approach enables teachers to closely monitor pupil progress against year group expectations and the curriculum. At the end of the year, teachers make a clear judgement of each child's attainment to inform future teaching and ensure continuity into the next stage of education.

Through a rigorous, progressive science curriculum, we prepare our pupils to succeed in secondary education and to engage thoughtfully and confidently with the scientific aspects of the world around them.

## History Intent

### Intent

History is held in high regard at Maltby Manor Academy, with the school's rich local history celebrated as a source of inspiration and learning. Our History curriculum aims to nurture curiosity and develop children's understanding of the past, both locally and globally. From EYFS onwards, pupils begin to explore their own experiences and the world around them, gradually extending their understanding to national and international historical events.

At Maltby Manor, children work as historians. They explore enquiry questions, analyse sources, evaluate evidence, and communicate their findings. This approach enables pupils to acquire substantive knowledge, develop historical skills, and understand the wider context of historical events.

The curriculum is carefully planned and structured to ensure that learning builds on prior knowledge, developing progressively across each Key Stage. Pupils are encouraged to think critically, weigh evidence, consider multiple perspectives, and develop judgement. They also develop an awareness of change, diversity, and the complexity of human experience across time.

By the end of their primary journey, pupils will be confident in working as historians, able to make connections between local, national, and global events, and to understand how history has shaped the world today.

### Implementation

The History curriculum at Maltby Manor is delivered through a "Working as a Historian" approach, providing pupils with a clear framework to explore, create, and reflect. Pupils focus on enquiry questions each half term, investigating the past through a combination of primary and secondary sources, artefacts, and historical evidence.

### Curriculum Delivery

- Pupils receive high-quality lessons delivered by class teachers, structured to revisit prior knowledge before introducing new concepts.
- Lessons follow a structured approach: Investigate → Analyse → Evaluate → Communicate, allowing pupils to develop historical skills alongside knowledge.

**Engage:** Pupils explore the enquiry question and connect with prior knowledge.

**Investigate:** Pupils examine sources, artefacts, and evidence to gather information.

**Analyse and Reflect:** Pupils evaluate the reliability and significance of the evidence, making connections to historical contexts.

**Communicate:** Pupils present findings, discuss interpretations, and articulate their understanding using historical vocabulary.

- EYFS pupils explore their own lives and the immediate environment, developing observation, comparison, and storytelling skills as part of the 'Understanding the World' Early Learning Goal.

### Progression and Assessment

- In KS1, pupils study events beyond living memory, significant individuals, and local history. In KS2, pupils develop chronological understanding, placing key events, people, and changes in context, from the Stone Age to 20th Century history.
- A spiral curriculum ensures pupils revisit historical skills and concepts, deepening understanding and confidence over time.
- Assessment is ongoing and formative, using teacher observation, discussion, written outcomes, and analysis of enquiry responses. Exemplification materials and enquiry frameworks support consistent teacher assessment.

### Integration of Knowledge and Skills

- Pupils are explicitly taught historical vocabulary, which is reinforced and applied across lessons.
- Contextual, cultural, and historical knowledge is embedded in each unit, enabling pupils to make meaningful connections between their work and wider history.
- Pupils develop the ability to reflect on their learning, articulate their ideas, and critique evidence using subject-specific language.

### Broader Opportunities

- Pupils participate in trips, local visits, and cultural experiences to develop historical understanding beyond the classroom.
- History lessons foster curiosity, critical thinking, and resilience, encouraging pupils to explore, question, and interpret the past confidently.

Through this structured yet engaging approach, pupils at Maltby Manor develop the knowledge, skills, and confidence to work as historians, prepared to understand and interpret the past throughout their lives.

### Impact

The History curriculum at Maltby Manor Academy ensures that pupils develop the skills and knowledge to think, work, and communicate like historians. Children can ask historical questions, investigate using a range of sources, and recall key events, people, and changes with accuracy.

Pupils build the ability to make connections across different periods of history, comparing events and understanding their impact on the present and future. They use evidence to support their ideas, demonstrating critical thinking, perspective, and historical reasoning.

Throughout their learning, pupils develop historical vocabulary and the confidence to articulate their understanding clearly. The curriculum fosters curiosity, cultural awareness, and a deeper appreciation of the complexity of the past, preparing children to engage thoughtfully with the world around them.

## **Geography Intent Statement**

### **Intent**

At Maltby Manor Academy, we deliver a unique and bespoke curriculum to suit the needs of individual learners. We believe that Geography helps to provoke and provide answers to questions about the physical and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum at Maltby Manor enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Maltby Manor and to their further education and beyond.

### **Implementation**

Geography lessons are planned using the National Curriculum and progression of skills documents, where a subject does not link with the inquiry it is taught discretely.

Geography in KS1 includes learning about the children's locality and school in Y1 and moves on to studying the United Kingdom as a whole and the 7 continents of the world in Y2 and into Y3. In KS2 Geography introduces the children to Europe in Y4 and the wider world in Y5 and Y6.

Geography lessons in KS1 and KS2 are structured in a way that helps children to recall previous learning through sharp starts. Vocabulary for new learning is explained explicitly, then the lesson moves on to clear examples to deepen understanding. Children are then given a chance to attempt a task with teacher support and guidance to develop their confidence before they move on to applying the new learning independently. A challenge is provided to deepen understanding further.

