



# Summer Term 2026

## Curriculum Report



The aim of this report is to provide a clear overview of the school's curriculum, reflecting its design and delivery in line with the key drivers outlined on the school's curriculum drivers. It seeks to highlight the breadth and ambition of the curriculum, celebrating the rich learning experiences offered to pupils across both core subjects and wider extra-curricular provision. Through this, the report showcases how the school supports children to develop knowledge, skills and personal qualities that prepare them for future learning and life beyond primary school.

In addition, the report outlines progress made towards curriculum development priorities identified within the School Development Plan (SDP), demonstrating the school's ongoing commitment to continuous improvement and high-quality teaching and learning for all pupils.

### Menston Primary School Curriculum Drivers

**Equality, diversity and tolerance:** We believe that celebrating difference is essential for fostering acceptance and understanding. Our children learn to value the rich diversity within our school and the wider world, developing respect for all and an appreciation of what makes each individual unique.

**Creativity and critical thinking:** We nurture curiosity and imagination, encouraging children to generate new ideas and think deeply. These skills empower them to solve problems, innovate and adapt – preparing them for the challenges and opportunities of the future.

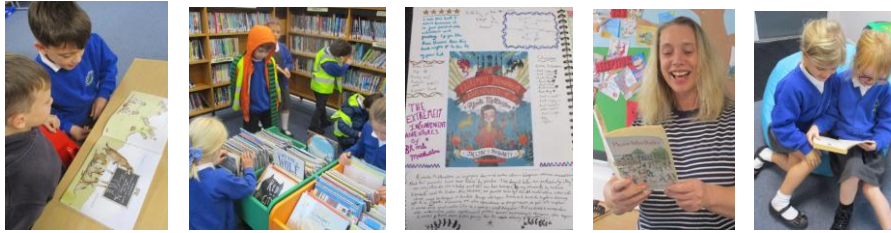
**Global citizens:** We aim to develop children's understanding of how they can make a positive difference in the world. Through active citizenship and a sense of responsibility both locally and globally, they learn to contribute to a fairer, more sustainable future. By connecting with nature and exploring environmental issues, they become guardians of our planet.

**Future-thinking:** Science, Technology, Engineering and Mathematics (STEM) are central to equipping children for the world they are growing up in. We help them navigate the digital landscape safely and respectfully, while making meaningful links between STEM and wider learning. Our approach includes raising awareness of future careers and the role these subjects play beyond the classroom.

**Wellbeing:** Pastoral care underpins everything we do, ensuring children learn in a safe, warm and welcoming environment. Through outdoor learning, a comprehensive PSHE curriculum, and a whole-school commitment to mental health, we promote positive relationships and support both physical and emotional wellbeing.



## Strong Foundations – Reading & Phonics



At Menston Primary School, reading is given the highest priority as the foundation for all learning. The curriculum is designed to ensure that pupils become fluent, confident readers with a love of reading, recognising that reading is the gateway to accessing the wider curriculum and to success in later life.

The teaching of reading begins in Reception through a strong emphasis on systematic synthetic phonics, using the Essential Letters and Sounds (ELS) programme. This carefully sequenced approach enables pupils to build secure knowledge of the alphabetic code, learning to decode and blend sounds in order to read with increasing accuracy and fluency. Daily phonics teaching and closely matched reading books ensure that pupils practise reading at an appropriate level, enabling them to develop confidence and independence as readers.

As pupils progress through Key Stage 1, they continue to consolidate their phonics knowledge while developing fluency and automaticity in reading. Carefully selected decodable texts are used alongside a range of high-quality books to support children in moving from learning to read towards reading with greater ease and understanding.

In Key Stage 2, the focus shifts towards developing reading comprehension, vocabulary and deeper understanding of texts. Pupils engage with a wide range of fiction, non-fiction and poetry and are taught to discuss and analyse texts using a range of strategies. Whole-class and guided reading sessions support pupils in developing skills such as retrieval, inference, prediction and explanation, enabling them to read for both meaning and enjoyment.

Throughout all phases, there is a strong emphasis on reading for pleasure. Pupils are immersed in rich, diverse texts through class libraries, shared reading experiences and opportunities to read widely both in school and at home. Reading is promoted as an enjoyable and meaningful activity, helping pupils to develop a lifelong habit of reading for both purpose and enjoyment.

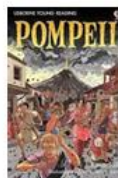
## Strong Foundations - Writing



Writing to entertain:  
creating characters



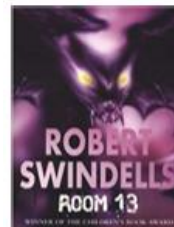
Writing to entertain:  
animal description



Writing to inform:  
Report  
(newspaper)



Writing to inform:  
Non-chronological report



Writing to entertain:  
Dialogue



Setting description and characterisation

A consistent whole-school focus on strengthening early writing foundations has been a key focus this year, with a particular focus in EYFS and Key Stage 1. Daily routines for transcription, oral rehearsal and handwriting are now well established following targeted CPD and the introduction of refined

modelling approaches, which include increased use of modelled writing using visualisers and daily, structured sentence rehearsal in Year 1.

Monitoring indicates that teaching is increasingly aligned with the principles of the Writing Framework and Strong Foundations guidance. Teachers demonstrate growing confidence in the use of reduced cognitive load approaches, resulting in clearer modelling, improved fluency in transcription and more purposeful oral rehearsal.

