

## Curriculum Overview

### Curriculum vision and aims

- The curriculum at Worlaby Academy is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- Our vision is to challenge all children to strive for academic, sporting, creative and personal accomplishment within our broad, balanced and exciting curriculum.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. We aim to promote a life long love of learning and ambition for the future.
- The curriculum utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

### Curriculum Statement 2018-2019

#### The Foundation Stage

Children in Reception (FS2) classes access the Early Years Foundation Stage Curriculum. They engage in learning that is primarily through first-hand experiences. The Foundation Curriculum has seven areas of learning. These are: Personal, Social and Emotional Development; Communication and Language; Literacy; Physical Development; Mathematics, Expressive Arts; and Understanding the World.

The children's progress is regularly assessed by observational assessment so that staff can plan effectively to support the development of each of the children.

Personal, Social and Emotional Development is vital in the Foundation Stage. We support the children in making relationships, building their self-confidence and in managing their feelings and behaviour. This is part of everyday learning but we teach specific skills in circle time.

Children access phonics daily and use the Jolly Phonics programme initially together with Letters and Sounds. Children are taught in many ways – sometimes whole class, sometimes small group and if needed 1:1 booster groups. By the end of the foundation stage, many children can blend simple words and read simple sentences. In literacy, children apply these skills in an environment rich in language. Activities include role-play, drama, small world activities and the reading area. There is a balance between adult and child led learning with the indoors and outdoors used equally to support learning. Children use their phonic skills when learning to read and write. They are supported in small groups in order to develop their basic skills and learn to label pictures, write simple sentences and make lists.

In Physical Development, children learn to move with control and coordination; to balance and climb; to move with agility and self-expression. They learn to hold one-handed tools such as paintbrushes and scissors with control and to hold and manipulate a pencil with care. They are also supported in managing their own personal hygiene and are taught what they need to do to stay fit and healthy.

Mathematics in the early years focuses on practical skills- for example: counting, ordering, addition and subtraction, doubling, halving and sharing. In the Shape, Space and Measures element there is also an emphasis on play based learning- for example: using simple shapes, measuring and weighing, filling and emptying, whilst using the correct language to describe and compare.

In Understanding the World, children are encouraged to be curious and explore natural materials and learn about living things and compare different places. They learn about technology, using computers and programmable toys as well as the wider application of technology in everyday life. Moreover, they learn about people and communities; how they are different or similar to their friends and they learn about and celebrate other cultures.

Children in the Foundation Stage engage in high quality learning experiences both indoors and outdoors.

### **How we teach English:**

Phonics is taught from EYFS to the end of KS1 using letters and sounds. LKS2 pick up phonics with individual children through interventions.

In reading, we use a trust wide approach through whole class reading of the same text from Y1-Y6. All pupils are exposed to age-appropriate, challenging texts, which are rich in vocabulary. The texts focus on core reading skills of fluency and develop depth in pupils' understanding of what they read. In addition, some children are listened to read on a 1:1 basis by either the teacher, TA or trained volunteers to increase progress and/or attainment. In EYFS we aim to hear every child read every day through both guided reading and a 1-1 approach to build fluency.

Even though children's decoding skills may be poor, they should still be, *'Hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these', (Upper key stage two programme of study).'*

In writing, it is clear that children need to be exploring a variety of sentence structures and drawing on this learning when composing their own writing across all areas of the curriculum.

*'Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology... Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas,' (Lower Key Stage Two programme of study).'*

Approaches used at Worlaby Primary Academy include Pie Corbett's Talk for Writing, Alan Peat's 'exciting sentences' and Jane Dallas's 'It's only Words'. These enable the children to explore and use to good effect a variety of sentence structures. Spelling and punctuation are taught throughout KS1 and KS2 using the 2014 curriculum expectations and an interleaving strategy. Pre cursive handwriting is taught in EYFS and cursive from Year 1.

We make cross-curricular links between English and the rest of the curriculum, as much as possible. We use support staff to follow up teaching and learning and to enable work to be matched to the needs of individuals who need additional input. Children have regular homework to support skills covered in class in the form of reading and spellings.

### **Maths**

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#### **Registered Office / Head Office**

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## **How We Teach Maths:**

The mastery learning model forms the basis of our approach to teaching and learning. This means spending greater time going into depth about a subject. We focus on all children achieving what is expected of their age group. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to secure understanding.

A maths lesson begins with clear examples of the 'basic' conceptual knowledge that we want the children to understand presented in different ways, we use an 'I do, you do' approach. Children then complete five or six questions independently that use the basic concept taught, presented in different ways. The teacher then marks the questions over break time and decides whether children move onto bronze, silver or gold. Bronze means a same day intervention (SDIB), the teacher will go over the concept with children and present more questions along the 'I do, you do model'. Silver (ATS – assessment task silver) means that the children move onto to problem solving questions applying the knowledge they learnt in the first part of the lesson to different style of questions. Gold (ATG – assessment task gold) means that the children move onto reasoning questions – children may only attempt one or two of these questions as they are extremely challenging and thought provoking.