In EYFS, Geography presents itself within the 'Understanding the World' ELG. Children are expected to observe the natural world around them and be able to talk about similarities and differences of their immediate environment. Geography is taught through short inputs followed by a structured task to develop and deepen understanding. Bespoke learning opportunities are also set up during continuous provision, and adults model and scaffold accessing these activities to optimise the learning taking place.

Fieldwork is an important aspect of Geography and children are expected to progress from using their senses in EYFS to comparing human and physical features in KS1 and KS2. By the end of Y6, our children are expected to use fieldwork skills to carry out a focused in-depth study in the local area.

The teaching of Geography is supported by the progression of skills document which is year group specific, including concepts such as location and place from Nursery – Year 6. Key geographical vocabulary is on the progression document, linking to the skills being taught. As many children have not experienced life outside of Maltby, the National Curriculum is further supported through carefully researched and chosen residential and school visits such as the Y3 visit to the Mining Museum, fieldwork in Bamburgh in Y5, and studying the locality of Maltby and its land use in multiple year groups. We aim, particularly with Geography, to widen the children's understanding of the wider world around them and increase their cultural capital. Each year group creates their own knowledge mat to support the teaching of their geographical learning journey, helping the children to understand and embed vital subject-specific vocabulary and knowledge.

### **Impact**

The Geography curriculum that we provide at Maltby Manor gives children the confidence and motivation to further develop their skills into the next stage of their education and life experiences. We ensure that the skills and knowledge are progressive and embedded. Children can recall facts and create links between their learning and geographical understanding. When the children leave Maltby Manor, they are confident, inquisitive, and resilient learners who are equipped with skills to help them answer geographical questions about the world around them. The children are global citizens through developing a greater understanding, knowledge, and respect of the wider world, as well as their place in it.

In Geography, children are assessed regularly in relation to their year group expectations. Formative assessment is carried out weekly to check children's progress after each lesson. Summative assessment is completed at the end of each unit so teachers can clearly see who is on track and who is working towards expectations. Pupils are assessed through teacher judgement at the end of each unit, using the key objectives for Geography in the National Curriculum. At the end of the year, teachers make a final judgement against the entire year group curriculum to determine where each child is working.

## **Art Intent Statement**

### **Intent**

At Maltby Manor, our Art and Design curriculum aims to inspire pupils to think, work, and communicate like artists. Through the *Working Artistically* approach, we provide opportunities for children to develop technical skills, creativity, and critical thinking, enabling them to express themselves confidently and reflectively.

Our curriculum is organised into six key blocks—Drawing, Painting, Printmaking, Textiles, 3D, and Collage—with vertical progression deliberately built in. Pupils revisit these disciplines throughout their primary journey at increasing levels of challenge and complexity, ensuring that knowledge and skills are reinforced and deepened over time.

Each module emphasizes the artistic process, encouraging pupils to explore, experiment, and refine their work. They are supported to develop their technical skills and understanding while using subject-specific vocabulary to talk about their own work and that of others. Knowledge notes and quizzes consolidate learning, ensuring pupils can define, connect, and apply key terminology meaningfully.

Pupils are also introduced to a diverse range of artists, styles, and movements, helping them to contextualize their learning and gain inspiration from different cultures and historical periods. This approach fosters thoughtful, reflective, and expressive young artists who are confident in their ability to communicate ideas visually.

Through high-quality teaching, clear progression, and careful support for vocabulary and technique, our Art and Design curriculum ensures that pupils not only acquire knowledge as artists but also develop the confidence and curiosity to apply their skills creatively in a range of contexts.

### **Implementation**

At Maltby Manor, the teaching and learning of Art is structured around the *Working Artistically* approach, providing pupils with a clear framework to explore, create, and reflect. The curriculum is delivered in blocks, each focusing on a distinct discipline: Drawing, Painting, Printmaking, Textiles, 3D, and Collage. Each block builds on prior learning, allowing pupils to revisit key skills and knowledge at increasing levels of complexity.

### **Curriculum Delivery**

- Pupils receive high-quality Art lessons delivered by class teachers, supported by comprehensive lesson resources including skeleton lesson plans, instructional videos, exemplar work, and knowledge notes.
- Lessons are sequenced to develop technical skills alongside creativity, ensuring pupils understand not only how to create art but also the purpose and context behind it.

- Pupils are encouraged to explore multiple techniques, experiment with materials, and develop their own style, while being guided through clear learning objectives.

### **Integration of Knowledge and Skills**

- Technical vocabulary is explicitly taught and reinforced throughout each block, with pupils completing vocabulary quizzes to consolidate learning.
- Historical, cultural, and contextual knowledge is embedded in each unit, allowing pupils to make connections between their work and the wider artistic world.
- Pupils are supported to articulate their ideas, using subject-specific language to critique their own work and the work of others, fostering reflective and thoughtful engagement with Art.

### **EYFS**

- In the Early Years Foundation Stage, children explore textures, colors, and materials through sensory and creative experiences.
- They develop fine motor skills, hand-eye coordination, and basic art vocabulary, learning to express ideas and feelings through their work.
- These early experiences provide the foundation for structured approaches in KS1 and KS2, preparing pupils to engage confidently with the Working Artistically framework.

### **Progression and Assessment**

- A spiral curriculum ensures pupils revisit and extend skills in each discipline over time, enabling measurable progression from EYFS through Year 6.
- Assessment is ongoing and formative, using teacher observation, discussion, and pupil outcomes to monitor skill acquisition and understanding.
- Exemplification materials and knowledge notes support consistent teacher assessment, providing a benchmark for expectations at each year group.