Across all phases, there is greater consistency in the use of scaffolds, personalised transcription tasks and targeted interventions. In EYFS and KS1, well-matched supports such as sentence stems, word banks and chunked tasks enable pupils to access the core curriculum more successfully.

Classroom practice shows:

- improved precision in modelling and explanation
- stronger routines that maximise writing time
- more effective in-lesson adaptation and responsive teaching

Teachers are increasingly adept at identifying and supporting pupils who require additional input, combining immediate intervention with planned scaffolding. This is leading to greater independence and more effective access to the curriculum for pupils with emerging needs.

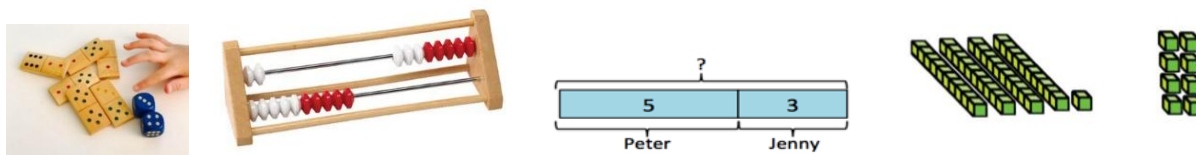
Focused leadership support, including work with the Trust English Lead, has resulted in significant improvements in Year 1 provision. Strengthened phonics and early writing routines, improved lesson transitions and consistent use of handwriting and dictation practices have led to:

- increased writing fluency and accuracy
- improved use of oral rehearsal
- stronger application of transcriptional skills
- clearer and more effective live modelling
- greater pupil independence in early composition

Pupils are now producing a higher volume of writing, with evidence in books showing increased accuracy in transcription and growing independence in composing multiple sentences using appropriate punctuation and recently-taught phonics knowledge.

These developments align closely with the intended outcomes of the School Development Plan, particularly in relation to adaptive teaching, reduced cognitive load and the secure establishment of early writing foundations.

### Strong Foundations – Maths



Leaders have focused on strengthening the consistency and precision of teaching maths this year in response to their monitoring findings, which had revealed some inconsistencies in adaptive teaching, particularly for lower-prior-attaining learners. Actions have included refining lesson structure,

enhancing fluency routines, improving the use of manipulatives and representations, embedding early number foundations and securing consistent application of the assess-plan-do-review (APDR) cycle.

A structured approach to daily counting and fluency practice is now established across the school. Monitoring indicates increasing consistency in both the frequency and quality of these routines, including rapid recall of key facts, structured counting and targeted fluency tasks. Teachers use these effectively to revisit prior learning, strengthen retrieval and build confidence when introducing new content.

Monitoring evidence demonstrates that these strategies are having a positive impact on classroom practice. In particular:

- pupils are developing stronger automatic recall, particularly in KS1 and lower KS2
- lessons show improved coherence, with clearer sequencing and reduced cognitive overload
- teachers are increasingly confident in selecting appropriate representations to support understanding

Pupil voice and book scrutiny indicate that pupils are approaching age-appropriate tasks with greater fluency and confidence, reflecting improved retention and application of key knowledge.

Leaders' work to refine the calculations policy and clarify CPA (concrete-pictorial-abstract) approaches has strengthened teachers' subject knowledge and pedagogical decision-making.

Learning walks show that pupils use manipulatives more confidently to represent mathematical ideas, explain their reasoning and make connections between representations. In Key Stage 1, pupils are increasingly able to articulate how these supports aid their understanding, reflecting stronger modelling and clearer progression within lessons.

The use of daily assessment and targeted intervention is becoming more consistently embedded. Teachers make more effective use of in-lesson adaptations and same-day 'keep up' support to address misconceptions promptly. This includes immediate scaffolding, responsive task design and planned same-day/ next-day adjustments.

As a result, there is growing consistency in the application of the APDR cycle, with teaching increasingly responsive to pupils' needs and more pupils able to keep pace with the curriculum.

Implementation of the Mastering Number programme is having a strong impact in EYFS and Year 1. Daily structured sessions are securely embedded, supporting pupils to develop confidence in subitising, comparing quantities, identifying patterns and applying early calculation strategies.

Monitoring shows improved mathematical talk and more consistent use of stem sentences and representations. Teachers are increasingly integrating Mastering Number principles into wider provision, strengthening early number sense beyond discrete sessions.

## **Wider Curriculum**

Leaders have continued to strengthen the breadth, coherence and ambition of the wider curriculum, ensuring that pupils access a rich range of subjects that extend beyond the core. The curriculum remains firmly rooted in the National Curriculum, while being carefully adapted to reflect the school's context, values and curriculum drivers.

A key development in the spring term was the comprehensive review and rewriting of all subject curriculum statements. These now clearly articulate the school's intent in each subject, explicitly linking to the curriculum drivers. They also set out, with greater precision, the substantive knowledge that pupils will acquire and the disciplinary knowledge that enables pupils to think and work as historians, geographers, scientists, artists and designers.

Across all subjects, curriculum planning is increasingly precise and intentionally sequenced. Medium- and long-term plans identify key concepts, essential vocabulary and progressive knowledge, enabling pupils to build understanding over time. This aligns with national expectations that pupils should develop secure knowledge, conceptual understanding and subject-specific vocabulary across disciplines.

There is a clear emphasis on vocabulary development, with teachers explicitly teaching and revisiting key terminology within each subject. This supports pupils in articulating their understanding and engaging more deeply with subject content.