Arithmetic skills are very important and at Worlaby Academy we expect children to be fluent in all times tables by the end of Y4.

## **Science**

Scientific enquiry is at the heart of science teaching at Worlaby academy and all children are given regular practical opportunities in order to develop their scientific knowledge and understanding. Children are supported to articulate scientific concepts clearly and precisely, using appropriate scientific vocabulary.

Where appropriate, the academy's outdoor environment is used to enhance teaching and learning in Science. Science is taught weekly either as a discreet subject or as part of the cross curricular topic.

## **PE and Sport**

Worlaby academy has a well-deserved positive reputation in PE and sport. We believe physical activity is very important. We have a member of staff that has additional responsibilities for PE and sport and employ a sports coach. We use all of our Sports Premium Grant to give as many opportunities as we can to as many children as possible.

In PE, all children have the opportunity to be active, have fun and achieve their personal best. All classes have 2-hour blocks of timetabled PE per week, except Early Years who have one hour (their outdoor provision contributes to children's daily physical activity). Talented children are identified through PE and challenged through encouragement to participate in school sport. Our calendar of intra-academy sport allows us to choose as children as many children as possible to access competitive sport. Children are taught both indoors and outdoors, depending on the activity and the weather. Teamwork and sportsmanship are at the heart of every session. We have many extra-curricular sports clubs and we enter many competitions.

Children from years 1 – 4 have swimming lessons. Those children who cannot swim 25 metres have top up sessions in year 5 and/or 6.

The wider curriculum

### **Computing**

Computing is taught as a discreet subject but it also supports learning and teaching across the curriculum. There are interactive whiteboards in each classroom and children have access to laptops and I-Pads. The school is well resourced with appropriate hardware and software. It also has Internet provision with an appropriate educational filtered system being used.

### **History**

History develops the children's understanding of the past. We aim to develop their curiosity about historical events and the achievements of some of the people who lived in the past. This enables the children to learn how past events influence their lives today. Children learn about the changes in their own lives, their families and about the changes in their local environment.

### **Geography**

We aim to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. Children have the opportunity to study weather, landscapes and map work. They will also gain an understanding of people and places in more distant areas, so they can begin to realise the great and rich variety of our world. We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment.

### **Art**

Art is an integral part of our school curriculum. It is used as a stimulus, creative responses for topics, and to illustrate work children have done in other subjects. The children learn both practical skills, and knowledge and understanding of art. Knowledge and understanding allows the children to reflect on their own and others' work alongside learning about other artists and genres. Children have the opportunity to experiment with a variety of media or learn about specific skills and techniques. The range includes sculpture, printing, painting, drawing, textiles and clay.

### **Music**

From an early age children experience music in various forms; for example – nursery rhymes, background music, songs and games. We aim in school, to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Children are given opportunities to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music from a range of times and cultures.

### **Design and Technology**

Children learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on the experience gained in the Early Years through investigation and play. They explore how familiar things are designed and how they work. They talk about, draw and model their ideas. The children learn how to use tools safely, to use I.C.T. as part of their design and making and to consider the health and safety aspects of food technology.

### **Religious Education**

The school follows the agreed local East Riding, North Lincs and North East Lincs Agreed syllabus which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. The teaching of Religious Education in this academy is non-denominational. It is informing children about world religions and is not about

imparting a faith. Although based mainly on Christian beliefs, other world religions are studied so children develop a greater understanding of other cultures and global diversity. All the children share a collective worship or reflection time each day.

Parents have the right to withdraw their child from the teaching of Religious Education: if this is the case then they are asked to contact the Principal.

### **Spiritual, Moral, Social and Cultural Understanding**

All pupils have planned opportunities to explore beliefs and experience; recognise right and wrong; understand consequences; use social skills in different contexts; work well with others; understand how to stay safe through planned learning opportunities; appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

### **Assessment**

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning, which enables us to note what each child can do and what they need next in their learning.

Children are also engaged in self-assessment at an age-appropriate level, so that they can explain what they have done well and how they can improve their work even more. Children are also assessed in line with statutory requirements. An Early Years Foundation Stage Profile is completed at the end of their Reception year and Statutory Assessment Tests are administered at the end of Year 2 & 6. Phonics screening also takes place at the end of Year 1. Open evenings are held termly, when a child's achievements and targets for improvement are shared with.

### **Sex and Relationship Education**

This is included as part of Science and Health Education topics in school and is introduced informally where it is felt there is a natural link with other parts of the curriculum. Any questions that may be asked by the children are answered in an honest and sensitive way, appropriate to the age of the child. In Year 5 & 6, more formalised sessions are taught to allow the pupils to understand the changes they are going through.

### **Topic Overview**

Each half term or term, topic overviews will be made available on the website for each of the 4 classes in the academy.