### **Broader Opportunities**

- Pupils are encouraged to participate in extra-curricular Art activities, exhibitions, and cross-curricular projects to apply their learning in meaningful contexts.
- Art is used to foster creativity, resilience, and self-expression, giving pupils the confidence to explore new ideas and techniques.

Through this structured yet creative approach, pupils at Maltby Manor develop the technical skills, knowledge, and confidence to work as artists, preparing them for future artistic challenges and opportunities.

## Impact

The impact of the Art curriculum at Maltby Manor is seen in pupils' confidence, creativity, and technical skill development. Through structured, high-quality lessons, children acquire the knowledge and practical abilities to work as artists across a range of disciplines, including Drawing, Painting, Printmaking, Textiles, 3D, and Collage.

Pupils develop the ability to reflect on and evaluate their own work and that of others, using subject-specific vocabulary to discuss techniques, materials, and artistic intent. This nurtures critical thinking, creativity, and the ability to articulate ideas effectively.

By revisiting key skills and concepts over time, pupils demonstrate progression in technical expertise, conceptual understanding, and personal expression from EYFS through Year 6. Children show resilience in tackling challenges, innovation in exploring materials, and enjoyment in creating meaningful artistic outcomes.

Assessment evidence, including pupil work, vocabulary quizzes, and teacher observations, shows that pupils meet the expected standards for their age and are well-prepared for future artistic learning.

Beyond the classroom, pupils apply their skills in exhibitions, cross-curricular projects, and extra-curricular opportunities, developing a sense of pride, collaboration, and ownership over their creative achievements. Art at Maltby Manor not only develops technical skills but also fosters personal growth, self-expression, and a lifelong appreciation of creativity.

## Design Technology Intent Statement

### Intent

At Maltby Manor, Design and Technology develops pupils' creativity, problem-solving, and practical skills to think, work, and communicate like designers. Central to our curriculum is the principle of *Working as a Designer*, which ensures that pupils are not only acquiring knowledge about materials, structures, mechanisms, textiles, and food technology but are also developing the essential skills of a designer.

*Working as a Designer* means that pupils are actively engaged in designing, making, evaluating, and applying their ideas in purposeful, real-world contexts. It involves identifying problems, exploring possible solutions, making informed decisions about materials and techniques, testing and improving their products, and reflecting critically on outcomes. This approach nurtures creativity, resilience, and independence, helping pupils to approach challenges methodically and confidently.

### Working as a Designer

Design	Make	Evaluate	Apply
The art or process of deciding how something will look or work.	Create something by combining materials or putting parts together.	Form and opinion of the value or quality of something after careful thought.	Use something or make something work in a particular situation.

Through this focus, pupils progressively build the ability to think critically, innovate, and collaborate, ensuring that by the time they leave Maltby Manor, they are capable, resourceful, and imaginative designers who can apply their skills across a variety of contexts and future learning experiences.

### Implementation

At Maltby Manor, the teaching of Design and Technology is structured around the *Working as a Designer* approach, ensuring pupils develop the knowledge, skills, and confidence to think, work, and communicate like designers.

#### 1. Designing

Pupils begin by identifying problems, exploring needs, and researching existing products or solutions. They generate ideas, develop initial designs, and plan their approach, considering the suitability of materials, tools, and techniques. This stage fosters creativity, critical thinking, and informed decision-making.

#### 2. Making

In the making phase, pupils bring their designs to life, applying practical skills to construct or assemble their products. They learn to select and use appropriate materials, tools, and

techniques safely and effectively. Pupils work independently and collaboratively, building resilience and problem-solving skills as they turn ideas into tangible outcomes.

### 3. Evaluating

Evaluation is embedded throughout the process. Pupils test and reflect on their products, identifying strengths and areas for improvement. They consider user needs, functionality, aesthetics, and sustainability, using feedback to refine their designs. This develops analytical thinking and the ability to make informed judgments.

### 4. Applying Knowledge and Skills

Pupils transfer knowledge and skills across different contexts and disciplines. This includes applying technical understanding of materials, mechanisms, structures, textiles, and food and nutrition to new challenges. A spiral curriculum ensures pupils revisit key concepts at increasing levels of challenge, building confidence and deeper understanding.

### Curriculum Progression

The curriculum is carefully sequenced to ensure pupils encounter increasing challenge as they progress. Key areas—Cooking and Nutrition, Mechanisms, Structures, Textiles, Electrical Systems (KS2), and Digital World (KS2)—are revisited and developed across the Primary years.

### Collaboration and Creativity

Throughout all stages, pupils are encouraged to collaborate, share ideas, and provide constructive feedback, fostering teamwork, communication, and resilience. Cross-curricular links allow pupils to apply mathematical, scientific, and computing knowledge to solve real-world design challenges.

Through this structured approach, pupils at Maltby Manor develop the knowledge, skills, and confidence to become independent, reflective, and innovative designers by the time they leave the school.

### Impact

The Design and Technology curriculum at Maltby Manor ensures that pupils leave the school as confident, capable, and creative designers. Through the *Working as a Designer* approach, pupils develop the ability to design, make, evaluate, and apply knowledge across a wide range of contexts, enabling them to approach challenges with independence and creativity.

Pupils demonstrate increasing competence in selecting appropriate materials, tools, and techniques, and show resilience when solving problems or refining their work. They develop critical thinking and analytical skills through evaluating their own and others' products, considering functionality, aesthetics, sustainability, and user needs.