## Subject Highlights

### Science

Our science curriculum provides pupils with a structured and progressive understanding of key scientific concepts, enabling them to develop both substantive knowledge and enquiry skills across biology, chemistry and physics. Pupils have explored core themes such as forces, materials, light, living things and habitats, with a strong emphasis on scientific enquiry. Practical investigation remains central to learning and pupils are increasingly confident in using disciplinary vocabulary such as *OBSERVE, PREDICT, CLASSIFY, VARIABLE and CONCLUSION*. This approach enables pupils to apply their knowledge, test ideas and develop curiosity about the natural world. Our extensive school grounds are used intentionally to provide meaningful, real-life experiences: for example, Year 4 pupils have investigated how sound travels across distance; Year 3 have tracked the movement of shadows over time and pupils in Reception, Year 1 and Year 2 have explored habitats through pond-dipping and mini-beast hunting. In addition, children across school have used the polytunnels and wider outdoor space to grow both edible and non-edible plants, strengthening their understanding of biological processes.

In Reception and Key Stage 1, learning begins with exploration of the natural world and everyday materials. Pupils learn to identify, compare and group materials based on their properties, while also observing seasonal changes, developing early skills in observation and recording.

This knowledge is extended when pupils study living things and their habitats, developing an understanding of how plants and animals depend on one another and their environments. In KS1, pupils also investigate the properties and uses of everyday materials, exploring how materials can be altered through processes such as bending and shaping.

In lower Key Stage 2, the curriculum broadens to include more complex biological and physical processes. Pupils study plants in greater depth, including their structure, life cycles and requirements for growth. In Y4, pupils are introduced to states of matter, learning how materials can change between solids, liquids and gases. These concepts are further developed as pupils explore changes in materials, investigating how and why materials change state and how temperature influences these processes.

By upper Key Stage 2, pupils engage with increasingly complex and analytical content. They revisit and deepen their understanding of materials, learning about dissolving, separating mixtures and

distinguishing between reversible and irreversible changes. Through practical enquiry and fair testing, pupils use evidence to explain the properties and uses of materials, strengthening their ability to think and work as scientists.

Across all year groups, there is a strong and consistent emphasis on working scientifically. Pupils are taught to observe, classify, measure and draw reasoned conclusions, ensuring that scientific enquiry is embedded within all areas of learning. This enables children not only to acquire knowledge, but also to understand how scientific ideas are developed and applied.

This commitment to engaging, practical science is further enriched through whole-school events. During National Science Week in March, pupils took part in an exciting Science Fair, where parents, staff and members of the community led interactive sessions exploring areas such as weather, astronomy, AI, climate change and human biology. This immersive experience provided pupils with opportunities to apply their knowledge in real-world contexts, sparking curiosity, encouraging questioning and further strengthening their enthusiasm for science.

## **History**

The history curriculum has focused on developing chronological understanding and historical enquiry. Topics across the autumn and spring terms have included significant historical periods and civilisations, such as early societies, ancient civilisations and key events that have shaped Britain. Pupils are using vocabulary such as *CIVILISATION*, *EMPIRE*, *INVASION*, *CHRONOLOGY AND LEGACY* and are increasingly confident in interpreting sources and understanding cause and consequence.

So far this year, pupils have experienced a broad and engaging range of historical learning that develops both chronological understanding and enquiry skills.

In Reception and Key Stage 1, children begin by exploring personal and living memory, including how their own lives link to the past and how everyday experiences such as toys, technology and childhood have changed over time. They then build on this by studying significant individuals and events, including influential figures linked to civil rights such as Rosa Parks, Martin Luther King Jr and Nelson Mandela, helping pupils understand themes such as equality, change and impact.

In lower Key Stage 2, pupils deepen their chronological understanding through the study of early British history. Learning in Year 3 has included the Stone Age and early human life, where pupils explore how people survived, what evidence tells us about the past and how life changed over time. This is followed by studies of invasion and settlement, including the Anglo-Saxons and early kingdoms, where pupils investigate how Britain was shaped by migration, conflict and cultural change.

In upper Key Stage 2, pupils encounter more complex historical periods and themes. World War II is an engaging history topic in Year 5, where pupils examine causes, key events such as the Blitz and the impact on everyday life, including on women and children. Alongside this, in Year 6, pupils study the Industrial Revolution with a local focus on Bradford and Saltaire, exploring how industry transformed communities, migration patterns and working conditions.

Across these themes, pupils also engage with wider world history through comparative and global studies, such as early civilisations and non-European societies, enabling them to understand connections between Britain and the wider world.

## **Geography**

Our geography curriculum provides pupils with a coherent and progressive understanding of place, space and environmental processes, moving from local enquiry to a broader global perspective. Pupils explore themes such as physical and human geography, settlements, land use and climate, using key vocabulary including *CONTINENT*, *CLIMATE*, *SETTLEMENT*, *SUSTAINABILITY AND ENVIRONMENT*. There is a clear emphasis on developing a “sense of place” and making comparisons between locations.

In Reception and Key Stage 1, learning begins with a strong focus on the local environment. Children explore their immediate surroundings through topics such as their journey to school and the local community of Menston, where they identify key human and physical features, develop simple mapping skills and observe seasonal and weather patterns. This foundational learning helps pupils to build early geographical vocabulary and a secure sense of place rooted in their own experiences.