Assessment is integrated into the Design and Technology curriculum to ensure that progress is monitored and supported. Teachers assess pupils' knowledge, skills, and understanding through ongoing formative assessment, including observation, questioning, and evaluation

of practical work. This allows teachers to identify gaps, provide targeted support, and track progression in the *Design, Make, Evaluate, Apply* strands. Summative assessment at the end of each unit enables teachers to judge attainment against age-related expectations, ensuring that pupils build a strong foundation of knowledge and skills as they progress through the school.

By revisiting key disciplines throughout their Primary journey, pupils build deep, transferable knowledge and skills. They develop an understanding of how design and technology impacts everyday life, and how creativity and innovation can be applied in real-world contexts. Pupils also develop strong collaboration and communication skills, working effectively in teams, sharing ideas, and giving and receiving constructive feedback. This fosters confidence, self-motivation, and a sense of pride in their achievements.

Ultimately, the curriculum equips pupils with the knowledge, skills, and mindset to continue thinking, working, and communicating like designers as they progress to the next stage of their education and beyond.

## **Computing Statement**

### **Intent**

At Maltby Manor Academy, we want every pupil to be a confident, responsible and creative user of technology. We want them to see technology as a tool for problem solving, collaboration and innovation, as well as one that can enhance accessibility and inclusion. Our curriculum equips children with the knowledge and skills to use technology positively, responsibly and safely so that they are prepared for the demands of a digital world.

We recognise the importance of developing computing through the three strands of computer science, information technology and digital literacy. Through these, pupils learn how digital systems work, develop programming skills, use technology to collect and communicate information, and make informed, respectful choices online. By building secure knowledge and skills, our pupils become fluent in a range of digital tools and confident in applying computational thinking to real-world challenges.

We encourage pupils to apply their learning creatively across the curriculum, using technology to enhance and showcase their work in meaningful contexts. By the time they leave Maltby Manor Academy, pupils will be independent, resilient problem-solvers and responsible digital citizens.

Through our approach, we aim to inspire pupils to be lifelong learners, innovators and responsible participants in a digital world.

### **Implementation**

Computing is taught both discretely and through meaningful cross-curricular links, allowing pupils to see technology as a powerful tool for learning across all subjects. From Year 1 to Year 6, children follow a progressive sequence of topics including programming, data handling, video creation, media and presentations, with Key Stage 2 pupils also developing an understanding of computer networks. In EYFS, technology is introduced through purposeful play and everyday learning experiences, helping children recognise its role in daily life and begin developing their knowledge of basic computing.

Staff use a structured skills framework and scheme of work to guide planning, adapting lessons to suit their class and making links between subjects wherever possible. By connecting computing with wider STEM learning, teachers provide pupils with meaningful contexts for their skills and ensure knowledge is built progressively over time. Children access a variety of devices and software, including word processing, presentation tools, video editing and programming environments such as Scratch, with iPads now further enhancing the delivery of computing and enriching learning opportunities across the curriculum. Skills are revisited and expanded year by year, moving from basic sequencing and algorithms in Key Stage 1 to designing, writing and debugging more complex programs in Key Stage 2.

We encourage pupils to use what they learn in computing in creative and practical ways across the curriculum. They are motivated to explore, present, and share their ideas using

technology, which helps them remember and apply their skills in different subjects. This hands-on approach builds confidence, independence and problem-solving abilities, ensuring pupils are comfortable using technology to support their learning in many areas.

## **Impact**

At Maltby Manor Academy, our computing curriculum has created an engaging and practical learning experience where pupils not only enjoy their lessons but also demonstrate clear progress in their skills and understanding. Children are actively participating more, showing greater independence when using technology and applying their knowledge with growing confidence across a range of contexts.

This progress is evident in the quality of work produced across year groups, whether in programming, media creation or data handling. Pupils are increasingly able to explain their thinking, reflect on their outcomes, and support one another's learning, demonstrating a deeper understanding of computing concepts. Teachers use this evidence to address misconceptions, reinforce learning, and plan future lessons, ensuring consistent progress for all pupils.

Pupils are also transferring their computing skills into other areas of the curriculum, using digital tools effectively to research, present, and communicate their ideas. This has strengthened their digital literacy and enhanced learning across subjects. By the time they leave Maltby Manor Academy, children are confident problem-solvers, responsible digital citizens, and well-prepared for the next stage of their education and beyond.

## **Music Intent Statement**

### **Intent**

At Maltby Manor Academy, our intent is for every child to recognise and embrace their own musical potential, fostering a life-long love and appreciation of music. We believe music is a powerful and universal form of expression that enriches learning, nurtures creativity, and strengthens our school community.

We follow the Kapow Primary Music scheme to provide a clear, progressive framework that ensures pupils develop as confident performers, imaginative composers, and attentive listeners. Through this scheme, children are introduced to music from diverse cultures, traditions, and historical periods, encouraging respect and appreciation for a wide range of musical styles.

Pupils develop the core skills of singing, playing tuned and untuned instruments, improvising and composing, and listening with understanding and purpose. They also gain knowledge of musical notation, the interrelated dimensions of music, and the cultural and historical context in which music is created.

Our music curriculum also promotes transferable skills—teamwork, leadership, problem-solving, creative thinking, and presentation—that enhance learning across the curriculum and prepare children for life beyond school. Kapow's carefully sequenced progression enables pupils to meet and exceed the National Curriculum attainment targets by the end of each key stage, equipping them with the skills, knowledge, and confidence to enjoy and participate in music throughout their lives.

### **Implementation**

At Maltby Manor Academy, our music curriculum is delivered through the Kapow Primary Music scheme, ensuring that learning is carefully sequenced, progressive, and engaging for all pupils. Musical learning begins in EYFS, where children explore sounds, sing songs, move to music, and develop early listening skills. This provides the foundations for the progressive curriculum that continues through Key Stage 1 and Key Stage 2.

Music is taught weekly in all year groups, providing consistent opportunities for pupils to build and consolidate their skills over time. This regular timetable reflects our commitment to ensuring music remains a valued and integral part of our curriculum, not an occasional extra.

We take a holistic approach to music, in which the key strands of musical learning are woven together to create rich and inspiring experiences:

- Listening and evaluating
- Creating sound

- Notation
- Improvising and composing
- Performing

Each unit is taught through a cross-curricular theme designed to spark curiosity and encourage exploration. Over time, pupils learn to sing fluently and expressively, and to perform confidently on both tuned and untuned instruments with accuracy, control, and sensitivity. They develop a secure understanding of the interrelated dimensions of music—pitch, duration, tempo, timbre, structure, texture, and dynamics—and use these creatively in their own improvisations and compositions.

To support delivery, staff have access to high-quality digital and physical resources, including classroom instruments, audio-visual equipment, and the full suite of Kapow lesson materials. These tools allow teachers to model techniques effectively, demonstrate key concepts clearly, and provide pupils with hands-on, practical experiences.

Beyond the classroom, we raise the profile of music through a wide range of enrichment opportunities. Pupils can participate in our school choir, perform in Christmas productions, and take part in large-scale events such as *One Voice* and collaborative performances with Rotherham Opera. We also engage with the local community through events like the Maltby Miners' Band collaboration, offering pupils real-world performance experiences. These activities enable children to perform to audiences beyond the school, building their confidence and fostering a sense of pride in their achievements.

Our Progression of Knowledge and Skills document ensures that all National Curriculum attainment targets are fully covered and that learning builds on prior knowledge in line with Kapow's spiral curriculum model. This enables children to revisit and deepen understanding over time, tackling increasingly complex tasks and refining core skills. Pupils also explore the history of music, a variety of musical traditions, and how music is recorded and notated, giving them a rounded and meaningful understanding of the subject.

By the end of Key Stage 2, our pupils leave as confident, skilled, and enthusiastic musicians, with both the technical knowledge and the creative confidence to continue their musical journey.

## **Impact**

The impact of our music curriculum at Maltby Manor Academy is monitored continuously through a combination of formative and summative assessment opportunities. Using the Kapow Primary Music scheme, each lesson includes clear guidance to help teachers assess pupils against the specific learning objectives. Throughout lessons, Assessment for Learning strategies—such as questioning, observation of practical work, and peer and self-assessment—allow staff to identify misconceptions and address them immediately.

In EYFS, pupils develop early musical skills through singing, listening, and exploring sound, which form the building blocks for the more structured learning in later years.

At the end of each unit, pupils often take part in a performance, providing a summative assessment opportunity where teachers can evaluate their progress in performing, composing, and listening. Knowledge organisers for each unit support pupils in retaining key vocabulary, concepts, and skills, encouraging recall and helping them make connections across units.

Progress in music is tracked using our school's assessment systems, with teachers recording attainment against the National Curriculum objectives for each year group. Evidence is gathered through video and audio recordings, photographs of practical work, annotated planning, pupil voice interviews, and using Seesaw to capture and store pupil work, performances, and compositions. This enables both staff and pupils to reflect on progress over time and celebrate achievements. These records are used to monitor individual attainment and whole-class development, informing planning, targeted support, and enrichment opportunities.

By the end of Key Stage 2, pupils will:

- Be confident performers, composers, and listeners, able to express themselves musically in and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world, understanding how music is shaped by its cultural, social, and historical contexts.
- Understand the various forms of musical notation and how these support performance and composition.
- Demonstrate enthusiasm for music and articulate their personal musical preferences with confidence.
- Meet or exceed the end-of-key-stage expectations outlined in the National Curriculum for Music.

Ultimately, pupils leave Maltby Manor Academy equipped with the skills, knowledge, and confidence to continue their musical journey into secondary education and beyond, ready to enjoy and appreciate music throughout their lives.

## **Languages Intent Statement**

### **Intent**

At Maltby Manor, our languages curriculum is designed to provide vibrant, engaging learning experiences that meet the needs of every child. We recognise that many pupils begin with little or no prior knowledge of Spanish, making it a perfect opportunity to foster a love of language learning and cultural curiosity. Our aim is to develop confident global citizens who understand and appreciate the diversity of the world around them.

We follow the National Curriculum for Languages, ensuring that our progressive scheme builds language skills systematically from EYFS through Key Stage 2, preparing pupils effectively for further language education at Maltby Academy and beyond. Through learning Spanish, children develop not only their linguistic ability but also their intercultural understanding, supporting the school's vision and values around respect, inclusion, and community.

In EYFS and Key Stage 1, children explore the world's cultures and traditions through planned topics and themed experiences, laying a foundation for later language study. From Year 3 onwards, Spanish is taught weekly, with a curriculum that progressively builds on prior learning in line with Language Angels resources, fostering increasing confidence in speaking, listening, reading, and writing.

Our overall aims are to:

- Enable children to understand and respond to spoken and written Spanish confidently.
- Provide opportunities for fluent and spontaneous speaking.
- Encourage varied writing for different purposes and audiences.
- Develop an appreciation of Spanish language and culture through authentic contexts.