As pupils move into Key Stage 2, their understanding expands to include the wider locality and region. In the autumn term, children study settlements in and around Yorkshire, comparing different counties and cities and examining land use and topographical features. This supports pupils in making connections between local, regional and national geography, while developing their ability to interpret maps and recognise patterns across landscapes.

Further study in Key Stage 2 introduces more complex physical geography, including topics such as mountains and geographical processes. Pupils explore how features such as mountain ranges are formed, how they are represented on maps and the ways in which physical landscapes influence climate, weather and human activity.

In the spring term, learning broadens further to include key physical processes and global environments, such as rivers, the water cycle and climate systems. Pupils investigate how these processes shape the Earth and influence how people live, deepening their understanding of the interdependence between physical geography and human activity.

Across the curriculum, there is also a strong emphasis on global awareness and comparison. Pupils in UKS2 study regions such as South America, analysing environmental regions, natural resources, settlement patterns and economic activity, allowing them to compare different parts of the world and consider issues such as sustainability and development.

Overall, learning in geography develops from local fieldwork and mapping skills to regional, national and global enquiry, enabling pupils to understand how places are connected and how human and physical processes shape the world around them.

## **Music**

In music, pupils develop creativity, confidence and a secure understanding of musical elements through a carefully sequenced curriculum that enables them to perform, compose, listen and evaluate across a wide range of styles and traditions. Learning is rooted in active participation, with pupils regularly singing, playing instruments and working collaboratively to create and respond to music, reflecting the school’s commitment to developing confident and expressive musicians.

Pupils build their musical knowledge and skills progressively through the Kapow curriculum, In EYFS and Key Stage 1, pupils focus on foundational concepts such as pulse, rhythm and pitch, for example

through units where they explore keeping a steady beat, responding to music through movement and creating simple compositions using voice and untuned instruments.

In lower Key Stage 2, pupils build on these foundations through more structured units such as body and tuned percussion, where they begin to play and compose with greater control. Pupils deepen their understanding of musical elements including tempo, dynamics and texture, and begin to use subject-specific vocabulary to describe and evaluate music.

By upper Key Stage 2, pupils apply their knowledge more independently in increasingly sophisticated contexts. They explore a wider range of musical styles and historical periods, including units such as Songs of WW2, and develop their composing skills through music technology and digital composition. At this stage, pupils demonstrate increasing accuracy in performance and a more developed ability to analyse and evaluate music using appropriate terminology.

Throughout all phases, pupils are exposed to music from a diverse range of cultures, genres and traditions, supporting their understanding of music as an important part of society. Opportunities such as whole-class brass instrumental learning in Year 3, regular singing assemblies, performances, peripatetic music provision and Rock Steady group lessons further enrich pupils' learning and support progression in confidence and musical skills.

## **Art**

In art, our pupils develop creativity, confidence and self-expression through a carefully sequenced curriculum that builds progressively from Reception to Year 6. Learning is rooted in exploration and experimentation, with sketchbooks used to generate ideas, refine techniques and develop pupils' individual artistic voice.

In Reception and Key Stage 1, pupils focus on developing foundational skills through exploration of materials and processes, including mark-making, colour mixing and simple construction, for example in units such as *Marvellous Marks* and *Clay Houses*.

In lower Key Stage 2, pupils build on these foundations through more structured projects, such as *Prehistoric Painting* and *Growing Artists*, where they develop greater control, refine techniques and make more deliberate choices in their use of media.

By upper Key Stage 2, pupils apply their skills more independently and purposefully in units such as *Architecture* and *Making My Voice Heard*, demonstrating increasing technical precision, creativity and the ability to communicate ideas effectively through their artwork.

Throughout the curriculum, pupils study a diverse range of artists, craft makers and designers, learning how art reflects culture, history and the wider world. Regular opportunities for evaluation support pupils to use subject-specific vocabulary and reflect critically on their work.

## **Design Technology**

In design and technology, pupils develop creativity, practical skills and problem-solving through a curriculum centred on designing for real and relevant purposes. Learning encourages pupils to consider the needs of users while developing the knowledge and skills required to create purposeful products.

In Reception and Key Stage 1, pupils begin by exploring materials, joining techniques and simple design ideas through projects such as junk modelling, puppets and designing Baby Bear's chair, where they learn to construct and evaluate basic structures.

In lower Key Stage 2, pupils build on these foundations by developing more refined technical skills, for example creating textile products such as explorer pouches and investigating stronger, more purposeful structures such as pavilions, applying their understanding of stability and design.

By upper Key Stage 2, pupils apply their knowledge more independently in increasingly complex projects, including electrical systems (e.g. designing and making torches), motorised products such as doodlers as well as food technology projects. Across these units, pupils demonstrate greater precision, creativity and confidence in following the full design-make-evaluate process.

### **Physical Education (PE)**

Pupils build their skills through a carefully sequenced PE curriculum that progresses from fundamental movement skills (FMS) to sport-specific skills (SSS), ensuring increasing competence, confidence and physical literacy.

In Reception and Key Stage 1, pupils focus on developing core movement skills such as jumping, travelling, agility, balance and coordination within application in activities such as gymnastics and multi-skills games. These foundations enable pupils to move with control and develop spatial awareness.

In lower Key Stage 2, pupils build on these skills by applying them in more structured contexts, including invasion games (e.g. dodgeball and basketball), gymnastics and net and wall games such as short tennis, as well as striking and fielding activities. Through these, pupils begin to develop tactical awareness, teamwork and an understanding of rules.