### **Implementation**

Languages are taught through a carefully sequenced curriculum that supports progression in the four key language skills (listening, speaking, reading, and writing). From EYFS and KS1, cultural awareness is developed through stories, celebrations, and cross-curricular topics that include Spanish-speaking countries. This approach nurtures curiosity and lays the groundwork for explicit language learning in KS2.

From Year 3 to Year 6, pupils receive weekly Spanish lessons taught by class teachers, with specialist support in Year 6 from Maltby Academy. Staff benefit from ongoing professional development via the Language Angels platform, ensuring consistent, confident delivery aligned with Trust-wide standards.

Practical and engaging approaches such as songs, role play, and cultural activities—including experiencing a traditional Spanish breakfast—make learning relevant and memorable. These activities deepen pupils' understanding of Spanish-speaking cultures and enhance their linguistic skills.

Assessment is embedded within lessons and through unit-end quizzes and tasks provided by Language Angels. Teachers use formative and summative assessments to track progress, identify gaps, and tailor support, ensuring all pupils, including those with SEND and EAL, make strong progress.

The curriculum also supports pupils' spiritual, moral, social, and cultural development by encouraging respect for diversity, open-mindedness, and a global outlook, directly contributing to the school's broader educational aims.

## **Impact**

Our languages curriculum equips pupils with the skills, knowledge, and cultural awareness needed to succeed in their future education and lives in modern Britain. Pupils leave Maltby Manor as confident, independent language learners who can communicate effectively in Spanish and have a broad understanding of Spanish-speaking cultures.

Progress is carefully monitored using Language Angels assessment tools alongside teacher judgment, ensuring pupils meet or exceed year group expectations. This data informs targeted interventions and supports continuous curriculum improvement.

By the end of Key Stage 2, pupils can confidently understand and respond to spoken and written Spanish, express their ideas fluently, and write for a variety of purposes. They demonstrate curiosity about languages and cultures, showing respect and empathy for people from diverse backgrounds.

The curriculum fosters strong foundations for further language learning at Maltby Academy and prepares pupils to engage thoughtfully and respectfully with the multicultural world around them.

## **Physical Education Intent Statement**

### **Intent**

At Maltby Manor, Physical Education is central to developing pupils' physical competence, confidence, and wellbeing. We aim to provide rich and varied opportunities that nurture physical, mental, emotional, and social development, helping children to lead healthier, more active lives. We believe that physical fitness builds self-discipline, resilience, and the determination to persevere and succeed.

Our intent is to equip every child with the knowledge, skills, and positive attitudes that will promote lifelong participation in sport and physical activity, contributing to a healthier community. Through high-quality teaching and inspiring learning experiences, pupils are encouraged to compete in sport and other activities both within school and at local events. These opportunities build character and embed important values such as fairness, respect, and tolerance.

We aim to develop teamwork, cooperation, and collaboration, teaching pupils to appreciate the role of effort, practice, and sportsmanship. By fostering strong links with local sports clubs and organisations, we encourage children to extend their participation beyond school, embedding active and healthy lifestyles for the future.

### **Implementation**

At Maltby Manor, Physical Education is delivered through a broad and balanced programme of activities designed to challenge, engage, and inspire. Our curriculum includes invasion games, striking and fielding games, fitness, gymnastics, dance, swimming, and outdoor and adventurous activities. Working in partnership with MA Sports through the Maltby Learning Trust, we follow a carefully sequenced long-term plan that ensures full coverage of the National Curriculum and EYFS framework.

Pupils take part in two high-quality PE lessons each week, with MA Sports specialist coaches working alongside staff to model best practice, build confidence, and develop subject knowledge, ensuring high-quality delivery across all year groups. Each half term covers two sporting disciplines, ensuring pupils develop a wide range of skills. Beyond timetabled lessons, children are encouraged to join a variety of extra-curricular clubs, lunchtime sports sessions, and competitive events within the local area. These opportunities promote physical health, teamwork, leadership, and personal resilience.

Leadership is fostered through our Year 6 Sports Leaders programme, where pupils support KS1 playground activities, assist at Sports Day, and act as role models for younger children. In EYFS, daily interventions focus on fine and gross motor development, such as 'Spot Dancing' in Nursery to build coordination and core strength, and 'Playdough Disco' in Reception to develop finger muscles for writing.

Outdoor and adventurous learning is embedded in our provision. Year 4 pupils attend the Peat Rigg Residential, experiencing activities such as archery, outdoor pursuits, and caving, which build teamwork, confidence, and resilience. In Year 6, pupils take part in the East Barnby Residential, where they experience canoeing, river scrambling, and a range of challenging outdoor adventures, developing physical endurance, problem-solving, and leadership skills. Year 4 pupils also take part in a structured swimming programme, ensuring every child has the opportunity to learn vital water safety and swimming skills.

### **Impact**

Our PE curriculum at Maltby Manor develops not only physical competence but also the personal qualities needed for success in life. By the time pupils leave us, they will have experienced a wide range of sports, physical challenges, and leadership opportunities that promote resilience, confidence, and a strong sense of fair play.

High-quality PE lessons and varied extra-curricular opportunities ensure that pupils understand and apply the values of teamwork, respect, and perseverance in all aspects of their school life. They are encouraged to take responsibility for their own physical development, recognising the importance of fitness and healthy lifestyle choices both now and in the future.