By upper Key Stage 2, pupils refine and apply their skills, including in football, hockey, volleyball, badminton, rounders and athletics, alongside swimming in Year 5. At this stage, pupils demonstrate increasing control, decision-making and the ability to evaluate and improve their performance.

Throughout all phases, opportunities for collaboration, competition and reflection are embedded, supporting pupils to develop resilience, teamwork and a positive attitude towards physical activity. This is further enriched through a wide range of lunchtime and after-school sports clubs offered daily for pupils of all ages, alongside participation in the Ilkley Grammar School Wharfe Valley Primary Sports League and Ilkley Harriers cross-country events. These opportunities significantly enhance pupil engagement, promote high levels of fitness and contribute positively to pupils' physical and mental wellbeing, fostering a lifelong commitment to active and healthy lifestyles.

### **Modern Foreign Languages (MFL)**

At Menston Primary School, French is taught across Key Stage 2 using the Language Angels scheme, ensuring a carefully sequenced curriculum that develops progression in speaking, listening, reading and writing, while also fostering confidence and cultural awareness.

Pupils build their knowledge progressively through structured units. In Year 3, pupils begin by learning to listen attentively and respond to simple words and phrases, developing basic vocabulary linked to familiar topics such as greetings, animals and family. They learn to repeat and recognise language, building confidence in pronunciation and beginning to engage in simple conversations.

In lower Key Stage 2, pupils extend their knowledge through topics such as classroom language, festivals, food and describing people, enabling them to speak in sentences, ask and answer questions and begin to read and write simple phrases. They also develop their understanding of phonics and grammar, making connections between spoken and written language.

By upper Key Stage 2, pupils apply their knowledge more independently, using a broader range of vocabulary and grammatical structures to express opinions, describe people, places and everyday life, and engage in short conversations and written tasks. They begin to write from memory, adapt sentences and use dictionaries to extend their understanding.

Throughout the curriculum, pupils are immersed in French through songs, rhymes, games and cultural learning, helping them to explore the traditions and lifestyles of French-speaking countries and develop an appreciation of diversity.

### **Religious Education (RE)**

In RE, pupils develop knowledge and understanding of religions and worldviews, alongside respect, empathy and critical thinking. The curriculum is underpinned by the West Yorkshire Agreed Syllabus: BELIEVING AND BELONGING, ensuring a coherent and progressive approach to exploring religion and worldviews while supporting pupils' spiritual, moral, social and cultural development.

Pupils study a range of religions including Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism, with learning organised around key strands such as beliefs and values and belonging, alongside broader 'big ideas' including expressing belief, personal journeys and influence. In Key Stage 1, pupils begin by exploring symbols, celebrations and key events, such as how different faiths welcome new life. In lower Key Stage 2, pupils deepen their understanding of beliefs, practices and religious stories, making connections between faiths and exploring their significance. By upper Key Stage 2, pupils engage in more complex enquiry, considering ethical questions, contrasting worldviews and the influence of religion in society, developing their ability to reason, reflect and articulate their ideas clearly.

Pupils learn both about religions and from religions, enabling them to reflect on their own beliefs while developing an understanding and appreciation of diversity within our local community and the wider world. This is further enriched through opportunities to visit key places of worship, allowing pupils to experience religion as a lived practice and deepen their understanding through first-hand experiences.

### **Personal Social Health and Economic Education (PSHE)**

In PSHE, pupils develop the knowledge, skills and attributes they need to stay safe, be healthy and be prepared for life and learning, in line with the school's vision of *"making the world a better place."* The curriculum is ambitious, inclusive and carefully sequenced to support all pupils in becoming confident, respectful and responsible individuals who are ready for the next stage of their education and life.

Pupils follow a spiral PSHE curriculum from Reception to Year 6, built around the CORAM SCARF programme (Safety, Caring, Achievement, Resilience and Friendship). Learning is organised into key themes including Health and Wellbeing, Relationships and Living in the Wider World, as well as units such as *Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best and Growing and Changing*. These themes are revisited and developed at increasing depth year on year, ensuring clear progression in both knowledge and personal development.

Our Relationships and Sex Education (RSE) provision fully meets statutory requirements for primary schools through the structured delivery of the CORAM SCARF programme. This ensures comprehensive coverage of all required areas, including relationships, health, wellbeing and growing and changing, within an age-appropriate and progressive framework. The school provides an annual information session for parents of pupils in Years 4, 5 and 6 ahead of the delivery of CORAM SCARF educator-led puberty and relationships workshops in the summer term, ensuring transparency and enabling parents to understand the content and approach taken. This supportive partnership helps to ensure that pupils receive consistent, accurate and age-appropriate information, enabling them.

The PSHE curriculum is closely linked to SMSC and British Values, ensuring pupils develop an understanding of themselves, their relationships and their role within a diverse society. Learning is reinforced through assemblies, pupil leadership opportunities such as the school council and play leaders as well as wider enrichment activities, enabling pupils to apply their learning in real-life contexts and contribute positively to the school community.

A key feature of the school's approach is the integration of the myHappyMind programme, a whole-school, science-informed initiative that supports pupils' mental health and wellbeing. Through modules such as *Meet Your Brain*, *Celebrate*, *Appreciate* and *Relate*, pupils learn how their brains work, develop strategies for self-regulation and build resilience, confidence and self-esteem. This shared language and approach to wellbeing supports pupils, staff and families, contributing to a positive school culture and strong emotional development.



## **Outdoor Learning**

Whilst outdoor learning is not currently a requirement of the National Curriculum, it is something that we place great value on as a key element of our broad, enriching and forward-thinking curriculum. At Menston Primary School, our curriculum is designed to promote active involvement, meaningful connections and the development of knowledge, skills and values that prepare pupils for life in the wider world; outdoor learning plays a vital role in achieving this vision.

Through carefully planned outdoor experiences, we actively support our curriculum drivers. Learning beyond the classroom nurtures creativity and critical thinking, encourages children to become responsible global citizens through a deeper connection with nature, promotes equality and inclusion through shared experiences and strongly supports wellbeing by enhancing both physical and emotional health.

Outdoor learning is embedded progressively across school. In Reception, children benefit from daily access to a dedicated outdoor learning environment where exploration, play and enquiry form a central part of their learning. In Key Stage 1, pupils take part in weekly outdoor learning sessions, building on these early experiences and developing independence, resilience and teamwork. In Key Stage 2, outdoor learning is planned progressively throughout the year using the Wild Passport framework, ensuring that pupils build a wide range of practical skills, knowledge and attitudes as they move through school.

In addition to these discrete sessions, we make purposeful use of our outdoor environment across the wider curriculum. Wherever possible, learning in subjects such as science, geography, art and PSHE is enhanced through outdoor opportunities, enabling children to engage actively, apply their knowledge in real contexts and develop a deeper understanding of the world around them. This reflects our commitment to providing meaningful, connected learning experiences that extend beyond the classroom.

Our approach is strongly aligned with national research and policy. Evidence shows that learning in natural environments has a positive impact on children's engagement, wellbeing, behaviour and attainment, as well as developing important life skills such as communication, problem-solving and resilience. Recent Department for Education policy, including the White Paper, highlights the importance of enriching experiences, wellbeing and opportunities to learn beyond the classroom; outdoor learning is therefore a growing national priority. At Menston Primary School, this is already firmly embedded within our curriculum, ensuring that all pupils benefit from regular, high-quality outdoor learning experiences.

## **Curriculum Enrichment**

Our curriculum is deliberately designed to extend beyond the classroom, providing pupils with a wide range of high-quality enrichment opportunities that enhance and deepen their learning. Over the past academic year, these experiences have supported curriculum delivery across all key stages and contributed positively to pupils' engagement, knowledge, and cultural capital.

### **Outdoor Learning and Community Engagement**

Pupils have benefited from meaningful opportunities to engage with their local environment and community. Pupils in KS1 have participated in community gardening projects in partnership with Menston in Bloom, contributing to the development of planting areas at Menston Park and Porritt's Field. This activity forms part of the school's wider outdoor learning provision, which includes regular opportunities for pupils to cultivate and maintain fruit and vegetable crops within the school's polytunnels. These experiences promote environmental awareness, responsibility, and practical scientific understanding.

Alongside this, pupils across the school regularly participate in visits to local churches, supporting their understanding of the community's heritage, beliefs and traditions. Every class also benefits from termly visits to the local library, helping to foster a love of reading and encouraging pupils to engage with reading for pleasure. The school actively strengthens intergenerational links by inviting local residents, including those from nearby retirement homes, to attend assemblies and concerts, providing pupils with a sense of connection and shared community experience.

Curriculum opportunities further deepen this engagement. For example, Year 2 pupils take part in a writing project on the theme of 'homes', developed in partnership with a local estate agent, giving real-world context to their learning. In addition, visitors from the local community are welcomed into school to speak with pupils about their jobs, personal histories and the local area, including its notable buildings and landmarks. These experiences enrich the curriculum, broaden pupils' aspirations and strengthen their understanding of the community in which they live.

### **Curriculum Visits and Workshops**

A comprehensive programme of educational visits and workshops further enriches the curriculum, with a wide range of opportunities provided across all year groups to support and extend classroom learning.

In the Early Years Foundation Stage, Reception pupils visit Hesketh Farm, where they develop their understanding of animals and rural life through direct experience. In Key Stage 1, Year 1 pupils participate in a Florence Nightingale workshop at Lotherton Hall and visit Ilkley Toy Museum to support their history learning. Year 2 pupils enhance their science curriculum through annual visits to

Eureka, alongside a visit to Cliffe Castle, where they take part in a workshop linked to their study of animals.

Year 3 pupils visit Herd Farm as part of their study of Britain's ancient past, alongside participating in an in-school workshop on Roman Britain. Year 4 pupils engage with the Rivers2U mobile classroom to support their study of rivers and invertebrates and Year 5 pupils visit Cartwright Hall to take part in a workshop exploring Early Islamic Civilisation.

Year 6 pupils access a range of experiences, including a visit to Harewood House to enrich their science curriculum and a visit to Saltaire, which provides valuable context for their study of the Industrial Revolution. In addition, in-school workshops and visiting experts continue to play an important role in reinforcing and extending subject knowledge across Key Stage 2.

Residential visits form a key component of the school's enrichment provision, with Year 4 pupils attending PGL Newby Wiske and Year 6 pupils visiting Lake Windermere. In addition to supporting the development of independence, teamwork, and resilience, these experiences provide valuable opportunities for pupils to build positive relationships with peers and staff in a different context. They also promote social confidence, cooperation, and problem-solving skills through shared challenges and group activities.