Regular opportunities for competitive sport, both within school and at inter-school events, help pupils to develop sportsmanship, humility in victory, and resilience in defeat. They learn to work effectively as part of a team, communicate clearly, and problem-solve in high-pressure situations.

Through our strong partnership with MA Sports and the Maltby Learning Trust, pupils benefit from expert coaching and mentoring, enabling them to refine their skills and set personal goals. The leadership roles available, such as Sports Leaders, foster confidence, organisational skills, and the ability to motivate and support others, embedding the values of fairness, tolerance, and respect.

The impact of our PE curriculum can be seen in pupils' enthusiasm, participation levels, and willingness to try new activities. By the time they leave Maltby Manor, pupils are well-prepared to continue their sporting journey, whether in school sport, community clubs, or through personal pursuits, carrying with them the discipline, resilience, and positive mindset that PE has instilled.

## **PSHE/RSE Intent Statement**

### **Intent**

At Maltby Manor Academy, our PSHE and RSE curriculum is designed to reflect the ethos, vision, and values of our school community, fostering respect, responsibility, and resilience. We aim to equip children with the essential knowledge, skills, and attitudes to navigate the complexities of life in the 21st century with confidence and care.

Our curriculum supports pupils to make informed choices about their health, safety, wellbeing, relationships, and financial matters—both now and in the future—helping them to become confident individuals and active, responsible members of society.

We follow the Kapow Primary RSE/PSHE scheme of work, which fully covers the statutory Relationships and Health Education guidance as outlined by the Department for Education, including the non-statutory sex education components. The scheme also addresses broader PSHE learning aligned with the National Curriculum (2014) expectation that schools provide personal, social, health, and economic education.

Through this curriculum, we contribute significantly to pupils' personal development as outlined in the Ofsted Inspection Framework. It promotes the four fundamental British values—democracy, rule of law, respect and tolerance, and individual liberty—which are vital for preparing children for life in modern Britain.

While the Kapow scheme does not explicitly cover gender identity, the theme of identity runs through all year groups and units. We recognise that gender identity is a sensitive and important issue and follow our school's own policies and procedures to ensure this area is addressed thoughtfully and inclusively.

High-quality PSHE and RSE teaching is essential to fulfilling our safeguarding responsibilities. In line with the Department for Education's *Keeping Children Safe in Education* guidance, our curriculum includes teaching on safeguarding, online safety, personal boundaries, and consent. These themes are revisited throughout the scheme to prepare pupils for the challenges and responsibilities they will encounter, including understanding how to communicate boundaries and recognise healthy relationships.

Ultimately, our intent is that pupils at Maltby Manor Academy develop the self-awareness, emotional intelligence, and practical skills necessary to thrive both within school and beyond, supporting their overall wellbeing and enabling them to contribute positively to their communities.

### **Impact**

The impact of the PSHE and RSE curriculum at Maltby Manor Academy is carefully monitored to ensure it supports pupils' personal development and equips them with the knowledge, skills, and attitudes to thrive now and in the future. Staff use a variety of assessment

opportunities built into the Kapow Primary scheme to evaluate learning, identify gaps, and plan targeted support to secure progress for all pupils.

Each lesson includes clear assessment guidance, enabling teachers to determine whether pupils have met, exceeded, or not yet met the intended learning objectives. At the end of each unit, pupils complete an assessment quiz consisting of multiple-choice questions that can be used as a pre- and post-unit tool to measure progress and highlight any areas requiring additional focus.

Additionally, the use of Knowledge Catchers provides a visual and reflective tool where pupils record what they know at the start of a unit and revisit this at the end to demonstrate their growing understanding. This approach encourages active reflection on learning and supports both formative and summative assessment practices.

Evidence of pupil learning is gathered through a range of methods, including recorded responses in Seesaw, classroom discussions, role-play activities, and practical tasks, ensuring a rich and diverse evidence base to inform teacher judgments and track progression.

By the end of their primary education, pupils will have met the statutory objectives outlined in the Relationships and Health Education guidance. They will be confident in applying this learning to real-life situations, such as managing friendships, demonstrating resilience, making healthy lifestyle choices, and knowing where and how to seek help and support when needed.

The curriculum's impact is further seen in pupils' ability to engage respectfully with others, appreciate diversity, understand online safety, and contribute positively to their school and wider community. Ongoing staff professional development and the use of expert resources support high-quality teaching and ensure the curriculum remains relevant and responsive to pupils' needs.

## Religious Education Intent Statement

### Intent

At our school, Religious Education aims to develop thoughtful, open-minded pupils who are equipped to understand and engage with the diverse religious and non-religious worldviews that shape modern Britain and beyond. Our curriculum reflects the ethos, vision, and values of our school by promoting respect, curiosity, and critical thinking around questions of identity, belief, and belonging.

Using Kapow Primary's Religion and Worldviews scheme alongside the Rotherham Agreed Syllabus for Religious Education (2022), our curriculum supports children to:

- Develop deep knowledge and understanding of Christianity as the major religion in Great Britain, as well as other principal religions and worldviews represented nationally and locally.
- Explore key concepts and 'big questions' about meaning, purpose, truth, and morality through a progressive, connected approach that revisits and builds on prior learning.
- Appreciate and respect religious and non-religious beliefs different from their own, fostering sensitivity and empathy.
- Develop their own sense of identity, values, and beliefs through engaging, meaningful learning experiences.
- Experience a sense of awe and wonder about the world, encouraging spiritual, moral, social, and cultural development.
- Understand the impact of religion and worldviews on individuals, communities, and societies locally, nationally, and globally.