Furthermore, residential visits contribute to pupils' cultural development by broadening their experiences beyond the local area, fostering an appreciation of the natural environment, and encouraging a greater sense of personal responsibility and community. These opportunities play an important role in supporting pupils' personal growth and readiness for the next stage of their education.

### **Creative and Cultural Engagement**

The school maintains a strong commitment to creative development and meaningful community engagement, ensuring that pupils benefit from a rich range of cultural experiences. A key highlight of the year this year was the autumn term Arts Week, during which pupils across the school studied the work of Brazilian artist, Romero Britto. This whole-school focus culminated in pupils producing high-quality artwork, music and poetry inspired by his distinctive style, fostering creativity, self-expression and meaningful cross-curricular links.

Pupils continue to play an active role in community events, representing the school within the local area. They participate annually in the village Armistice Day service, demonstrating respect, reflection and a strong sense of social responsibility. In addition, the school choir performs each year at a local community event for elderly residents, providing pupils with opportunities to engage with different generations while contributing positively to the wellbeing of the community.

The school further strengthens community links through a joint fundraising day in partnership with the local Scouts and Guides groups, raising funds for a shared community space. This provides pupils with valuable opportunities to contribute positively to their local area and to understand the importance of community cohesion and service.

Creative opportunities are further enriched through music and performance experiences, including Year 3 pupils working with the Hallé Orchestra, as well as through extra-curricular provision such as Arts and Crafts and Gardening Clubs, which contribute to community projects and displays.

The curriculum is also enhanced through visits to places of worship, both within the village and further afield, enabling pupils to develop a deeper understanding of religious practices and cultural diversity. For example, Reception pupils visit our local church at Easter, while Year 2 pupils visit another local church to learn about baptism. Year 1 pupils further enrich their understanding of world religions

through a visit to a local mosque, either in person or via a virtual experience, providing valuable first-hand insight into Islamic beliefs and practices. These experiences support pupils' spiritual, moral, social and cultural development by helping them to appreciate different beliefs and traditions within their community and beyond.

### **STEM Enrichment**

Science Week, including the school's well-established annual Science Fair, continues to be a key feature of the enrichment programme, providing a focused opportunity to promote scientific enquiry and curiosity. Pupils across all year groups engage in age-appropriate investigations and practical activities, including chromatography, engineering challenges and space-themed learning. The event is further strengthened by contributions from parents and external experts, who provide demonstrations and workshops, adding depth, relevance and real-world context to pupils' scientific experiences.

### **Citizenship and Personal Development**

The school continues to prioritise pupils' personal development through initiatives such as the Citizenship Awards scheme, introduced in the last academic year. This structured programme encourages pupils to demonstrate responsibility and active citizenship, with children working towards bronze, silver and gold awards. A number of pupils have successfully achieved the highest-level Governor Award, reflecting sustained commitment to making a positive contribution to the school and wider community.

Pupils are also provided with a range of leadership opportunities that support their personal and social development. Year 6 pupils take on the role of buddies for Reception children, offering ongoing support throughout the year both at lunchtime and within the classroom, helping to ensure a positive and secure transition into school life. In addition, Year 6 pupils act as ambassadors at open events, representing the school and supporting prospective families.

Further opportunities for leadership are provided through the SHINE buddy programme, where Year 5 and Year 6 pupils volunteer to support younger pupils at playtimes, promoting positive, inclusive and safe play experiences for children in the Key Stage 1 playground. In addition, pupils in Years 5 and 6 demonstrate responsibility and active citizenship through their participation in the Smart School Council, where they contribute to decision-making and help shape aspects of school life.

Our School Council also plays a key role in organising charitable activities, including the annual fundraising event for the Down Syndrome Training and Support Service in Bingley. This involves all Year 5 and 6 pupils in an enterprise morning, during which they plan and run a range of stalls and activities such as selling plants, books, homemade food and crafts, and organising games. This initiative consistently raises substantial funds each year while developing pupils' entrepreneurial skills, teamwork and sense of social responsibility. Collectively, these opportunities play a significant role in developing pupils' confidence, sense of responsibility and understanding of their role within the school community.

### **Extra-Curricular Offer**

We offer a broad and inclusive extra-curricular programme that makes a strong contribution to pupils' personal development, wellbeing and wider curriculum experience. A wide range of clubs and activities are available throughout the year, with provision carefully planned to ensure that pupils across all year groups have access to varied opportunities that reflect their interests and talents.

The programme includes a balance of sporting, creative, musical and academic activities. Pupils can participate in a wide range of sports clubs, including multi-sports, football, hockey and cross country, with opportunities to take part in inter-school competitions through local partnerships. These experiences promote physical health, teamwork and resilience, while also enabling pupils to represent the school in a competitive context.

Creative and musical opportunities are a key strength of the provision. Pupils are able to take part in choir, band and a range of arts-based clubs, alongside peripatetic music lessons delivered by specialist teachers. The school band and choir are inclusive and open to all Key Stage 2 pupils, regardless of prior experience, supporting both skill development and participation.

In addition, Key Stage 2 pupils have the opportunity to take part in weekly Rocksteady Music School sessions. Rocksteady is a nationally recognised programme that enables pupils to learn instruments such as drums, guitar, keyboard or vocals by playing in a band with their peers. Sessions are delivered by professional musicians and are designed to be inclusive and accessible, allowing children to develop musical skills in a fun, collaborative environment while also building confidence, teamwork and wellbeing.

Since the introduction of Rocksteady in October, pupils have had opportunities to perform in concerts for parents, with two events already taking place. These performances provide an important platform for pupils to showcase their progress, develop confidence in performing and experience the shared achievement of working as part of a musical ensemble.

Our extra-curricular offer also includes a range of clubs that extend learning, such as coding, gardening, Spaghetti Maths and modern foreign languages, including French and Spanish. Additional opportunities, such as astronomy, art, craft and outdoor-focused clubs, are offered at different times of the year, ensuring variety and sustained engagement. The programme is reviewed and adapted regularly, with clubs rotating across terms to maximise participation and respond to pupil interest.

Overall, the extra-curricular provision at Menston Primary School is extensive, inclusive and well-aligned with the school's wider curriculum aims, providing pupils with valuable opportunities to develop new skills, pursue personal interests and build confidence beyond the classroom.

### Extra - Curricular Club Summary 2025-2026

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Autumn Term 1</b> (02/09/25 – 24/10/25)	KS2 French Club (3.15-4.15pm) Y2 Spanish Club (3.15-4.15pm) Y4 Multi-Sports (3.15-4.15pm) Y1 Art Club (3.15-4pm)	Y5/6 Coding Club (3.15-4.15pm) KS2 Band (3.15-4pm) Y4 IGS Tag Rugby*	Y5 Multi-Sports (3.15-4.15pm)	KS2 Choir (3.15-3.45pm) Y3 Multi-Sports (3.15-4.15pm)	Y1 Multi-Sports (3.15-4.15pm)	YR-6 Cross-Country (am)
<b>Autumn Term 2</b> (03/11/25 – 19/12/25)	KS2 French Club (3.15-4.15pm) Y2 Spanish Club (3.15-4.15pm) Y4 Multi-Sports (3.15-4.15pm) Y1 Art Club (3.15-4pm)	Y5/6 Coding Club (3.15-4.15pm) KS2 Band (3.15-4pm) Y6 Multi-Sports (3.15-4.15pm)	Y6 IGS Football*	KS2 Choir (3.15-3.45pm) Y2 Multi-Sports (3.15-4.15pm)	YR Multi-Sports (3.15-4.15pm) Astronomy Club (3:14-4:15)	YR-6 Cross-Country (am)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Spring Term 1</b> (06/01/26 – 13/02/26)	KS2 French Club (3.15-4.15pm) Y4 Multi-Sports (3.15-4.15pm) Y2 Art Craft Club (3.15-4pm) Y2 Spanish Club (3.15-4.15pm)	Y5/6 Coding Club (3.15-4.15pm) KS2 Band (3.15-4pm) Y5 Multi-Sports (3.15-4.15pm)	Y6 IGS Football*	KS2 Choir (3.15-3.45pm) Y3 Multi-Sports (3.15-4.15pm)	Y1 Multi-Sports (3.15-4.15pm) Astronomy Club (3:14-4:15)	YR-6 Cross-Country (am)
<b>Spring Term 2</b> (23/02/26 – 27/03/26)	KS2 French Club (3.15-4.15pm) Y4 Multi-Sports (3.15-4.15pm) Y2 Art Craft Club (3.15-4pm) Y2 Spanish Club (3.15-4.15pm)	KS2 Band (3.15-4pm) Y6 Multi-Sports (3.15-4.15pm) Y6 IGS Football Final Boys*	Y6 IGS Football* Y6 IGS Football Final Girls*	KS2 Choir (3.15-3.45pm) Y2 Multi-Sports (3.15-4.15pm)	YR Multi-Sports (3.15-4.15pm)	YR-6 Cross-Country (am)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Summer Term 1</b> (13/04/26 – 22/05/26)	KS2 French Club (3.15-4.15pm) Y4 Multi-Sports (3.15-4.15pm) YR Art Club (3.15-4pm) Y1&2 Spanish Club (3.15-4.15)	Y5/6 Coding Club (3.15-4.15pm) - TBC KS2 Band (3.15-4pm) Y5 IGS Summer Recreation The Wilder Club (3:15-4:45pm)	Y5 Multi-Sports (3.15-4.15pm) Spaghetti Maths (3:15-4:15pm)	Y2 Gardening Club (3.15-4.15) Y4/5/6 Choir (3.15-3.45pm) Y3 Multi-Sports (3.15-4.15pm)	Y1 Multi-Sports (3.15-4.15pm)
<b>Summer Term 2</b> (02/06/26 – 17/07/26)	KS2 French Club (3.15-4.15pm) Y4 Multi-Sport (3.15-4.15pm) YR Art Club (3.15-4pm) Y1&2 Spanish Club (3.15-4.15)	Y5/6 Coding Club (3.15-4.15pm) - TBC KS2 Band (3.15-4pm) Y6 IGS Rounders The Wilder Club (3:15-4:45pm)	Y6 Multi-Sports (3.15-4.15pm) Spaghetti Maths (3:15-4:15pm)	Y3 Gardening Club (3.15-4.15pm) Y4/5/6 Choir (3.15-3.45pm) Y2 Multi-Sports (3.15-4.15pm)	YR Multi-Sports (3.15-4.15pm)

\*The IGS leagues are organised for all eight local primary schools, with sessions that include coaching and competitive games. These activities are managed by Ilkley Grammar School, with some A-level students participating as "sports leaders". These sporting events provide an excellent opportunity for children to represent Menston Primary School.