Our RE curriculum is designed to meet government guidance which requires that RE reflect the Christian traditions predominant in Great Britain, while also taking into account the teachings and practices of other major religions and worldviews. In Early Years Foundation Stage, learning aligns with the 'Understanding the World' area of development, laying foundational knowledge and skills to be developed in Key Stages 1 and 2.

The curriculum promotes religious literacy through three key domains:

1. Knowing about and understanding religions and worldviews – enabling pupils to describe, explain, and analyse beliefs and practices, recognising diversity within and between communities.
2. Expressing ideas and insights – encouraging pupils to reflect thoughtfully and critically on religious concepts, personal beliefs, and their significance.
3. Gaining and deploying skills – supporting enquiry into key questions of belonging, meaning, purpose, and truth, fostering respectful dialogue and articulation of values.

Through a range of engaging activities, including discussion, enquiry, creative expression, and investigation, pupils learn to be reasonable and respectful in their responses to religion and worldviews. Our curriculum supports pupils' spiritual, moral, social, and cultural development and prepares them to live well in a diverse and complex society.

## Implementation

At Maltby Manor, the implementation of our Religious Education curriculum ensures that the intent of learning is translated into a progressive and effective programme across all year groups. Using Kapow Primary alongside the Rotherham SACRE syllabus, we provide a comprehensive framework that supports continuity and progression throughout the school.

Our curriculum aligns with the Ofsted Research Review on Religious Education (May 2021) by embedding three key strands throughout all units:

- **Substantive knowledge:** building pupils' understanding of religious concepts and worldviews.
- **Disciplinary knowledge:** developing enquiry skills and ways of investigating beliefs.
- **Personal knowledge:** encouraging pupils to reflect on their own views and positionality.

These interconnected strands ensure that pupils at Maltby Manor develop a deep and balanced understanding of religion and worldviews. Kapow's spiral curriculum model allows pupils to revisit key concepts, progressively deepening their knowledge and skills over time, supported by clear progression pathways that complement Rotherham SACRE's expectations.

In EYFS, children begin by exploring the beliefs and celebrations within their own families and communities through stories, play, and discussion, meeting Early Learning Goals related to understanding the world. In Key Stage 1, pupils study a focused range of religions and worldviews prominent in the UK, including Christianity, laying a foundation for the wider and more diverse studies encountered in Key Stage 2.

Alongside the core scheme, optional Christmas and Easter lesson collections provide additional progressive learning experiences that build upon prior knowledge, enhancing pupils' understanding of key religious festivals.

Each unit is framed by overarching 'big questions' — such as *Why are we here?* and *How can we live together in harmony despite different worldviews?* — which are revisited throughout the key stages to encourage reflection and critical thinking. Focused enquiry questions within each unit help pupils explore, compare, and connect different beliefs, while developing their own personal insights.

Lessons are designed to be engaging and hands-on, with varied activities that allow pupils to express their learning creatively and thoughtfully. Differentiation guidance ensures all pupils, including those with additional needs, can access the curriculum, while extension

activities challenge more able learners. Knowledge organisers support pupils' conceptual understanding by summarising key concepts and examples.

At Maltby Manor, we recognise the importance of strong subject knowledge for teachers to confidently deliver high-quality RE lessons. The Kapow scheme, supported by Rotherham SACRE guidance, includes targeted teacher support and CPD to build confidence and expertise, ensuring sensitive and respectful handling of potentially challenging or controversial topics.

Our curriculum places great emphasis on representing the diversity of religions and worldviews through real-life experiences and voices, helping pupils to appreciate the richness of beliefs in our local community and beyond.

## Impact

At Maltby Manor, the impact of our Religious Education curriculum is continuously monitored through a combination of formative and summative assessments. Each lesson includes clear guidance for teachers to assess pupils' progress against learning objectives, while unit quizzes and knowledge catchers provide summative insights into pupils' understanding and knowledge retention.

Following the implementation of the Kapow Primary Religion and Worldviews curriculum alongside the Rotherham SACRE framework, pupils will develop strong disciplinary skills and conceptual knowledge, preparing them for success in secondary education and life in modern Britain. They will engage respectfully and confidently with diverse religious and non-religious perspectives, becoming curious, thoughtful learners who explore personal worldviews and respond meaningfully to philosophical and ethical questions.

## Expected outcomes for Maltby Manor pupils include:

- Achieving relevant Early Learning Goals by the end of EYFS, and meeting Key Stage 1 and 2 requirements as outlined in the Curriculum Framework for Religious Education in England.
- Demonstrating a clear understanding of religious concepts related to beliefs, practices, community, belonging, wisdom, and guidance.
- Appreciating the influence of both organised and personal worldviews on individuals, communities, and wider society.
- Gaining disciplinary knowledge through studying religions and worldviews with enquiry and critical thinking.
- Reflecting on their own assumptions and preconceptions, developing personal knowledge and self-awareness.
- Using secure vocabulary to articulate their learning confidently and fluently.
- Engaging in enquiry-based learning by investigating, interpreting, evaluating, and expressing ideas about worldviews.

- Showing respect and open-mindedness when discussing similarities and differences between beliefs.
- Recognising the diversity of lived experiences within and between religious and non-religious communities.
- Understanding how personal and organised worldviews can evolve over time and in different contexts.
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Through this curriculum, Maltby Manor pupils will be well-equipped to navigate a diverse world with respect, curiosity, and understanding.